



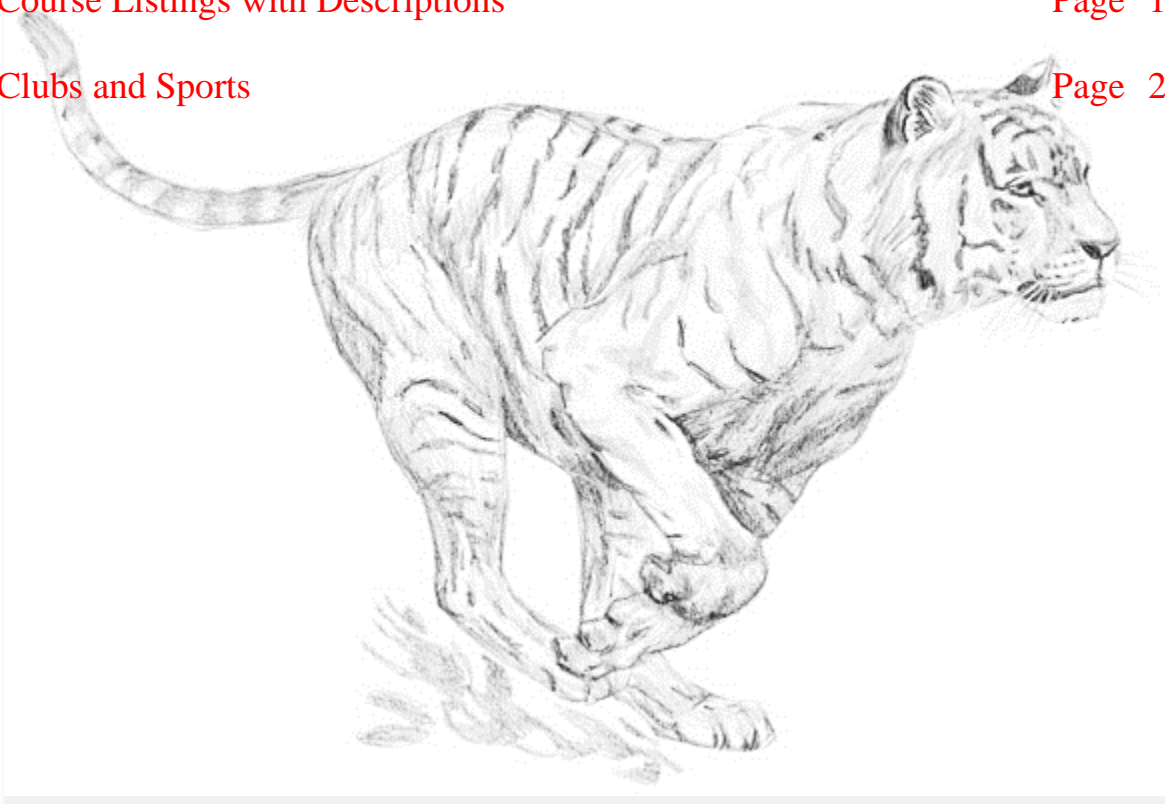
Curriculum Guide

2017-2018

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Middle School Student Progression Plan Information

*A copy of the complete Student Progression Plan is available on the SCPS website (<http://www.scps.k12.fl.us/>).
A hard copy is also available at the school.

Middle School Instructional Program – Florida Standards serve as the foundation of the middle school curriculum for the Seminole County Public Schools. Student mastery of subject area content is reflected in teacher observation, classroom assignments, tests and 9 week exams.

Florida Standards Assessment (FSA) – Middle school students participate in the state’s accountability testing program. Student performance in the areas of language arts, writing, and mathematics is assessed in grades 6-8.

Florida Comprehensive Assessment Test (FCAT) - Student performance in Science is assessed in grade 8.

End of Course Exams – Middle school students who are enrolled in Civics, Algebra I, Geometry and/or Biology will be required to participate in an End of Course Exam. High school credit will be reflected on the transcript once the course and End of Course Exam have been successfully completed. (Civics is a middle school course; high school credit is not awarded upon completion)

Core Academic Program Requirements – Middle school students are required to receive 3 years of instruction in language arts, math, science, and social studies.

Advanced/Gifted Classes – Enrollment in advanced/gifted core academic classes is open to any student who wishes to take on the challenge of a more rigorous curriculum that prepares students for higher-level courses in high school. Students are invited to enroll, however, please note that due to class size amendment, priority placement will be given based upon relevant data that includes but is not limited to FSA, EOC, GPA, etc. Advanced/Gifted classes are offered in all core academic courses.

Additional Instructional Program Requirements – Middle school students are required to participate in one semester of physical education per year. Exploratory, enrichment, and elective classes are available to all students. 7th grade students are required to complete the i-Journey’s Career and Technology course; 8th grade students will be enrolled in i-Connect Workplace Technology Skills. i-Connect awards the student with high school credit and also fulfills the virtual requirement necessary for graduation.

Grouping for Instruction – Flexible grouping of middle school students, which is developmentally appropriate, ethnically diverse, and instructionally sound, is encouraged to increase student achievement. Any grouping of students must provide opportunities for regrouping of students during the school day in order to prevent the segregation or isolation of any student subgroup.

Vertical Acceleration – Students demonstrating highly exceptional academic capabilities may be enrolled in single above-grade level courses or be promoted to a grade level above their current placement. Parents must petition the principal for permission for vertical acceleration. The principal will use the criteria identified in the *Student Progression Plan to determine if vertical acceleration is appropriate. These decisions are made on a case-by case basis and the decision of the principal is final.

Academic Support –Students who are not demonstrating satisfactory progress may be enrolled in an acceleration support program during the school day for the purpose of providing immediate instructional support. Students who are not performing at grade level will be enrolled in intensive reading and/or intensive math classes. Principals may substitute an intensive class or academic support class for any course on a student’s schedule, however, exploratory, enrichment and elective classes will be given first consideration for schedule changes.

Student Promotion – Middle school students must earn a yearly 2.0 Grade Point Average to earn promotion from one grade to the next.

Admissions, Transfers and Attendance

Admissions

The following policies for admission to Seminole County Public Schools are in effect for all students in Seminole County.

Upon initial enrollment or entry from one attendance zone to another in Seminole County Public Schools, evidence of residence must be presented to the receiving school. All addresses are subject to verification by the School board. The following documents shall be required:

A. Owned Residence:

- a. copy of the recorded deed (or agreement for deed), or a certified copy of the declaration of homestead exemption, and
- b. a copy of a current electric bill or initial order for service; and
- c. one of the following current documents:
 - i. auto registration
 - ii. driver's license
 - iii. voter's registration
 - iv. Florida ID

B. Rented or leased residence:

- a. copy of current lease, rental agreement, or a notarized letter from the landlord, and
- b. a copy of a current electric bill or initial order for service; and
- c. one of the following current documents:
 - i. auto registration
 - ii. driver's license
 - iii. voter's registration
 - iv. Florida ID

C. Non-primary owner or renter (families living with families): A Verification of Residency Form must be completed by primary and non-primary owner or renter. This form is for one school year only.

D. Divorced parents: ONE or more of the following documents: a certified copy of the final judgment of divorce, court custody/parenting plan, a court guardianship order, or other such documents establishing the right of custody.

E. Separated parents: A notarized statement that the child actually lives in the home of the parent designated in the child's school records as the residential parent or parent with whom the student resides.

First Entry to the State of Florida Schools:

Before admitting a student to Florida schools for the first time, the school must have received several documents required by Florida Statutes as outlined below:

- a. a certificate showing a school-entry health examination performed within one year prior to enrollment.
- b. a valid HRS 680 Florida Certificate of Immunization (kindergarten through grade 12).

Entry to Seminole County Public Schools from Schools within the State:

Before admission to Seminole County Public Schools from other Florida counties, a student must have a Florida Certificate of Immunization on file.

Admissions, Transfers and Attendance

Continued

Transfers

- a. Any student who transfers from an in-state public or non-public school or out-of-state public or non-public school shall be admitted upon presentation of the following data:
 - i. an official letter or transcript from a proper school authority which shows a record of attendance, academic information (Transcripts, 504, ESOL, EP, IEP), and grade placement of the student;
 - ii. proof of immunization;
 - iii. proof of date of birth;
 - iv. proof of a medical examination completed within the last twelve months.
- b. When a student transfers into a Seminole County public school from a public or non-public school or from a home education program, it will be the responsibility of the principal to determine grade level placement.

Attendance

After an absence, immediately upon return to school but no later than five (5) school days following an absence, the student must provide the school with documentation indicating that one of the following has occurred if he/she wishes that absence(s) to be excused:

- Medical treatment by a licensed physician* (Code M)
- Observance of a religious holiday when the parent has requested and obtained permission for the student's absence (Code E)
- Law enforcement order or court subpoena (Code E)
- Death of a family member (Code E)
- Natural disaster (Code E)
- Traffic accident directly involving the student (Code E)
- Participation in an approved activity or class of instruction held at another site (Code V)
- Prearranged absences of educational value with the principal's prior approval (Code V)
- Pediculosis (head lice) infestation (up to (3) days per school year (Code E)
- Extraordinary circumstances or situations approved by the principal (Code E)

Parents/guardians of students are expected to provide an explanation of their child's absence(s) from school whenever such absences occur without the permission of the principal.

***Note 1:** A student who is absent is required to make up all course work missed, regardless of whether the absence is excused or unexcused. It is the student's responsibility to obtain assignments upon returning to class immediately following an absence and to complete the work in a reasonable period of time.

***Note 2:** A "reasonable period of time" to make-up work is defined as: At a minimum, the student shall have no less than the number of days he/she was absent plus one day to complete and submit makeup work for credit. Specific arrangements must be made with the student's teacher.

School Counselor Information

Counselor Assignments:

Ms. Aleisha Kraft – 6th-8th Grade Students with last name starting A-K.

Mrs. Jill Halsey – 6th-8th Grade Students with last name starting L-Z.

Seminole County Middle School Programs have been designed to meet the requirements of Title IX, which states, “No person in the United States shall, on the basis of sex, be denied the benefits of, or be subject to discrimination under any educational program or activity receiving federal assistance.” Contact your student’s counselor with any scheduling questions.

Schedule Change Policy

Teague Middle School utilizes the Seminole County Public School automated scheduler to establish student schedules. The automated scheduler is programmed to ensure equity and balanced class sizes. Schedule changes will be made to correct misplacement; however, accommodations are NOT made to allow for parental preferences for teachers, lunches, or friends. Schedule-related problems should be discussed with the assigned school counselor. Schedule changes will not take place without a parent conference and administrative approval.

Grading Policy

Upon completion of each nine-week grading period, a Report Card will be issued. Following is the grading system for Seminole County Public Schools, grades 6 - 8:

Letter Grade	Percentage Range	GPA Value	Definition
A	100-90	4	Outstanding Progress
B	89-80	3	Above Average Progress
C	79-70	2	Average Progress
D	69-60	1	Lowest Acceptable
F	59-0	0	Failing
I			Incomplete

Any middle school student enrolled in a high school credit course will be graded in accordance with high school grading policies. The grade earned will become part of the high school transcript.

Support Services

E.S.O.L

The ESOL program is designed to meet the immediate communication and academic needs of students whose native language is other than English and have limited or no proficiency in the English language. The instruction shall be designed to develop the student's mastery of the four language skills, including listening, speaking, reading and writing as rapidly as possible. The students will be served by the program as determined by the established criteria and will receive instruction as described by the English for Speakers of Other Languages Procedural Handbook.

EXCEPTIONAL STUDENT SUPPORT SERVICES

Exceptional student support services are available for the exceptional student in order to fully meet his/her needs and expectations. All exceptional student support services require staffing eligibility as determined by a student study team. Additional information on specific services or placement is available from the guidance office upon request. The following services are available at Teague Middle School:

- Autism Spectrum Disorder (ASD)
- Gifted
- Emotionally Behaviorally Disabled (EBD)
- Speech and Language Therapy
- Specific Learning Disabilities (SLD)
- Occupational Therapy (OT)
- Physical Therapy (PT)
- Language Resource (LR)
- Moderately Intellectually Disabled (MID)
- Other Health Impaired (OHI)
- Itinerant Visually Impaired (VI)
- Deaf/Hard of Hearing (DHH)
- Hospital/Homebound

SUPPLEMENTAL AND INTENSIVE INSTRUCTIONAL SUPPORT

Students in grades 6-8 who are not demonstrating satisfactory progress may be enrolled in an Academic Improvement support program during the school day for the purpose of providing immediate instructional support. Principals may assign students to any one or all of the following acceleration support programs. Students assigned to these programs will remain in placement until they have demonstrated satisfactory performance as determined by a school wide system of progress monitoring.

INTENSIVE READING

Students who do not meet the requirements for satisfactory performance in English Language Arts may be enrolled the following year in an accelerated reading support program. Middle grades students two or more years below grade level may be enrolled into a double block of reading to accelerate foundational skills.

INTENSIVE MATH

Students who do not meet the requirements for satisfactory performance in mathematics may be enrolled the following year in an accelerated mathematics support program designed to develop a deeper understanding of math concepts and to advance student learning.

21st Century Choices for all 21st Century Students

Seminole County Schools recognizes that today's students learn in different ways, at different rates, and on different schedules. Our schools now offer the flexibility to accommodate today's students and families through a variety of choice programs that include magnet schools and programs of emphasis, as well as virtual options for full-time Kindergarten through grade twelve students and part-time virtual coursework for students in grades six through twelve. These programs offer a wide-range of acceleration opportunities, as well as credit recovery and remediation, through blended schedules that permit students to take some face to face courses and some virtual courses, depending on each students' most optimal learning situation.

Seminole County students have the opportunity to choose the educational pathway-the ePathway- that best suits their learning style, personal interests, and academic strengths. Students will have a variety of course options, both core and elective, that can be taken in a modern classroom setting or in a virtual environment. Students may choose any blend of virtual and traditional classes, including a full-time schedule of online courses, while remaining publicly enrolled in their school, and participating in the extra-curricular activities of their choice. Virtual classes can be taken either in a lab setting at the school or in their home environment.

Examples of the expanded choices include middle and high school computer labs that will be open for extended hours so students can access virtual classes beyond the school day, which allows students to either attend school during traditional hours or create a flexible schedule. High school students will also have the opportunity to participate in college level courses through the Advanced Placement Program, college dual enrollment and access to courses (including online courses) in the State University System. Students can matriculate credits towards an AA or AS degree while still enrolled in high school.

Elementary schools are designing plans to increase options for students to accelerate via virtual school coursework and unique environments for supporting both full time and part time virtual access. The goal is to provide flexibility and meet individual student needs.

Through these options, Seminole County students will experience a rigorous academic, individualized and flexible learning experience that best accommodates their individual needs, while participating in an array of extracurricular activities, performing arts, visual arts and athletic teams-the Triple A Experience.

Core Curriculum Courses Quick Reference Sheet

Subject	6 th Grade	7 th Grade	8 th Grade
Math	Math I Math I Advanced GEMS Advanced/Gifted	Math II Math II Advanced Algebra I Honors/Gifted	Pre-Algebra Algebra I Algebra I Honors Geometry Honors/Gifted
Language Arts	Language Arts I Language Arts I Advanced/Gifted	Language Arts II Language Arts II Advanced/Gifted	Language Arts III Language Arts III Advanced/Gifted
Science	Comprehensive Science Comprehensive Science Advanced/Gifted	Comprehensive Science Comprehensive Science Advanced/Gifted	Physical Science Physical Science Advanced Environmental Science Honors/Gifted
Social Studies	World History World History Advanced/Gifted	Civics Civics Advanced/Gifted	US History US History Advanced Pre-AP/Gifted US History
Suggested/Required Electives	Suggested Business Keyboarding (Virtual) Required One Semester Physical Education	Required Orientation to Career and Technical Occupations (<i>iJourneys</i>) Required One Semester Physical Education	Required Workplace Technology Applications (<i>iConnect</i>) Required One Semester Physical Education

Elective Offerings Quick Reference Sheet

6 th Grade	7 th Grade	8 th Grade
<ul style="list-style-type: none"> • Band I • Understanding Music • Chorus I • Theatre I • Physical Education (one semester required) • Robotics • Art I • Lifeskills • Great Books I • JROTC • Speech • Creative Writing • Language Dual Enrollment <p style="text-align: center;">Virtual</p> <ul style="list-style-type: none"> • Business/Keyboarding 	<ul style="list-style-type: none"> • Band I • Band II (Concert) • Band III (Symphonic) • Band IV (Jazz) • Chorus I • Chorus II (Concert) • Chorus III (Ensemble) • Physical Education (one semester required) • Theatre I • Theatre II • Introduction to Spanish • JROTC • Robotics • Art I • Art II • Introduction to Finance • Creative Writing • Great Books II • Speech and Debate • TV Production (TNN) (application required) • Health • Orientation to Career and Technical Occupations (<i>iJourneys</i>) • Yearbook (application required) • Successful Teens • Language Dual Enrollment <p style="text-align: center;">Virtual</p> <ul style="list-style-type: none"> • Critical Thinking • Creative photography 	<ul style="list-style-type: none"> • Band I • Band II (Concert) • Band III (Symphonic) • Band IV (Jazz) • Chorus I • Chorus II (Concert) • Chorus III (Ensemble) • Physical Education (one semester required) • Theatre II • Introduction to Spanish • Spanish I (High School Credit) • JROTC • Robotics • Art I • Art II • Introduction to Finance • Fundamentals to Finance • Creative Writing • Great Books III • Speech and Debate • TV Production (TNN) (required applications) • Health • Successful Teens • Yearbook (required applications) • Workplace Technology Applications (<i>iConnect</i>) • Student Ambassador (required application) • Research (SCME) • Environmental Science (High School Credit) • Language Dual Enrollment <p style="text-align: center;">Virtual</p> <ul style="list-style-type: none"> • Critical Thinking • Creative photography • Personal Fitness (High School Credit)

Teague Course Selections





Mathematics



Grade 6

Mathematics I - This course is designed to continue the development of mathematical concepts and processes that can be used to solve real world problems. The curriculum focuses on a review of basic operations with whole numbers and continues in depth with decimals and fractions. Rate, ratio, proportion and percent are presented along with patterns and number sense. Integers and algebraic concepts are introduced. Selected topics in geometry (i.e., terminology, transformations, and relationships) are taught as time permits. Measurement, estimation, and problem solving skills are studied.

Mathematics I Advanced - This course is designed to continue the development of mathematical concepts and processes that can be used to solve real world problems. The curriculum includes understanding graphs, the structure and properties of rational numbers and equivalent representation of numbers including fractions, decimals, percent, and numbers with exponents, and absolute value. Emphasis is placed on the use of expressions, equations, formulas, data analysis, probability, and integers. Scale drawings, dimensional analysis, circles, solids, probability, and patterns in Algebra are introduced. This course is designed to prepare students for advanced mathematics courses.

GEMS Gifted– (*Recommended Prerequisite 5th Grade PRIMES*) - This rigorous course combines content from 6th, 7th and 8th grades in order to prepare students to be successful in Algebra I Honors in 7th grade. Due to the quantity and rigor of material that students must learn for success in Algebra I Honors, students will be expected to complete additional assignments and coursework outside of the classroom on the computer. This work will be completed using a “virtual bridge” that provides computer-based instruction and assessment that the teacher will integrate into work completed in the classroom. Students who are successful in this program have the opportunity to be eligible for Geometry in the eighth grade.

Grade 7

Mathematics II - In Grade 7, instructional time should 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.

Mathematics II Advanced - (*Recommended Prerequisite 6th Grade Mathematics I Advanced*) - In this Grade 7 Advanced Mathematics course, instructional time should focus on five critical areas: (1) 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; (2) drawing inferences about populations based on samples; (3) 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; (4) grasping the concept of a function and using functions to describe quantitative relationships; and (5) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Algebra 1 Honors/Gifted The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students taking Algebra 1 Honors must be prepared for the content to be rigorous and the pace to be demanding more than the Algebra 1 Standard course. ***Students enrolled in this course must pass an End of Course Exam (EOC) to receive high school credit. 20% of a student’s course grade shall be based on the statewide, standardized EOC exam.**

Mathematics

Continued

Grade 8

Pre-Algebra - In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

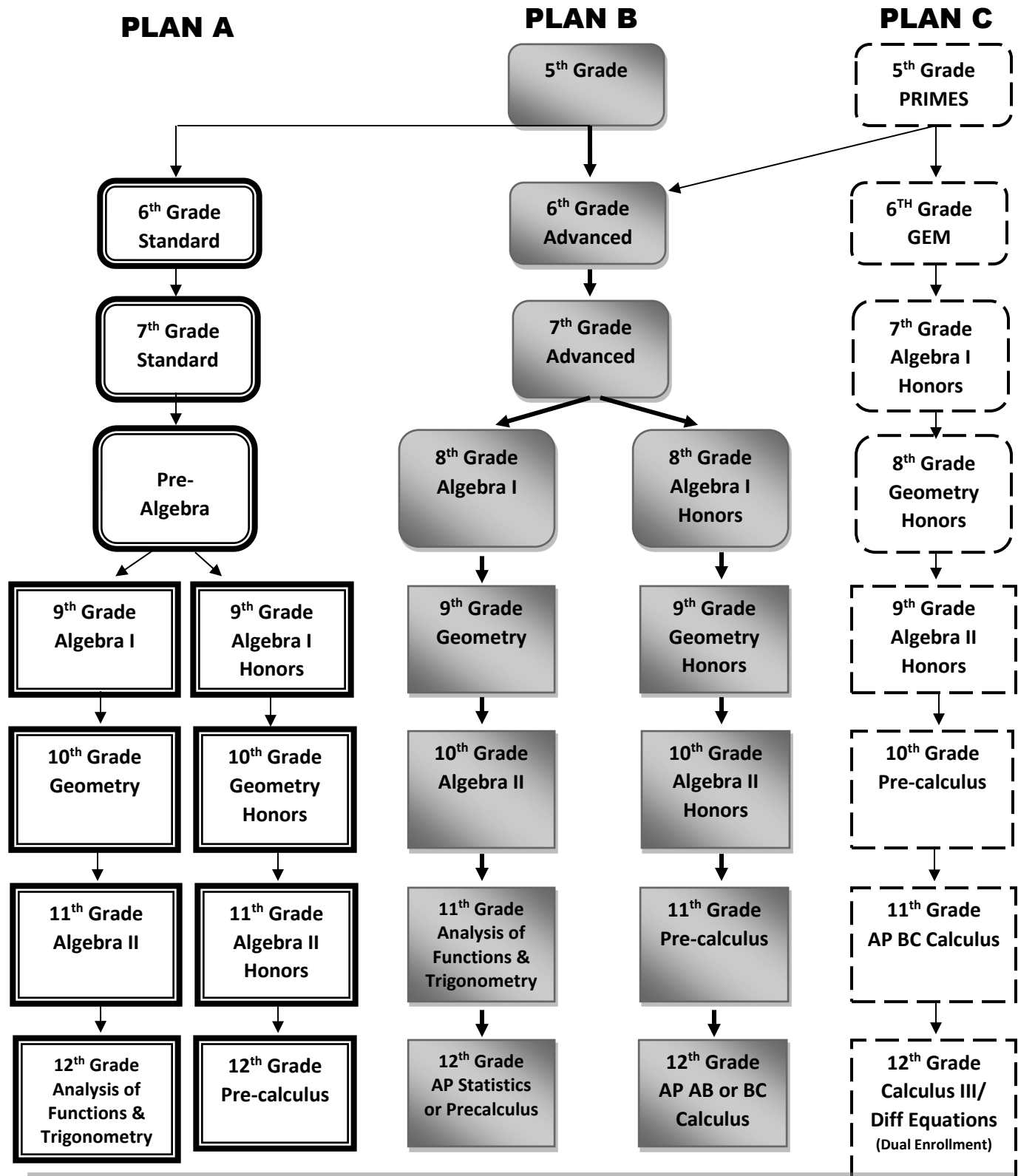
Algebra 1 - (*Recommended Prerequisite 7th Grade Mathematics II Advanced*) - This course is designed to provide the foundation for future secondary mathematics courses and developed skills needed to solve mathematical problems. Topics shall include but are not limited to, functions, systems of linear equations, and inequalities polynomials, operations with radical expressions, solving quadratic equations, ratios and proportions. ***Students enrolled in this course must pass an End of Course Exam (EOC) to receive high school credit. 20% of a student's course grade shall be based on the statewide, standardized EOC exam.**

Algebra 1 Honors - (*Recommended Prerequisite 7th Grade Mathematics II Advanced*) - The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students taking Algebra 1 Honors must be prepared for the content to be rigorous and the pace to be demanding more than the Algebra 1 Standard course. ***Students enrolled in this course must pass an End of Course Exam (EOC) to receive high school credit. 20% of a student's course grade shall be based on the statewide, standardized EOC exam.**

Geometry Honors/Gifted - (*Recommended Prerequisite 7th Grade Algebra I Honors*) - This course includes a rigorous, in-depth study of all the practical applications of geometric skills and concepts in the real world, as well as, but not limited to, truth tables, vectors, Fibonacci sequence, coordinate geometry, proofs involving circles and problems involving cross sections of solids. ***Students enrolled in this course must pass an End of Course Exam (EOC) to receive high school credit. 20% of a student's course grade shall be based on the statewide, standardized EOC exam.**



Secondary Mathematics Course Sequencing Effective for 2016 – 2017 School Year



*****IMPORTANT NOTES*****

If your child participated in Regular 5th grade math it is recommended they follow **Plan A** or **Plan B**.
If your child participated in the Primes math in 5th grade it is recommended they follow **Plan B** or **Plan C**.

Even if a student takes a High School credit math course(s) in Middle School, they will still be required to take four (4) math courses in High School.



Language Arts

Grade 6

Language Arts I - The sixth grade language arts curriculum integrates writing, grammar and usage, literature, speaking, listening, and critical thinking skills. Students will enhance writing skills through the forms of personal narratives, expository, and persuasive writings. Reading skills will be reinforced through a variety of literature selections such as: short stories, novels, tales, poetry, myths and legends, drama, and nonfiction. Oral and written responses to literature, distinguishing characteristics of various genres, literary elements, and academic vocabulary study will be emphasized. ***All 6th grade students will participate in the Tropicana Speech Contest.**

Language Arts I Advanced/Gifted - The purpose of this course is to provide sixth grade students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning. This curriculum is designed to be fast-paced for those students who are self-motivated, reading and writing above grade level, and who enjoy the facets of language arts. ***All 6th grade students will participate in the Tropicana Speech Contest.**

Grade 7

Language Arts II - The seventh grade language arts curriculum consists of literature, composition, grammar, spelling, and vocabulary. Reading skills will be reinforced through fiction, nonfiction, poetry, and drama with an emphasis on poetry. Students continue to build writing skills through expository and persuasive writing, literary response journals, and practice their oral communication skills through formal and informal speeches.

Language Arts II Advanced/Gifted - The advanced language arts curriculum in seventh grade is designed to be fast-paced for those students who are reading and writing at or above grade level. The curriculum consists of literature, composition, grammar, spelling, and vocabulary. Reading skills will be reinforced through fiction, nonfiction, poetry, and drama. A wide range of writing activities that emphasize critical thinking and analysis of a novel are included. Students practice their oral communication skills through formal and informal speeches. This curriculum is designed to be fast-paced for those students who are self-motivated, reading and writing above grade level, and who enjoy the facets of language arts.

Grade 8

Language Arts III - The eighth grade language arts curriculum consists of reading, composition, speech, media literacy, literature, and vocabulary development. Students will read a variety of genres (short stories, novels, drama, poetry, nonfiction) for content and meaning while practicing reading strategies. Students will enhance their writing skills through persuasive and expository writing, producing a variety of finished products, including poems, summaries, reviews, and essays.

Language Arts III Advanced/Gifted - The advanced language arts curriculum in eighth grade is designed to move at a rigorous pace. Vocabulary is enhanced through analogies and writing usage. Students will read a variety of genres (short stories, novels, drama, poetry, nonfiction) for content and meaning while practicing reading strategies. Research will be conducted on the background of the poetry and literature to study, analyze, and interpret these works. Students will enhance their writing skills through persuasive and expository writing, producing a variety of finished products, including poems, summaries, reviews, and essays. Essays will be critiqued based on criteria learned throughout the semester. This curriculum is designed to be fast-paced for those students who are self-motivated, reading and writing above grade level, and who enjoy the facets of language arts.

Science

Grade 6

6th Grade Comprehensive Science

6th Grade Comprehensive Science Advanced/Gifted

Beginning in the 2017-2018 school year, 6th graders will take a revised science course that has been designed to support understanding through big ideas in science. While still based on the Next Generation Sunshine State Standards for Science, this course will allow students to learn content across six interconnected units that will build throughout middle school. The major concepts covered during 6th grade Comprehensive will be: *Classification of Organisms, Plate Tectonics, Atoms and Molecules, Ecosystems, Our Solar System, and The Geosphere and Cryosphere*. The class will be supported by digital content as well as hands-on, cooperative, and literacy based activities. Advanced/Gifted students will be provided opportunities to dive deeper into the content and to make even more connections across science and with other disciplines.

Grade 7

7th Grade Comprehensive Science

7th Grade Comprehensive Science Advanced/Gifted

Beginning in the 2017-2018 school year, 7th graders will take a revised science course that has been designed to support understanding through big ideas in science. While still based on the Next Generation Sunshine State Standards for Science, this course will allow students to learn content across six interconnected units that will build from the content covered in 6th grade and will be developed further in 8th grade. The major concepts covered during 7th grade Comprehensive will be: *Heredity, Weathering and Erosion, Cell Structure and Function, Homeostasis in Cells, Stars and Galaxies, and The Hydrosphere and Atmosphere*. The class will be supported by digital content as well as hands-on, cooperative, and literacy based activities. Advanced/Gifted students will be provided opportunities to dive deeper into the content and to make even more connections across science and with other disciplines.

Grade 8

Physical Science - Safety skills and the use of the scientific method and metric system are utilized to further students' knowledge of science. The content area for the eighth grade focuses on an introduction to chemistry and physics. Chemistry topics include properties of matter, changes of matter (e.g., physical and chemical), and the atomic model of matter. Physics topics include forces (e.g., magnetic, electrical, gravitational), energy (e.g., thermal, kinetic, potential), motion, light, and sound. Laboratory activities and safe laboratory techniques are an essential part of the course. Projects are used to further the students' understanding of the key concepts.

Physical Science Advanced - This course is designed to provide an introduction to chemistry and physics. Chemistry topics include properties of matter, changes of matter (e.g., physical and chemical) and the atomic model of matter. Physics topics include forces (e.g., magnetic, electrical, gravitational), energy (e.g., thermal, kinetic, potential), motion, light, and sound. An inquiry approach is used to explore principles of physics and chemistry. Critical thinking skills and higher mathematics skills are used extensively. Emphasis is placed on the use of the scientific method to solve problems and understand natural phenomena. Laboratory activities and safe laboratory techniques are an essential component of this course. **Advanced Science students are required to complete a Science Fair project.**

Environmental Science Honors/Gifted - The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.





Social Studies



6th Grade

World History - The primary content for this course pertains to the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

World History Advanced/Gifted - The following content area strands: World History, Geography, Civics, and Economics are covered throughout this curriculum. The primary content for this course pertains to the world's earliest civilizations and the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

7th Grade

Civics - The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. ***Students enrolled in this course will take an End of Course exam (EOC) which will count for 30% of the final grade earned.**

Civics Advanced/Gifted - The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of 17 United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction. ***Students enrolled in this course will take an End of Course exam (EOC) which will count for 30% of the final grade earned.**

8th Grade

United States History - Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

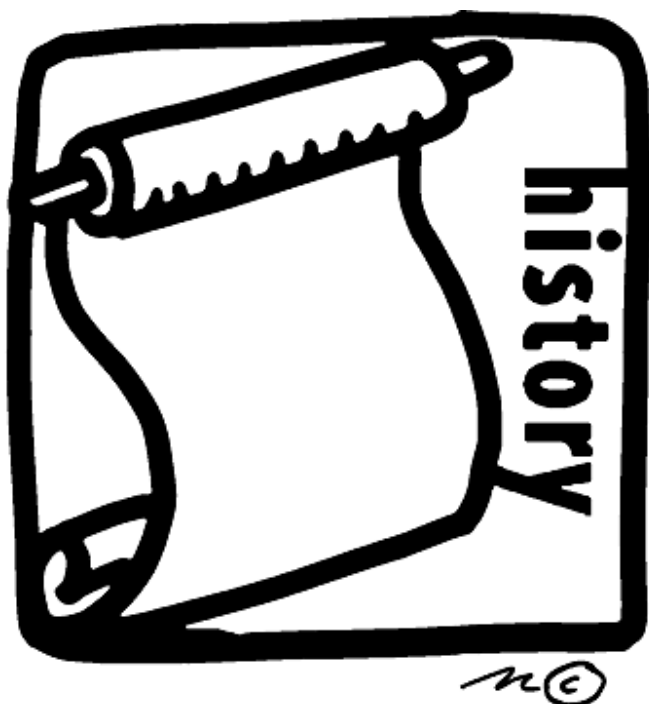
United States History Advanced - Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in an extended research-based paper/project (e.g., History Fair Project, participatory citizenship project, mock congressional hearing, or other teacher-directed projects). This course is designed to prepare students for Honors and/or Advanced Social Studies course work in High School.

Social Studies

Continued

Grade 8

Pre-AP/Gifted United States History - This course is designed for the highly motivated student who wishes to pursue Advanced Placement courses in high school. With a more rigorous focus on document based inquiry, the students will examine and analyze the political, economic, technological and social developments of the United States from the period of colonial settlement through Reconstruction. Florida's role in our nation's history will also be emphasized. Instruction will focus on students developing an understanding of themes in U.S. History including the impact of expansion, the development of conflicts, the influence of diverse groups on American culture and the impact of world events on American thinking. Instructional strategies that support the rigor, reading and writing of Advanced Placement course work will be emphasized. These include: -College Board reading strategies - Structured note-taking, including Cornell notes. -The DBQ Project, and analysis of significant historical documents, along with historical writing. -Extended research based project (e.g. History Fair project, Mock Trial, etc.) This course is specifically aimed at preparing students for Advanced Placement Social Studies courses in High School. *****While this Pre AP course does not qualify for High School credit, students who earn a final grade of an A or B in the course will be guaranteed enrollment in AP Human Geography in 9th Grade.**





Electives



The Arts

Art I – Grades 6-8 – This semester course is an exploratory progress visual arts class for students in 6th and 7th grade to develop a visual language and fundamental art skills through production of two-dimensional works of art. Production activities may include drawing, painting, and print making. Students will learn to prepare their artwork for display in local and district art shows.

Art II – Grades 7-8 – This semester course is designed for students in grades 7 and 8. Students will be challenged with art techniques, skills and methods with emphasis on creating 3 dimensional artwork which may include ceramics, sculpture, basic animation, photography and digital art. Students will learn to prepare their artwork for display in local and district art shows

Band I (Beginning Band) – Grades 6-8 – Students with little or no instrumental experience develop foundational instrumental technique, foundational music literacy, and aesthetic musical awareness through rehearsal, performance, and study of high-quality band literature. Instrumentalists work on the fundamentals of music notation, sound production, instrument care and maintenance, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Band II (Concert Band) – Grades 7-8 – Concert Band is open to students who have taken Band 1. Students should be proficient in music reading, scales, tone production, and articulation. All of the basic techniques that were introduced in Beginning Band are further developed in Concert Band. Greater emphasis is placed upon performing band music at an intermediate level. Students will have after school rehearsals when necessary for concert preparation. Performances are an integral part of the curriculum

Band III (Symphonic Band) – Grades 7-8 – This is a yearlong accelerated advanced-level instrumental class for students who have successfully completed at least one year of Beginning Band and/or Concert Band. Students will be given challenging opportunities to develop a higher level of musicianship and performance skills through the study of different levels of styles of band literature. Students will participate in concerts, Music Performance Assessment, and performance activities that enhance the school music program and school. Teacher recommendation is required.

Instrumental Ensemble (Jazz Band) – Grades 7-8 – Students must also be enrolled in band 3. The course explores the rhythmic and improvisational skills uses to perform jazz as well as the stylistic and historical understanding. Performances are an integral part of the curriculum. Teacher recommendation is required.

Chorus I (Beginning Chorus) – Grades 6-8 – Students with little or no choral experience develop beginning vocal technique and skills, critical and creative thinking skills, and an appreciation of music from around the world and through time. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Chorus II (Concert Chorus) – Grades 7-8 – Students build on previous choral experience to expand vocal, technical, musical, and ensemble skills through rehearsal, performance, and study of high-quality choral literature. Singers focus on increasing knowledge of music theory, music literacy, and aesthetic response. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Chorus III (Ensemble Chorus) – Grades 7-8 – Students with previous choral experience build intermediate-level knowledge of vocal technique, musical literacy, ensemble skills, and related musical knowledge through rehearsal, performance, and study of a variety of high-quality 2-, 3-, and 4-part choral literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Electives

The Arts

Understanding Music – Grade 6 – Students engage in an exploratory study of music through the examination of significant composers and their compositions across selected musical eras and/or genres. Students will also learn about modern and historical instruments, and gain a rudimentary understanding of the elements of music in order to develop strategies for listening to and appreciating musical works. Students may be expected to attend one or more performances outside of the school day to support and extend learning in the classroom.

Theater I – Grades 6-7 – Students learn the basics of building a character through such activities as pantomime, improvisation, and effective speaking using articulation, projection, and breathing. Students also learn the importance of technical theatre and explore the use of such elements as costumes, props, and scenery. Students practice writing for the theatre and explore various theatre roles and functions. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Theater II – Grades 7-8 – Students with previous theatre experience and instruction continue to study acting, design, and dramatic literature to increase the enjoyment and understanding of what is required to prepare plays for the public. Students explore theatre history, study the great American playwrights, examine the cultural and historical contributions to theatre, and begin to use the information to inform and improve their theatre knowledge and skills. Students begin to use the basic elements of theatre design through practical application and projects. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.



Electives

Technology

Introduction to Finance – Grades 7-8 – The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the finance career cluster. The content includes but is not limited to instruction and elements of the financial industry: planning; management; finance; economics; technical and production skills; underlining principals of technology; labor issues; community issues and health and environmental issues; risk management liability; and health, life, and disability insurance. The path begins with an overview of globalization, including world factors pushing organizations to expand into other markets in order to remain viable. Students explore cultural and political differences that affect organizational operations and decision making. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures.

Fundamentals to Finance – Grade 8 – The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the finance career cluster. Fundamentals of Finance provides students with opportunities to become familiar with related careers and develop fundamental knowledge and skills in general economic systems, financial securities, banking concepts, credit, and consumer lending in the United States. Instruction and information systems and related electronic skills and software application is also included. Instruction and learning activities are provided in a laboratory setting using hands' on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

Orientation to Career and Technical Occupations – (iJourneys) Required for Grade 7 – In this course you will explore and discover your own path, learn to be a digital leader in today's world, and experience career exploration through fun and meaningful creation of your own digital portfolio! This course will help you be better prepared for the transition to high school with an understanding of self and a personalized pathway to the future! This blended course meets the state of Florida's career education requirement for promotion to high school, will include a 4-year plan for high school connected to potential career paths, and will provide some of the information needed to earn the Digital Literacy certificate.

Workplace Technology Applications (iConnect) Required for Grade 8 – In this course you will learn about various ways to communicate in today's world through digital technology.

As a student in this course you will...

- Learn technology terminology and skills through games and game creation.
- Learn how communication skills relate to trends in today's world and how this will help you to become a future leader and entrepreneur.
- Research, decide and reflect on how to put your best foot forward and tell the world how awesome you are!
- Apply your skills to create personal brand materials and interest-related marketing tools, which will show that you are an innovative, digitally literate citizen. Students who pass this course in middle school will earn a .5 high school credit, will also satisfy the online learning graduation requirement for high school, and will provide some of the information needed to earn a Digital Literacy certificate.

TV Productions (TNN) – Grades 7-8 – This course is designed to introduce students to television production techniques. The course will include television history, script writing and interviewing techniques and will incorporate technology as a means of attaining skills. Students will be introduced to production roles, basic equipment use and basic editing techniques. (Application required)

Robotics – Grades 6-8 – This course provides a hands-on, minds-on program that uses challenges based on read world scientific problems to engage students in research, problem solving and engineering. Students will design, build and program LEGO Mindstorm Robots to complete challenging missions on an obstacle course.

Attendance at competition events will be an essential part of this program.



Electives

Health/Fitness

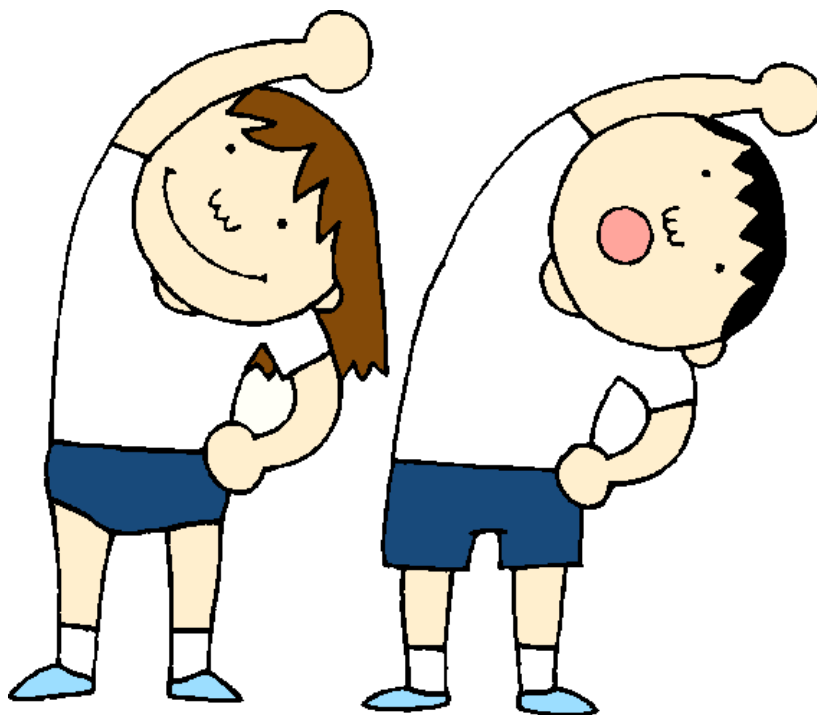
Physical Education – Grades 6-8 – Required – Students participate in a variety of experiences that enhance sports skills, cardiovascular endurance, and overall fitness through a wide range of individual and team sports in physical education. Rules, relevant facts, and sportsmanship will be taught to students in these activities. Emphasis is placed on students enjoying physical activity and learning lifetime skills to maintain wellness, while in a safe and healthy environment.

Lifeskills – Grade 6 – This semester course is designed to equip students with skills for success in middle school and life beyond. Principles covered include the importance of being proactive (including study skills), goal setting (including career exploration), prioritizing, communication skills, team work, and physical health and safety. Additionally, students will learn conflict resolution skills, decision-making skills, and skills to help them deal with peer pressure.

Health – Grades 7-8 – The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy lifestyle and healthy living. This comprehensive course focuses on the health issues core to the optimum development of adolescents.

Successful Teens – Grades 7-8 – This course focuses on self-image, building healthy relationships avoiding peer pressure, and tackling challenges students may face throughout their lifetime. A variety of resources will be utilized throughout the course including but not limited to [The 7 Habits of Highly Effective Teens](#).

JROTC – Grades 6-8 – This semester class provides students an insight into what they will experience in a High School JROTC program. The course includes but is not limited to; military formations and accountability procedures, basic military skills including stationary and small unit drill and ceremony, uniform inspections, and physical training. Students will experience aspects of both leadership and following as they conduct training. At the end of the semester students have the opportunity to compete against other middle school JROTC programs.



Electives

Creative Writing – Grades 6-8 – This semester course is for students who enjoy writing and wish to explore the craft. The class will help students strengthen writing skills that prepare them to use writing in the following genres: Media Writing, Drama and Fiction.

Great Books I, II, III– Grades 6-8 – The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of great literature through advanced integrated educational experiences of reading, writing, speaking and listening, and language. Emphasis will be on representative "great books," including ones with varied cultural influences, highlighting the major genres, themes, issues, and influences associated throughout the literary period.

Speech – Grade 6 - Content will include formal and informal oral communication skills, forms of oral communication, techniques of public communication skills, research, organization, and writing for public speaking, as well as analysis of public speaking.

Speech and Debate – Grades 6-8 – The purpose of this course is to develop students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings.

Yearbook – Grades 7-8 – This course will allow students to develop skills in writing, editing, rewriting, and proofreading in the construction of the school's yearbook. During the year, students will expand knowledge of computer technology through creating layouts for each page in the yearbook. Students enhance skills in team work, time management, and organization throughout the course. It may be necessary for students to cover extra-curricular activities as a part of the requirements for this course. (Application required)

Introduction to Spanish – Grades 7-8 – The purpose of this course is to enable students to begin to acquire proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

Spanish I – Grade 8 (High School Credit) – The purpose of this course is to enable students to begin to acquire proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

Dual Language –Grades 6-8 – The goal is to develop and maintain grade-level language proficiency in English and Spanish, as well as academic achievement in language arts, mathematics, science, and socials students for English Language Learners.

Student Ambassadors/Student Assistants – Application Required

Research I (STEM) (Formally known as SCME) - The purpose of this class is to increase awareness of science & engineering, through collaborative efforts and the use of both the engineering design process and scientific method.



Electives

Virtual

Business Keyboarding – Grade 6 (Virtual) – This introductory semester course provides basic skills for computer knowledge. Correct touch keyboarding skills will be incorporated (accuracy and speed). This course will introduce basic computer skills to enable students to navigate the computer and work with documents.

Critical Thinking – Grades 7-8 (Virtual) – The purpose of this course is to enable students to develop learning strategies, critical-thinking skills, and problem-solving skills to enhance their performance in academic and non-academic endeavors.

Creative Photography – Grades 7-8 (Virtual) – Students explore the aesthetic foundations of art making using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Students become familiar with the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. Student photographers may use a variety of media and materials, such as 35mm black and white film, single lens reflex camera, digital camera, darkroom, computer application, filters, various papers, digital output, photogram, cyanotypes, Sabatier effect, and pinhole photography. Craftsmanship and quality are reflected in the surface of the prints and the care of the materials. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

Personal Fitness – Grade 8 (High School Credit) – The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success.

After School Activities..

Are subject to change based on student teacher interested and needs.



Chirag



Clubs
Bridge Club
Chess Club
Fellowship of Christian Athletes (FCA)
Future Educators
Gamers Club
Green Team
National Junior Honor Society
Soccer Club
Pokemon' Club
Upstanders Club
Sports
Volleyball
Cross Country
Track
Basketball
After School
YMCA
Tutoring

