SIG ROGICH
MIDDLE SCHOOL

Course Catalog

2014-2015

HOME OF THE ROUGH RIDERS

“Education in Action”
**Principal’s Message**

Dear Parent or Guardian:

As students complete the registration process at Sig Rogich Middle School, please take a few moments to familiarize yourself with the course catalog and the methods used for appropriate placement. With the increased rigor as we implement the Common Core State Standards, students must demonstrate mastery at each level as the standards scaffold to higher levels of learning. Students must be adequately prepared to progress to each level of the curriculum. It is imperative that we provide the opportunity for your child to be successful, ensuring appropriate placement for all students with challenges and opportunities consistent with ability levels. Teacher recommendations, CRT scores, and individual growth scores are reviewed to determine the appropriate placement.

Students are asked to select elective courses with an alternate to be used in the event of a scheduling conflict. Discuss this with your child as once the master schedule is created and students are placed accordingly. Students may register for early-bird classes when pre-requisites are met. These classes fill up quickly and will not be available to all students.

The following is a list of courses that are offered for high school credit. Algebra I (7-8), Geometry (8), Spanish I (7-8), Spanish II (8), and French I (7-8). Students must meet all requirements prior to enrolling in courses for high school credit.

Students electing to take a Performing Arts class and a Foreign Language class may do so by selecting the 7 period day option to include an early bird class.

During the month of August, the Rogich website will provide all necessary instructions for the first day of school, information regarding student orientations, and student fees. We look forward to a great year in Rough Rider Country.

-Suzie Harrison
### ENGLISH 6

This one-year course emphasizes the development of specific writing types; arguments, informative/explanatory texts, and narratives in which the development, organization, and style are appropriate to task, purpose, and audience. Students demonstrate increasing sophistication in all aspects of language use. A variety of literature and informational texts serve as models to improve writing skills. Students actively seek to understand other perspectives and cultures through reading and listening. Technology is used thoughtfully to enhance reading, writing, speaking, listening, and language use. This course fulfills the sixth-grade English requirement.

### ACCELERATED ENGLISH 6

This one-year course emphasizes the development of specific writing types; arguments, informative/explanatory texts, and narratives in which the development, organization, and style are appropriate to task, purpose, and audience. 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 writing skills. Students demonstrate increasing sophistication in all aspects of language use. Students actively seek to understand other perspectives and cultures through reading and listening. Technology is used thoughtfully to enhance reading, writing, speaking, listening, and language use. This course fulfills the 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 developing understanding of statistical thinking. 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.

### ACCELERATED MATH 6

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 four critical areas: 1) connecting ratio and rate to whole numbers, 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.

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

SCIENCE 6

This one-year course for sixth-grade students focuses on understanding the living systems on Earth. Students will use scientific processes, protocols, and tools, including inquiry, to build understandings of living things and the interactions between living and non-living things. Critical thinking, collaboration, accuracy, and communication skills will be used as students develop a foundation for scientific literacy in life, earth, and physical science content. This course is required for sixth-grade students. Technology, history and nature of science and career information will be integral components of this course. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills the science requirement for sixth-grade students.

COMPUTER LITERACY 6

This one semester course is designed to familiarize sixth grade students with computer terminology, keyboarding, and the use of the computer. Students will experience hands-on instruction in keyboarding, word processing, spreadsheet, database management, and multi-media presentations. Other aspects of the computer field that will be explored are computer ethics and computer-related career opportunities. A passing grade in this class will fulfill the high school graduation requirement for 1/2 credit of computers.

PHYSICAL EDUCATION 6

This one-semester course focuses on the physical, mental, social, and emotional development of students in cooperative and competitive settings.

Students develop psychomotor skills and engage in movement and lifetime fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time.

Students participate in movement experiences found in team, individual, and dual sports; dance/rhythms; and lifetime recreational activities. Health and skill-related fitness concepts are explored through personal goal setting and self-evaluation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course.

This course fulfills the physical education requirement for sixth-, seventh-, and eighth-grade students.

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

PERFORMING ARTS ELECTIVES

♦ BEGINNING BAND
♦ BEGINNING GIRLS’ CHOIR
♦ BEGINNING BOYS’ CHOIR
♦ BEGINNING ORCHESTRA

(See pages 8-11 for detailed course descriptions)

BEGINNING ART

This one-year course develops basic knowledge and skills in visual art techniques through the introduction of a variety of media and subject matter. Various styles and artists are considered within their historical context. Problem solving, creativity, and originality are developed through planning, art making, and reflection. Students learn principles and practices of aesthetics and critique. Through discussion and production, connections are made between visual art and disciplines outside of the arts. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course.

EXPLORATIONS 6

Students have the opportunity to "sample" different types of classes. Each explorations class will be taught for one quarter. Possible course offerings may include: Fast Math, Personal Wellness, Exploring World Languages, Intro to Art Awareness, and Introduction to Music Awareness. (These courses are subject to change.)
ENGLISH 7

This one-year course emphasizes the development of specific writing types; arguments, informative/explanatory texts, and narratives in which the development, organization, and style are appropriate to task, purpose, and audience. Students demonstrate increasing sophistication in all aspects of language use. A variety of literature and informational texts serve as models to improve writing skills. Students actively seek to understand other perspectives and cultures through reading and listening. Technology is used thoughtfully to enhance reading, writing, speaking, listening, and language use. This course fulfills the seventh-grade English requirement.

ACCELERATED ENGLISH 7

This one-year course emphasizes the development of specific writing types; arguments, informative/explanatory texts, and narratives in which the development, organization, and style are appropriate to task, purpose, and audience. 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 writing skills. Students demonstrate increasing sophistication in all aspects of language use. Students actively seek to understand other perspectives and cultures through reading and listening. Technology is used thoughtfully to enhance reading, writing, speaking, listening, and language use. This course fulfills the seventh-grade English requirement.

TEACHER RECOMMENDATION, PRIOR ACADEMIC PERFORMANCE, AND STANDARDIZED TEST SCORES ARE REVIEWED FOR PLACEMENT IN THIS CLASS.

READING 7

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 seventh-grade reading requirement.

ACCELERATED READING 7

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 seventh-grade reading requirement.

TEACHER RECOMMENDATION, PRIOR ACADEMIC PERFORMANCE, AND STANDARDIZED TEST SCORES ARE REVIEWED FOR PLACEMENT IN THIS CLASS.

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 geometric constructions, and working with two- and three-dimensional shapes to solve problems integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, and technology, are an integral part of this course. This course fulfills the mathematics requirement for seventh-grade students.

ACCELERATED MATH 7

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 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 involve-
ing 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.

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

**SCIENCE 7**

This one-year course for seventh-grade students focuses on understanding Earth and Space science systems. Students will use scientific processes, protocols, and tools, including inquiry, to build understanding of Earth’s structure and place in the Solar System, atmospheric processes, and composition of matter. Critical thinking, collaboration, accuracy, and communication skills will be practiced as students extend their scientific literacy. This course is required for seventh-grade students. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills the science requirement for seventh-grade students.

**ACCELERATED SCIENCE 7**

This course is distinguished from Science 7 by instructional pacing and delivery of advanced content.

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

**U.S. / NEVADA HISTORY 7**

This one-year course is a study of Nevada from statehood to present day and American history from the time of the American Revolution through World War II. Students explore and evaluate challenges facing the new nation and make connections between the rise of industrialization and contemporary social and economic conditions. The history of Nevada is integrated throughout the year. 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 is a required course for all seventh grade students.

**ACC U.S. / NEVADA HISTORY 7**

This course is distinguished from U.S./Nevada History 7 by instructional pacing and delivery of advanced content.

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

**PHYSICAL EDUCATION 7**

This one-semester course focuses on the physical, mental, social, and emotional development of students in cooperative and competitive settings. Students develop psychomotor skills and engage in movement and lifetime fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time.

Students participate in movement experiences found in team, individual, and dual sports; dance/rhythms; and lifetime recreational activities. Health and skill-related fitness concepts are explored through personal goal setting and self-evaluation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the physical education requirement for sixth-, seventh-, and eighth-grade students.

**BEGINNING BAND**
**INTERMEDIATE BAND**
**ADVANCED BAND**
**JAZZ BAND** (by audition, early-bird)
**WOMEN’S INTERMEDIATE CHOIR**
**CONCERT CHOIR**
**SHOW CHOIR** (by audition, early-bird)
**BEGINNING ORCHESTRA**
**INTERMEDIATE ORCHESTRA**
**ADVANCED ORCHESTRA**
**TECHNOSTRINGS** (by audition)
**INTERMEDIATE GUITAR**
**INTERMEDIATE ART**
**SPANISH I**
**FRENCH I**
**EXPLORING WORLD LANGUAGES**
**DRAMA**
**CAFETERIA AIDE**
**STUDENT STORE**
**PERSONAL WELLNESS**
**INTRO TO INFORMATION TECHNOLOGY**
**INTRODUCTION TO MEDIA TECHNOLOGY**

(See pages 8-11 for detailed course descriptions)
**8th Grade Core Course Descriptions**

All 8th grade students will have the following classes based on a 6 period daily schedule:

- English 8 or Accelerated English 8
- Pre-Algebra, Algebra I, or Geometry
- Science 8 or Accelerated Science 8
- World Geography or Accelerated World Geography
- Physical Education (1 semester) and Health 8 (1 semester)
- Two Half-Year Electives OR one Full-Year Elective

**ENGLISH 8**

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

**ACCELERATED ENGLISH 8**

This one-year course emphasizes the development of critical reading and writing skills. This course is designated as accelerated by the enhanced instructional pacing, depth and breadth of content, and is designed for students who have demonstrated advanced reading and/or writing skills. Students enrolled in this course read and write a variety of text independently and proficiently. A variety of grade level and above grade level text of steadily increasing sophistication is used. Through close reading, careful writing, class discussions, and presentations, students deepen their ability to independently write, analyze, evaluate, and critique text. Students actively seek to understand other perspectives and cultures through reading and listening. Technology is used thoughtfully to enhance reading, writing, speaking, listening, and language use. This course fulfills the eighth-grade English requirement.

**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 bi-variate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Instructional practices incorporate integration of diversity awareness, including appreciation of all cultures and their important contributions to our society. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. This course fulfills the mathematics requirement for eighth-grade students.

**ALGEBRA I (Earns High School Credit)**

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.

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

**GEOMETRY I H**

(Earns High School Credit)

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. The prerequisite for this course is successful completion of Algebra I. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course.

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

**SCIENCE 8**

**ACCELERATED 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. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills the science requirement for eighth-grade students.

Teacher recommendation, prior academic performance, and standardized test scores are reviewed for placement in the accelerated class.
WORLD GEOGRAPHY 8

This one-year course is the study of the world’s cultures, economics, history, regions, and geographic features from the development of ancient civilizations through the Age of Exploration. Students examine the earth from the scale of states, nations, countries, and continents creating connections to contemporary geographic conditions. Students synthesize concepts, patterns, and interdependent relationships that make our ever-changing world diverse and dynamic. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the physical education requirement for sixth-, seventh-, and eighth-grade students.

ACCELERATED WORLD GEOGRAPHY 8

This course is distinguished from World Geography 8 by instructional pacing and delivery of advanced content. Teacher recommendation, prior academic performance, and standardized test scores are reviewed for placement in the accelerated class.

PHYSICAL EDUCATION 8

This one-semester course focuses on the physical, mental, social, and emotional development of students in cooperative and competitive settings. Students develop psychomotor skills and engage in movement and lifetime fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time.

Students participate in movement experiences found in team, individual, and dual sports; dance/rhythms; and lifetime recreational activities. Health and skill-related fitness concepts are explored through personal goal setting and self-evaluation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the physical education requirement for eighth-grade students.

HEALTH 8

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.

8th GRADE ELECTIVE OPTIONS

EXPLORATIONS 8

Students have the opportunity to “sample” different types of classes. Each explorations class will be taught for one quarter. Rotating course offerings may include: Financial Planning, Public Speaking, Personal Wellness, and College Prep. (These courses are subject to change.)

INTERMEDIATE BAND
ADVANCED BAND
JAZZ BAND (by audition, early-bird)
WOMEN’S ADVANCED CHOIR
CONCERT CHOIR
SHOW CHOIR (by audition, early-bird)
INTERMEDIATE ORCHESTRA
ADVANCED ORCHESTRA
TECHNOSTRINGS (by audition)
ADVANCED GUITAR
INTERMEDIATE ART
ADVANCED ART
SPANISH I
SPANISH II
FRENCH I
EXPLORING WORLD LANGUAGES
DRAMA / ADVANCED DRAMA
CAFETERIA AIDE
STUDENT STORE
STUDENT AIDE
MEDIA PRODUCTION
PERSONAL WELLNESS
INTRO TO INFORMATION TECHNOLOGY
INTRODUCTION TO MEDIA TECHNOLOGY

(See pages 8-11 for detailed course descriptions)
Performing Arts Electives

All students may select one Performing Arts elective. Students need to think carefully about their elective choices as there will be NO elective course changes once your schedule has been created.

Teacher recommendations are required for certain courses. Some courses may require a fee.

“Early Bird” electives are from 8:00-8:50.

BEGINNING BAND
6th/7th Graders
This one year course is designed for any middle school student who desires to develop the ability to play a wind or percussion instrument. The course involves applying the basic fundamentals of music reading to the particular technique of the instrument being studied. This is a preparatory course for progression into Junior Varsity and Varsity Band. Rental of instruments from your local music store is recommended. Some instruments are provided by the school. Contact band instructor for availability of school instruments.

INTERMEDIATE BAND
7th/8th Grade Only
This one year course is designed for students who have achieved beyond the beginning band level. It includes guidance and direction in solving psychomotor problems related to instruments and the techniques for producing and evaluating pitch, tone, rhythmic patterns, and dynamic levels within a variety of musical styles. Teacher recommendation and/or audition is required.

ADVANCED BAND
7th/8th Graders
This one year course is designed for students who have achieved beyond the intermediate band level. It includes guidance and direction in solving psychomotor problems related to instruments and the techniques for producing and evaluating pitch, tone, rhythmic patterns, and dynamic levels within a variety of musical styles. Teacher recommendation and/or audition is required.

WOMEN’S INTERMEDIATE CHOIR
7th Grade Girls
This one year course is similar to Advanced Women’s Chorus...except there are no boys! The choir focuses on building upon musical knowledge and refining vocal technique, as well as perfecting rehearsal and performance skills. Teacher recommendation and/or audition is required.

WOMEN’S ADVANCED CHOIR
8th Grade Girls
This one year course is a follow-up to Women’s Intermediate Choir. The choir focuses on expanding musical knowledge and refining vocal technique, as well as perfecting rehearsal and performance skills. Teacher recommendation and/or audition is required.

CONCERT CHOIR
7th/8th Girls, 6th/7th/8th Boys
This one year course is similar to women’s choir except it consists of both boys and girls. The choir focuses on building upon musical knowledge and refining vocal technique, as well as perfecting rehearsal and performance skills. Teacher recommendation and/or audition is required.

VOCAL ENSEMBLE
Show Choir
This one year course will be an Early Bird class that focuses on singing challenging music as well as performing pop, jazz and “show” music. The purpose of the choir is to PERFORM as much as possible outside of school. Students in this class must be enrolled in one of the above listed choirs and have an audition with the choir teacher. Audition required.
BEGINNING ORCHESTRA
6th/7th/8th Grades

This one-year course is designed for the student who is interested in learning to play a string instrument. It includes the development of skills necessary to become independent as a musician. This course emphasizes the place of string music in the Western musical heritage. It concentrates on the development of note-reading skills, aural skills, rhythmic patterns, intonation, and tonality inherent to Western string music. The importance of sustained group and individual effort is stressed. A progression of fundamental and technical proficiency is expected. Emphasis will be placed on having a variety of performing experiences. Students are encouraged to rent or purchase their instrument.

INTERMEDIATE ORCHESTRA
7th/8th Grade Only

This one year course continues with advanced instruction of technical and performing skills. Placement will be determined by playing ability. Students will be expected to provide their own instruments.

Teacher recommendation and/or audition is required.

ADVANCED ORCHESTRA
7th/8th Grade Only

This one-year course is designed for students who have developed skills beyond those outlined in the Beginning Strings Orchestra Procedural Guide. It includes further development of those skills necessary to become independent as a musician. This course emphasizes the place of string music in the Western musical heritage. It concentrates on the development of style, articulation, dynamics, rhythmic ability, and tone inherent to string music performance. The importance of sustained group and individual effort is stressed. A progression of technical proficiency is expected. Emphasis will be placed on having a variety of performing experiences. Students are encouraged to rent or purchase their own instrument.

Teacher recommendation and/or audition is required.

TECHNOSTRINGS
7th/8th Grade

This one year course is designed to introduce students to pop music and electric stringed instruments.

*Students are not required to have an electric instrument.

Audition required.

BEGINNING GUITAR
6th Grade Only

This one-year course is designed for students with no previous guitar experience. Students will receive guidance and direction in solving problems related to playing the guitar on a beginning level and will learn many of the different styles, skills, and techniques required to become a successful guitarist. Areas of concentration include: correct posture, note reading, aural skills, flat picking, singing songs, rhythmic patterns, chord study, finder picking styles, musical forms, improvisation, and performing experiences. This course may be repeated.

Teacher recommendation and/or audition is required.

INTERMEDIATE GUITAR
7th Grade Only

This one year course is designed for students who have successfully completed the skills outlined in the Beginning Guitar Syllabus. This course includes further development of the skills necessary to become independent as a guitarist. This course emphasizes the development of style, articulation, dynamics, rhythmic ability, and skills inherent to performance. Students will receive guidance and direction in solving problems related to playing the guitar on an intermediate level and will learn many of the different styles, skills, and techniques required to become a successful guitarist. Areas of concentration include: correct posture, note reading, aural skills, flat picking, singing songs, rhythmic patterns, chord study, finder picking styles, musical forms, improvisation, and performing experiences. A progression of technical proficiency is expected. This course may be repeated.

Teacher recommendation and/or audition is required.

ADVANCED GUITAR
8th Grade Only

This one-year course is designed for students who have successfully completed the skills outlined in the Guitar Level II syllabus. This course includes further development of the skills necessary to become independent as a guitarist. This course emphasizes the development of style, articulation, dynamics, rhythmic ability and skills inherent to performance. Students will receive guidance and direction in solving problems related to playing the guitar on an intermediate level and will learn many of the different styles, skills, and techniques required to become a successful guitarist. Areas of concentration include: correct posture, note reading, aural skills, flat picking, singing songs, rhythmic patterns, chord study, finder picking styles, musical forms, improvisation, and performing experiences. A progression of technical proficiency is expected. This course may be repeated.

Teacher recommendation and/or audition is required.
Sixth, seventh, and eighth grade students may select an elective from the choices below as indicated. Students need to think carefully about their elective choices as there will be **NO elective course changes once your schedule has been created.**

*Teacher recommendation and/or application is required for some of these courses.

**Some courses may require a fee.

All elective courses are offered based on student requests. If a course does not have enough student requests, the course will not be offered.

**EXPLORING WORLD LANGUAGES**

7th/8th Grade

This one semester introductory course is designed to acquaint the student with selected world languages offered. The course will familiarize the student with the geography and the cultures of the countries or regions where each language is spoken. This course provides limited practice in the essential skills of speaking, listening, reading and writing in the languages studied in order to enable students to effectively choose a world language path. Instructional practices will 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.

**SPANISH I / FRENCH I**

7/8th Grade (Earns High School Credit)

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, participating in multicultural communities, and communicating native language to the target language, connecting with other disciplines, comparing an understanding of the target cultures, 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. The course fulfills one of the elective credits required for high school graduation.

*Teacher recommendation and/or application required.

**Priority placement will be given to students who successfully completed Exploring World Languages.

**SPANISH II (Earns High School Credit)**

This second-year course continues the development of proficiency in the four basic skills of listening, speaking, reading and writing. Emphasis is on communication in Spanish at the intermediate level in real-life situations. Students will expand knowledge of vocabulary and continue to explore the cultural diversity of the Spanish Culture. This course will require daily study, drill, and written exercises as needed of more advanced grammar structures and concepts and their use.

*Teacher recommendation and/or application required.

**Priority placement will be given to students who successfully completed Spanish I.

**BEGINNING ART**

6th Grade

This one-year course develops basic knowledge and skills in visual art techniques through the introduction of a variety of media and subject matter. Various styles and artists are considered within their historical context. Problem solving, creativity, and originality are developed through planning, art making, and reflection. Students learn principles and practices of aesthetics and critique. Through discussion and production, connections are made between visual art and disciplines outside of the arts. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course.

**INTERMEDIATE ART**

7th/8th Grade

This semester course is for students who have successfully completed beginning art, and will expand skills in visual art techniques through a variety of media and subject matter. Various styles, artists and historical periods will be investigated and demonstrated. Students will continue to develop problem solving skills, creativity and originality through art making and discussion. Students will apply knowledge of principles and practices of aesthetics and critique.

Through collaboration and production, connections will be made between visual art and disciplines outside of the arts. Instructional practices will incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course.

*Teacher recommendation and/or application required.

**ADVANCED ART**

8th Grade

This one-year course is for students who have successfully completed beginning and intermediate art and will apply advanced skills in visual art techniques through an expanded variety of media and subject matter. Diverse styles, artists and historical periods will be analyzed and incorporated into production. Students will implement creativity, originality and innovation through problem solving and art making.

*Teacher recommendation and/or application required.
STUDENT STORE
7th/8th Grade
This one-year course is designed to allow students to work in the general store during 4th period lunches. Students will gain experience in operating a small business. Skills learned will be ordering, stocking, supply and demand, cash register operations and customer service.
*Teacher recommendation and/or application required.

CAFETERIA AIDE
7th/8th Grade
This one year course is designed to allow students to work in the school cafeteria to gain experience in food service handling, money handling, customer service, and following directions.
*Teacher recommendation and/or application required.

STUDENT AIDE
8th Grade Only
This one year course is designed to allow students to assist teachers in the classroom or office personnel in the office. Students will develop people skills, learn clerical skills, demonstrate independent work ethics, and learn how to run small office equipment.
*Teacher recommendation and/or application required.

INTRO TO INFORMATION TECHNOLOGY
7th/8th Grade
This one semester OR one year course is designed to familiarize students with the use of the computer for web page design. Recent web design developments, computer use, computer misuse, vocabulary, html coding, and proper use of the Internet will be explored and discussed. The student will complete projects using graphics, audio, video, and the internet.

INTRODUCTION TO MEDIA TECHNOLOGY
7th/8th Grade
This one-year middle school course is designated to introduce students to the use of technology as a creative tool. Students will gain a working knowledge of computers as well as acquire a basic knowledge of graphic design to create attractive designs and layouts, multimedia presentations and computerized publications. Students will be introduced to graphics, audio, video, multimedia and desktop publishing software. Students will be in charge of creating a daily news broadcast.
*This elective course does not meet the computer competency requirement for high school graduation.

DRAMA
7th/8th Grade
This semester course is designed to provide a basic study in the fundamentals of oral and dramatic communication. The course will emphasize the various types and techniques of public speaking as well as the vocal, physical, and emotional aspects of acting.

ADVANCED DRAMA
8th Grade
This one year course is designed to provide a more advanced knowledge of theatre through performance. This course is designed to give students practical experiences by being a part of actual theatrical productions. Instruction focuses primarily on the students' improvement and demonstration of acting skills.
*Teacher recommendation and/or application required.

PERSONAL WELLNESS
7th/8th Grade
The Personal Wellness semester or year course offered at Rogich teaches students to take positive approach toward one’s personal health, contributing to academic achievement, positive self esteem, and enhanced physical, mental and social health. Students will have the opportunity to learn basic weight lifting techniques appropriate for their individual body type and stage of physical development along with circuit training and cardiovascular activities that will enable students to achieve and maintain good physical health.
An “Early Bird” class may also be offered.
CCSD LIMITATION OF ABSENCES:

10 EACH SEMESTER

- Missing more than 30 minutes in any class period equals an absence.
- Students have 3 days after an absence to bring a written excuse to the Attendance Office.
- Unapproved absences may be declared truancies.

Pre-Arranged Absences:

- Student must complete a Pre-Arranged application through the Attendance Office.
- Up to 10 Pre-Arranged absences may be requested each school year.
- Make-up work must be completed for absence to be excused.

CONSEQUENCES FOR EXCESSIVE ABSENCES:

- Failing grade and denial of semester credit in any course in which a student has exceeded 10 unapproved absences during that semester.
- Failing semester grade and denial of semester credit for courses of which graduation credit may be earned (i.e.; Spanish, Algebra I)
- Retention in the current grade for which denial of credit was received.

MIDDLE/JUNIOR HIGH SCHOOL PROMOTION REGULATION

Clark County District Policy and Regulation 5123 was revised on August 10, 2000. This policy and regulation sets the standard for promotion from sixth to seventh grade, from seventh to eighth grade, and from eighth grade to high school. Under the provisions of this policy and regulation, a sixth or seventh grade student may be retained at that grade for no more than one year and eighth grade students may be retained for more than one year. The following information is provided to illustrate how this regulation will affect current students within the educational system.

<table>
<thead>
<tr>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must complete 1 semester of math, 1 semester of English or reading, and 1 semester of science with passing grades for promotion to the 7th grade.</td>
<td>Must complete 1 semester of math, 1 semester of English or reading, 1 semester of science, and 1 semester of social studies with passing grades for promotion to 8th grade.</td>
<td>Must complete 3 semesters of math, 3 semesters of English or Reading, 2 semesters of science, and 2 semesters of social studies with passing grades for promotion to 9th grade.</td>
</tr>
</tbody>
</table>
6th Grade

1) Math or Accelerated Math
2) English or Accelerated English
3) Reading or Accelerated Reading
4) Science
5) Computer Literacy (1 semester) and Physical Education (1 semester)
6) Elective: (Performing Arts, Art, or Explorations)

7th Grade

1) Math or Accelerated Math
2) English or Accelerated English
3) Reading or Accelerated Reading
4) U.S./Nevada History or Accelerated US/Nevada History
5) Science or Accelerated Science
6) Elective: (1 semester of PE or Personal Wellness + 1 semester elective OR one full year elective)
7) Option of 7 period day will include 1 Performing Arts elective and 1 Foreign Language elective

8th Grade

1) Pre-Algebra or Algebra I
2) English or Accelerated English
3) Science or Accelerated Science
4) World Geography or Accelerated World Geography
5) Health (1 semester) and Physical Education (1 semester)
6) Elective: (two semester electives OR one full year elective)
7) Option of 7 period day will include 1 Performing Arts elective and 1 Foreign Language elective
FOUR YEAR ACADEMIC PLAN

An on-line four year Academic Plan will be implemented with all freshman students and updated each year thereafter. This plan sets forth specific educational goals that students intend to achieve before graduation. Academic plans include the designation of a career pathway, a four year high school course of study, and post-secondary planning. The plan includes students and parents:

- Working in consultation with a school counselor to develop the academic plan
- Signing the academic plan
- Reviewing the plan yearly and revising when necessary

The academic plan will be used as a guide to manage the student’s educational development and course selection in alignment with an identified course of study. The plan is easily accessible through the CCSD website at http://eduplan.ccsd.net for regular review and revision as necessary. Regular examination throughout high school will assist students in preparation for adulthood in the 21st century.

21st CENTURY COURSE OF STUDY EXPECTATIONS

The Clark County School District expects all students to meet the requirements of the 21st Century Course of Study. In addition to the three years of mathematics and two years of science necessary to graduate with a high school standard diploma, students will be scheduled into a fourth year of mathematics, which will include Algebra II, and a third year of science, which will include Biology. Although the graduation requirements for a standard diploma will not change, the school district expects its students to be competitive in higher education and the workforce, and to be prepared to take full advantage of what the world has to offer beyond high school.

The Clark County School District believes that all students must be prepared for the following post-secondary opportunities:

1. University/Four-Year College
2. Community/Two-Year College
3. Trade/Technical School
4. Workforce

The 21st Century Course of Study provides the following for students:

- Opens Doors to Post-Secondary Education and Workforce Opportunities
- Meets Nevada System of Higher Education (NSHE) University Admissions

*Grade Point Average (GPA) and Core Curriculum Requirements are:

1.) 3.00 GPA (weighted or unweighted) in the core curriculum
2.) Approved NSHE Core Curriculum (4 English, 3 Math – including Algebra II, 3 Natural Science, 3 Social Science & History = 13 units)

- Prepares Students for the Governor Guinn Millennium Scholarship

*GPA and Core Curriculum Requirements are:

1.) 3.25 cumulative GPA (weighted or unweighted) and the core curriculum
2.) Approved NSHE Core Curriculum (4 English, 4 Math – including Algebra II, 3 Natural Science, 3 Social Science & History = 14 units)

<table>
<thead>
<tr>
<th>21st CENTURY COURSE OF STUDY EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>AREAS OF STUDY</td>
</tr>
<tr>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>ENGLISH</td>
</tr>
<tr>
<td>MATHEMATICS (Includes Algebra II)</td>
</tr>
<tr>
<td>SCIENCE (Includes Biology)</td>
</tr>
<tr>
<td>WORLD HISTORY or GEOGRAPHY</td>
</tr>
<tr>
<td>U.S. HISTORY</td>
</tr>
<tr>
<td>U.S. GOVERNMENT</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
</tr>
<tr>
<td>HEALTH</td>
</tr>
<tr>
<td>USE OF COMPUTERS</td>
</tr>
<tr>
<td>ELECTIVES (Includes one Arts/Humanities or Career &amp; Technical Education Course)</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>
**STANDARD DIPLOMA**

The following subjects are needed to meet graduation requirements:

<table>
<thead>
<tr>
<th>REQUIRED/ELECTIVE AREAS OF STUDY</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>4</td>
</tr>
<tr>
<td>*MATHEMATICS</td>
<td>3</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>2</td>
</tr>
<tr>
<td>WORLD HISTORY or GEOGRAPHY</td>
<td>1</td>
</tr>
<tr>
<td>U.S. HISTORY</td>
<td>1</td>
</tr>
<tr>
<td>U.S. GOVERNMENT</td>
<td>1</td>
</tr>
<tr>
<td><strong>PHYSICAL EDUCATION</strong></td>
<td>2</td>
</tr>
<tr>
<td>HEALTH</td>
<td>½</td>
</tr>
<tr>
<td>*<strong>USE OF COMPUTERS</strong></td>
<td>½</td>
</tr>
<tr>
<td>ELECTIVES</td>
<td>7½</td>
</tr>
<tr>
<td>**TOTAL</td>
<td>22½</td>
</tr>
</tbody>
</table>

*Mathematics course units must include at least Algebra I or Algebra I H, or Applied Algebra I A and I B, or above.

**A maximum of ONE credit for Physical Education II will be granted if a student participates outside of the school day in interscholastic athletics or on a drill team, marching band, dance group, or cheerleading squad.

***Satisfactory completion of a semester computer literacy course offered in grades 6, 7, or 8 will meet the requirement for the use of computers.

To receive a diploma from a Nevada high school, students must pass the End of Course Exams in addition to meeting course requirements.

**ADVANCED DIPLOMA**

The following subjects are needed to meet the Advanced Diploma requirements:

<table>
<thead>
<tr>
<th>REQUIRED/ELECTIVE AREAS OF STUDY</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>4</td>
</tr>
<tr>
<td>*MATHEMATICS</td>
<td>4</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>3</td>
</tr>
<tr>
<td>WORLD HISTORY or GEOGRAPHY</td>
<td>1</td>
</tr>
<tr>
<td>U.S. HISTORY</td>
<td>1</td>
</tr>
<tr>
<td>U.S. GOVERNMENT</td>
<td>1</td>
</tr>
<tr>
<td><strong>PHYSICAL EDUCATION</strong></td>
<td>2</td>
</tr>
<tr>
<td>HEALTH</td>
<td>½</td>
</tr>
<tr>
<td>*<strong>USE OF COMPUTERS</strong></td>
<td>½</td>
</tr>
<tr>
<td>ARTS / HUMANITIES or CAREER AND TECH ED ELECTIVE</td>
<td>1</td>
</tr>
<tr>
<td>ELECTIVES</td>
<td>6</td>
</tr>
<tr>
<td>**TOTAL (unweighted GPA 3.25)</td>
<td>24</td>
</tr>
</tbody>
</table>

*Mathematics course units must include at least Algebra I or Algebra I H, or Applied Algebra I A and I B, or above.

**A maximum of ONE credit for Physical Education II will be granted if a student participates outside of the school day in interscholastic athletics or on a drill team, marching band, dance group, or cheerleading squad.

***Satisfactory completion of a semester computer literacy course offered in grades 6, 7, or 8 will meet the requirement for the use of computers.

To receive a diploma from a Nevada high school, students must pass the End of Course Exams in addition to meeting course requirements.
ADVANCED HONORS DIPLOMA

The following subjects are required to meet the Advanced Diploma requirements:

Students planning to apply to universities with competitive admission requirements may pursue the CCSD Advanced Honors Diploma. The Advanced Honors Diploma requires additional rigorous coursework beyond those required for the Advanced Diploma. Students will be required to fulfill the 24.0 credit Advanced Diploma requirements (including 4-years of mathematics, 3-years of science and an additional Arts/Humanities or Career and Technical Education course) and must complete the Honors, International Baccalaureate (IB), or Advanced Placement (AP) courses required of the Honors Course Program. Students must achieve a minimum of a 3.25 un-weighted GPA and 3.85 weighted GPA.

**ADVANCED HONORS DIPLOMA**

<table>
<thead>
<tr>
<th>Required/Elective Areas of Study</th>
<th>Advanced Diploma Units</th>
<th>Honors Course Program Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>SOCIAL STUDIES</strong> (must earn all 3 credits)**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>World History or Geography</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>U.S. History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>U.S. Government</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PHYSICAL EDUCATION</strong></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>HEALTH</strong></td>
<td>½</td>
<td></td>
</tr>
<tr>
<td><strong>USE OF COMPUTERS</strong></td>
<td>½</td>
<td></td>
</tr>
<tr>
<td><strong>ARTS/HUMANITIES or CAREER TECH ED ELECTIVE</strong></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>ELECTIVES</strong></td>
<td>6</td>
<td>3*</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>24</td>
<td>12</td>
</tr>
</tbody>
</table>

*Must include one Honors Foreign Language Course. First year foreign language classes will not receive Honors credit. Student must achieve a minimum 3.25 un-weighted GPA and a minimum 3.85 weighted GPA.

**Weighted Honors Courses**

Students will earn a weighted grade point factor for successful completion of Honors, Advanced Placement (AP), and International Baccalaureate (IB) courses will be added as follows:

- Honors .025
- Advanced Placement (AP) .050
- International Baccalaureate (IB) .050

**The weighted GPA cap for the Honors Program for students will be added as follows:**

- The weighted GPA cap for the Honors Program is no more than twenty-eight semesters (14 classes) of Honors/AP/IB courses.
- Students will receive a weighted grade point factor of .050 for four semesters (2 classes) of AP and/or IB courses and will also receive a weighted grade point factor of .025 for twenty-four semesters (12 classes) of Honors courses.
- Students who choose to enroll in only Honors level courses will receive a weighted grade point factor of .025 for twenty-eight semesters (14 classes) of Honors courses.
- The highest possible GPA under this system is 4.80.
- To receive a diploma from a Nevada high school, students must pass the End of Course Exams in addition to meeting the course requirements.

**Advantages of the Honors Course Offerings**

*Most competitive colleges and universities consider not only students’ grades, but also their academic background evidenced by courses listed on the transcript, letters of recommendation from teachers and counselors, and SAT I or ACT scores.

*Enrollment in the Honors Program will assist students in their preparation for college entrance exams.

*The weighted GPA is used when determining ranking in class.
Nevada Department of Education

There is a clear expectation that all students will perform academic tasks with honor and integrity, with the support of parents, staff, faculty, administration, and the community. The learning process requires students to think, process, organize, and create their own ideas. Throughout this process, students gain knowledge, self-respect, and ownership in the work that they do. These qualities provide a solid foundation for life skills, impacting people positively throughout their lives. Cheating and plagiarism violate the fundamental learning process and compromise personal integrity and one's honor. Students demonstrate academic honesty and integrity by not cheating, plagiarizing, or using information unethically in any way.

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

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

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

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

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

Questions or concerns regarding the consequences associated with a violation of the Code of Honor may be directed towards your child's school administration and/or the school district.
Governor Guinn’s Millennium Scholarship Program

The State of Nevada’s Governor Guinn Millennium Scholarship Program provides financial support to Nevada’s high school graduates who plan to attend an eligible Nevada community, 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 in mid-July to the Office of the State Treasurer. You will receive an award notification early August. Policy guidelines and requirements for eligibility can be obtained by calling 1-888-477-2667 or at www.NevadaTreasurer.gov. Please note that this information is subject to any changes in state law, policies adopted by the NSHE Board of Regents, availability of funding, and any related matters hereto.

CCSD Guidance & Counseling Website

The Guidance and Counseling Web site is designed to provide students and parents with information on counseling services provided by the school district. It also serves as a support reference for preparing students for their future educational decisions regarding Post-Secondary Planning. Starting with elementary school, parents and students will be able to review a checklist of activities on “How to Support your Child’s Education”. These activities will assist with school success and will also prepare your children for college, apprenticeships, trade and technical schools, military opportunities, or to go directly to work. For details visit: http://ccsd.net/departments/guidance-counseling. Under Tips for Parents, click on Support your Child’s education.

The Clark County School District does not knowingly discriminate against any person on the basis of race, color, creed, religion, national or ethnic origin, sex, age, or disability in admission or access to, or treatment or participation in its programs and activities.
Sig Rogich Middle School offers a variety of before-school and after-school club activities. Students are encouraged to join and participate in these clubs and sports. The following list contains some of the current offerings. Club offerings are subject to teacher availability and may change from those listed below.

- Badminton Club
- Bowling Club
- Ceramics/Art Club
- Computer Club
- Homework Club
- Intramural Basketball
- Intramural Tennis
- Intramural Volleyball
- Junior Varsity Quiz
- National Jr. Honor Society
- Recycling Club
- Robotics Club
- Running Club
- SAVE Club
- Scrapbooking Club
- Soccer Club
- Student Council
- Study Hall

The following teams are by tryout only; students who participate must maintain a 2.0 GPA and exemplary classroom behavior.

- Basketball Team (Girls/Boys)
- Cheerleading Team
- Dance Team