



# **Cortney Junior High School**

## **7th GRADE COURSE CATALOG 2022-2023**

**All 7th Grade students at Cortney JHS are required to take the following course:**

**English/Language Art 7**

**History & Geography 7**

**Mathematics 7**

**Elective**

**Science 7**

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

### **ENGLISH/LANGUAGE ARTS 7 - BLOCK**

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

### **ENGLISH/LANGUAGE ARTS 7 ACCELERATED - BLOCK**

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

### **MATH 7**

This one-year course is designed to focus on four critical areas: 1) developing understanding of and applying proportional relationships; 2) developing understanding of operations with rational numbers and working with expressions and linear equations; 3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and 4) drawing inferences about populations based on samples. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. This course fulfills the mathematics requirement for seventh-grade students.

## **MATH 7 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 grade seven curriculum as well as a portion of the currently adopted CCSS grade eight curriculum. This course focuses on six critical areas: 1) developing understanding of and applying proportional relationships; 2) developing understanding of operations with rational numbers and working with expressions and linear equations; 3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; 4) drawing inferences about populations based on samples; 5) 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; and 6) 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 seventh-grade students.

## **SCIENCE 7**

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 7 include Structure and Properties of Matter; Chemical Reactions; Matter and Energy in Organisms and Ecosystems; Interdependent Relationships in Ecosystems; Earth's Systems; History of Earth; Human Impact; and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the seventh-grade science requirement.

## **SCIENCE 7 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 7**

This one-year course examines the development of the Western Hemisphere with an emphasis on the Americas. Using appropriate technology, students develop an understanding of current world issues and relate them to geographical, historical, political, economic, and cultural contexts. Students will develop, research, and answer compelling questions using various and cross-disciplinary source material. Students will construct organized arguments for various audiences and purposes using researched evidence and reasoning. Students will participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence are acknowledged and critiqued. Students will take action on local, regional and global problems at various times and places. This course fulfills the seventh-grade social studies requirement. Approved November 2018.

## **HISTORY & GEOGRAPHY 7 ACCELERATED**

This one-year course examines the development of the Western Hemisphere with an emphasis on the Americas. Using appropriate technology, students develop an understanding of current world issues and relate them to geographical, historical, political, economic, and cultural contexts. Students will develop, research, and answer compelling questions using various and cross-disciplinary source material. Students will construct organized arguments for various audiences and purposes using researched evidence and reasoning. Students will participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence are acknowledged and critiqued. Students will take action on local, regional and global problems at various times and places. This course is designated as accelerated by the enhanced instructional pacing and depth of content. This course fulfills the seventh-grade social studies requirement. Approved November 2018.

### **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.

**SEVENTH GRADE:** A pupil who enters grade seven must complete one semester with a passing grade in mathematics, science, social studies, and English Language Arts for promotion to eighth grade. No student may be retained more than once in the seventh grade.

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

Electives are based upon student enrollment and staff availability.

### **BEGINNING BAND (Fee \$25)**

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 (Fee \$25)**

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 (Fee \$25)**

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 (Fee \$25)**

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 (Fee \$25)**

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 (Fee \$25)**

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 (Fee \$25)**

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 (Fee \$25)**

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 (Fee \$25)**

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.

<p><b>MUSICAL INSTRUMENTS:</b> 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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### **PHYSICAL EDUCATION 7**

This one-year 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 seventh-grade students.

### **CROSS-FIT TRAINING (Limited, Must Apply)**

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 in 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.

**STUDENT AIDE: (2.5 Min. GPA, No D's or F's, No N's or U's in Citizenship, No Suspensions or In-House Suspensions)**

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.

**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.

**MEDIA PRODUCTIONS**

This one-year course is designed to provide students with advanced skills and knowledge in the production of multimedia projects and publications. Students use a variety of techniques to produce projects combining audio and video for school announcements. Students will also participate in the concepts of journalism that will be applied through publication of the school newspaper and yearbook. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are an integral part of this course. NOTE: This is an early bird class that requires the student to have their own transportation to school.

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

**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 eleventh (11<sup>th</sup>) grade, at no cost (or take the NAA for Alternative Diploma students)
3. Earn a diploma (see below)

## HIGH SCHOOL DIPLOMAS

**Clark County School District Diploma Types (in alphabetical order)**

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

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

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

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

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

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

SOURCES: NAC 390, CCSD Regulation 5127, Nevada Board of Regents

## **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.

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

### ***SCHEDULE CHANGES***

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

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

SOURCE: NAC 389.040

### ***GRADE POINT AVERAGE (GPA)***

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



## **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

#### **High School Academic Probation**

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

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

1. Student has earned Smarter Balanced Assessment Consortium (SBAC) scores or Criterion Referenced Test (CRT) scores that meet or exceed standards in ALL of the area(s) of credit deficiency; **OR**
2. Credits have been earned in ALL of the core area(s): English or reading, mathematics, science, and social studies; however, the student is deficient **ONLY** 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 student may not be promoted mid-year.**

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

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

SOURCE: NAC 389.040

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

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

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

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

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

SOURCE: CCSD Regulation 5127

### **High School Credit Taken in Middle School**

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

- Computer Science and Applications
- Algebra I, Geometry Honors
- 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 the student's school counselor. There is no limit on earning concurrent credits. See a school counselor for more information on the following concurrent programs:

### **Nevada Learning Academy**

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

### **Summer School**

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

### **Duplicate Coursework – Repeating Courses**

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

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

## **POSTSECONDARY OPTIONS**

### **NEVADA UNIVERSITY ADMISSIONS**

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

- 3.0 GPA (weighted or unweighted) in 13 High School Courses:
  - 4 credits in English
  - 3 credits in math
  - 3 credits in social studies
  - 3 credits in natural science

- SAT or ACT Test Scores:
  - The new SAT Critical Reading and Math combined score of 1120
  - The ACT Composite score of 22
- Nevada Advanced Diploma

#### ***FOUR-YEAR COLLEGE OR UNIVERSITY***

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

#### ***PUBLIC COMMUNITY COLLEGE***

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

#### ***PRIVATE JUNIOR COLLEGE***

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

#### ***CONTINUING EDUCATION CLASSES***

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

#### ***LIFE SKILLS TRAINING PROGRAMS***

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

#### ***APPRENTICESHIPS***

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

#### ***CAREER, VOCATIONAL, OR TECHNICAL EDUCATION***

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

## ***JOB CORPS***

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

## ***CITY YEAR AND AMERICORPS***

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

## ***MILITARY***

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

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

## **NEVADA SCHOLARSHIPS**

### ***MILLENNIUM SCHOLARSHIP***

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