



# Middle School Curriculum Guide



# Curriculum Guide

**District Vision:** To ensure every student has a promising and successful future

**District Mission:** With the support of families and the community, we create enriching and diverse pathways that lead our students to success

Welcome to Orlando Gifted Academy, where we value respect, creativity, and collaboration! A caring and dedicated staff is eager to make your time at OGA an exciting and challenging learning experience. This curriculum guide will be a vital tool in planning a course of study for the school year. This guide includes general school information, the registration process, as well as course descriptions for all core and elective courses offered. Please note the master schedule and number of course offerings are subject to change based on availability and class size.

## Administration

Sean Maguire  
Principal

Carolyn Crandell  
Assistant Principal

## Address

Orlando Gifted Academy  
1121 N. Fern Creek Ave., Orlando, FL 32803  
Telephone: 407-897-6410  
Fax: 407-897-2417

## Office Hours

7:30am - 4:30pm

## School Hours

Monday, Tuesday, Thursday, and Friday: 8:45 am- 3:00 pm  
Wednesday: 8:45am- 2:00 pm

Job Title	Name	Email	Phone Extension
School Counselor	Zenia White	Zenia.White@ocps.net	3472254
Magnet Coordinator	Alexander Carr	Alexander.Carr@ocps.net	3472225
Instructional Coach & Testing			
Staffing Specialist	Cynthia Gentry	Cynthia.Gentry-Mickelson@ocps.net	3472275
Discipline	Tamera Patten	Tamera.Patten@ocps.net	3472225
Discipline Support	Tina May	Tina.May@ocps.net	3472277

## High School Ready Students

Parents/guardians and students are to become partners with school personnel in career exploration and educational decision-making. Clear academic course expectations that emphasize rigorous and relevant coursework shall be made available to all students by allowing both student and parent/guardian choice.

## Required Curriculum

The successful completion of four core classes (math, science, social studies, and language arts) are required to promote to the next grade level. A student must meet the minimum requirements to be promoted to next grade level, and if the minimum passing score is not met, the student will need to complete summer school, or credit recovery to promote to the next level.

The student must successfully complete academic courses as follows:

(a) English Language Arts. Three middle grades or higher courses in English Language Arts, which shall emphasize literature, composition and technical text. An intensive reading course shall be provided at each grade level for those students for whom the district deems such reading instruction appropriate.

(b) Mathematics. Three middle grades or higher courses in mathematics. To earn high school credit for an Algebra I or Geometry course, a student must take the associated statewide EOC for 30% of the course grade.

(c) Social Studies. Three middle grades or higher courses in social studies, one of which must include the study of state and federal government and civics education. (i) Each student's performance on the statewide, standardized Civics EOC Assessment shall constitute 30% of the student's final grade.

(d) Science. Three middle grades or higher courses in science, to include life science, earth space science, and physical science strands.

(e) Physical Education. The equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8. A student may waive out of this physical education requirement if he/she meets one of the following criteria:

(i) The student is enrolled or required to enroll in a remedial course.

(ii) The student's parent/guardian or legal guardian indicates in writing to the school that: a. The parent/guardian or legal guardian requests that the student enroll in another course from among those courses offered as options by the district; or b. The student is participating in physical activities outside the school, which are equal to or in excess of the mandated requirement.

Proper documentation must be provided each year that the student's parent/guardian is requesting to waive physical education. A new signed request form from the student's parent/guardian is required for each additional year that a student is eligible and requests to waive physical education.

(f) Electives. Students are provided opportunities in performing/fine arts, academic electives, and specialized programs. The students will choose from these offerings to complete a 7 course full schedule.

(g) Intensive Reading and Math Remediation Requirements

(i) For each year in which a student scores at Level 1 or Level 2 on FSA ELA, the student may be enrolled in and complete an intensive reading course the following year. Reading courses shall be designed and offered pursuant to the district comprehensive reading plan.

(ii) For each year in which a student scores at Level 1 or Level 2 on FSA Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course.

**Grading Scale**

A	90-100	Outstanding Progress
B	80-89	Above Average Progress
C	70-79	Average Progress
D	60-69	Lowest Acceptable Progress
F	0-59	Failure

For secondary courses, students cannot receive less than 50% for each quarter grade, semester grade, or final grade.

**Final Examination**

Statewide EOC Assessments and Final Examination Grades

(i) All students who take statewide EOC dependent courses, the final examination will count for 30% of the overall course grade. The Semester 1 and Semester 2 grades will each be 35% of the overall course grade. The semester and exam grade will be averaged.

(ii) Courses which include a statewide EOC at the middle school level: Algebra I, Geometry, and Civics.

Common Final Exams and Final Examination Grades

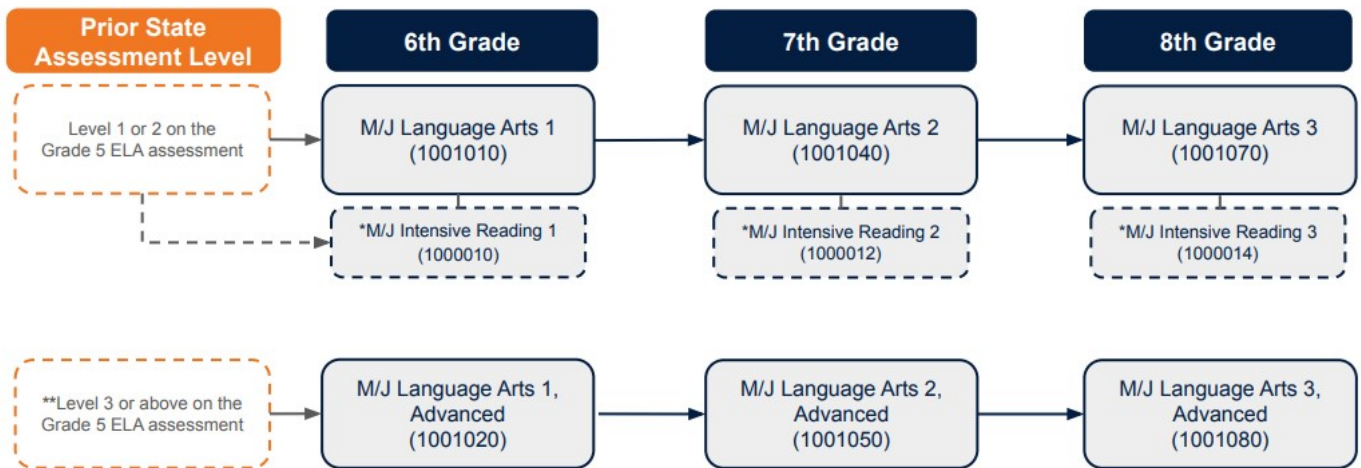
(i) All Common Final Exams must count for 20% of the overall course grade for secondary courses. The Semester 1 and Semester 2 grades will each be 40% of the overall course grade for full year courses. For semester courses, the calculation will be conducted as 80% semester grade and 20% CFE grade. The semester and exam grade will be averaged.



# Language Arts



# English Language Arts Progression Plan





# Course Descriptions

## **M/J Language Arts 1, Advanced 1001020**

The purpose of this course is to provide grade 6 students, using texts of appropriate complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. See advanced descriptions.

## **M/J Language Arts 2, Advanced 1001050**

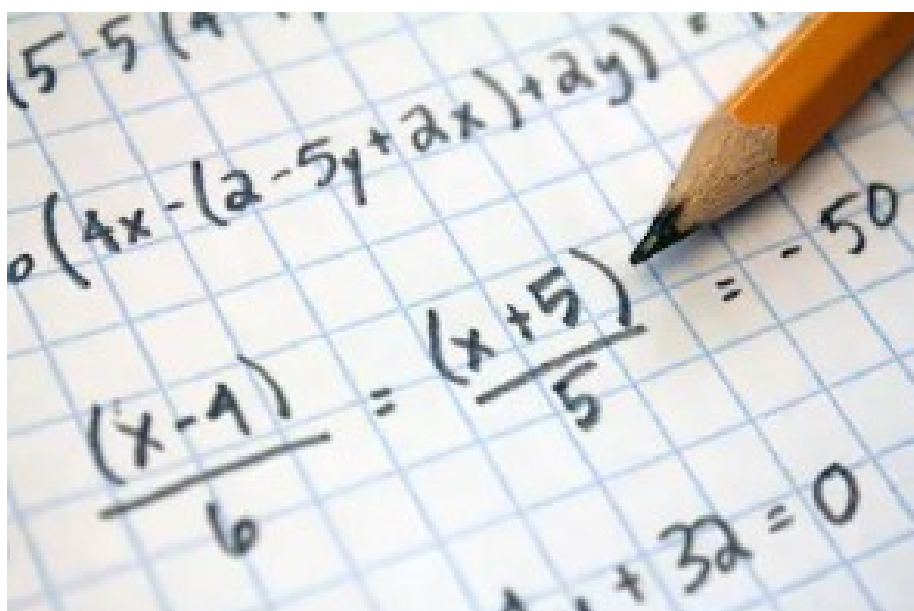
The purpose of this course is to provide grade 7 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. See advanced descriptions.

## **M/J Language Arts 3, Advanced 1001080**

The purpose of this course is to provide grade 8 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.

### **Advanced Courses:**

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 documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc.



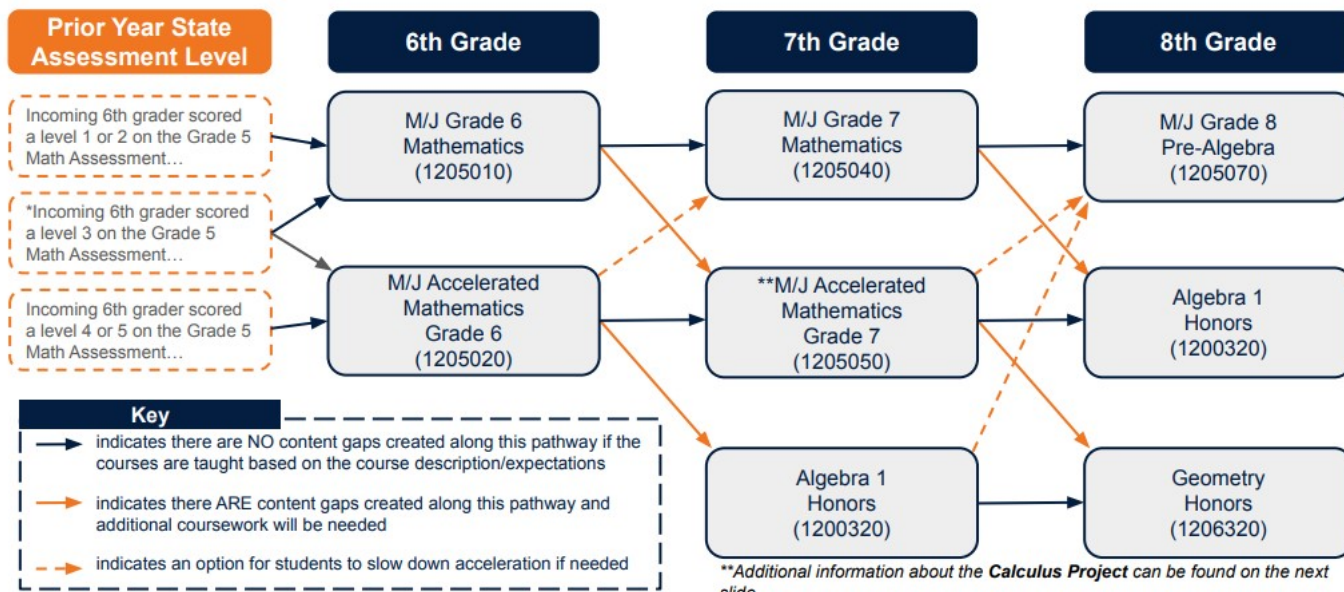
# Math





# Mathematics

## Progression Plan





# Course Descriptions

## **M/J Grade 6 Mathematics Advanced 1205020**

In this course, instructional time should focus on six critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; (4) developing understanding of statistical thinking; (5) developing understanding of and applying proportional relationships; and (6) developing understanding of operations with rational numbers and working with expressions and linear equations.

## **M/J Grade 7 Mathematics Advanced 1205050**

In this 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

## **Grade 8 Pre-Algebra 1205070**

In this course, the student will be introduced to basic algebraic principles. The student will review properties of expressions and integers. The student will solve one-step equations and inequalities with positive and negative integers, decimals, fractions, and exponents. Then the student will explore problems involving operations of fractions and will apply his knowledge of algebra to solve real-world ratio, proportion, and percent problems. Finally, the student will be able to examine and evaluate two-step and multi-step equations and inequalities, and then explore and use graphs to solve linear relations and functions. Next, the student will be introduced to basic concepts of geometry including angle relationships, parallel lines, polygons, circles, and transformations. The student will also apply his knowledge

of geometry and algebra to solve area and volume problems. Then the student will explore nonlinear functions and polynomials. Finally, the student will examine properties of right triangles, data analysis, and probability.

## **Algebra 1 Honors (high school credit) 1200320**

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.

## **Geometry Honors (high school credit) 1206320**

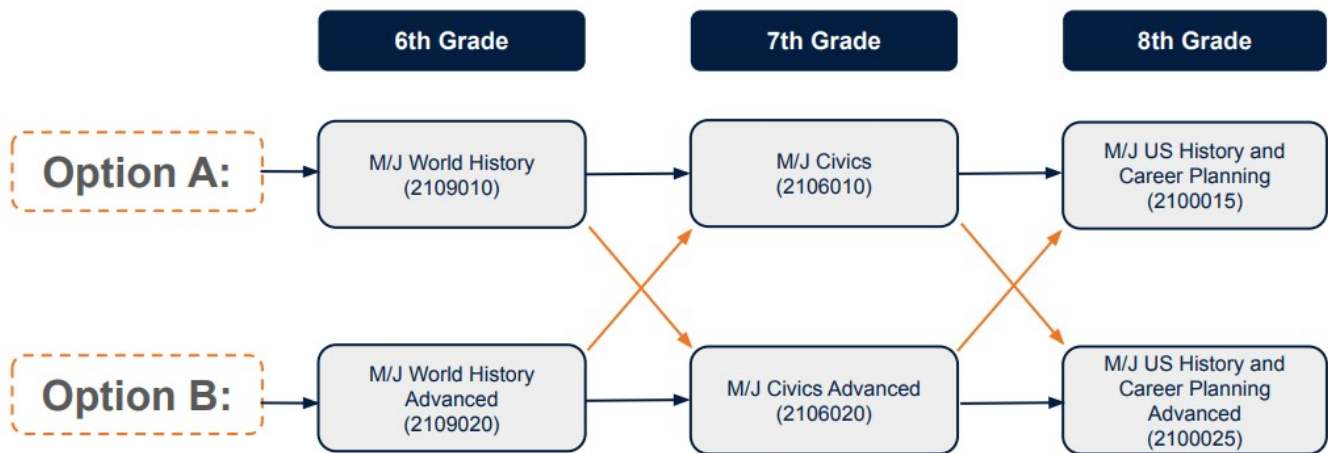
The fundamental purpose of the course is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school standards. 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.



# Social Studies



# Social Studies Progression Plan





# Course Descriptions

## **M/J World History, Advanced 2109020**

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 economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents. See advanced descriptions.

## **M/J Civics, Advanced 2106020**

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. The course is embedded with strong geographic and economic components to support civic education instruction. See advanced descriptions.

## **M/J United States History & Career Planning Advanced 2100025**

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.

## **Advanced Courses:**

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, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

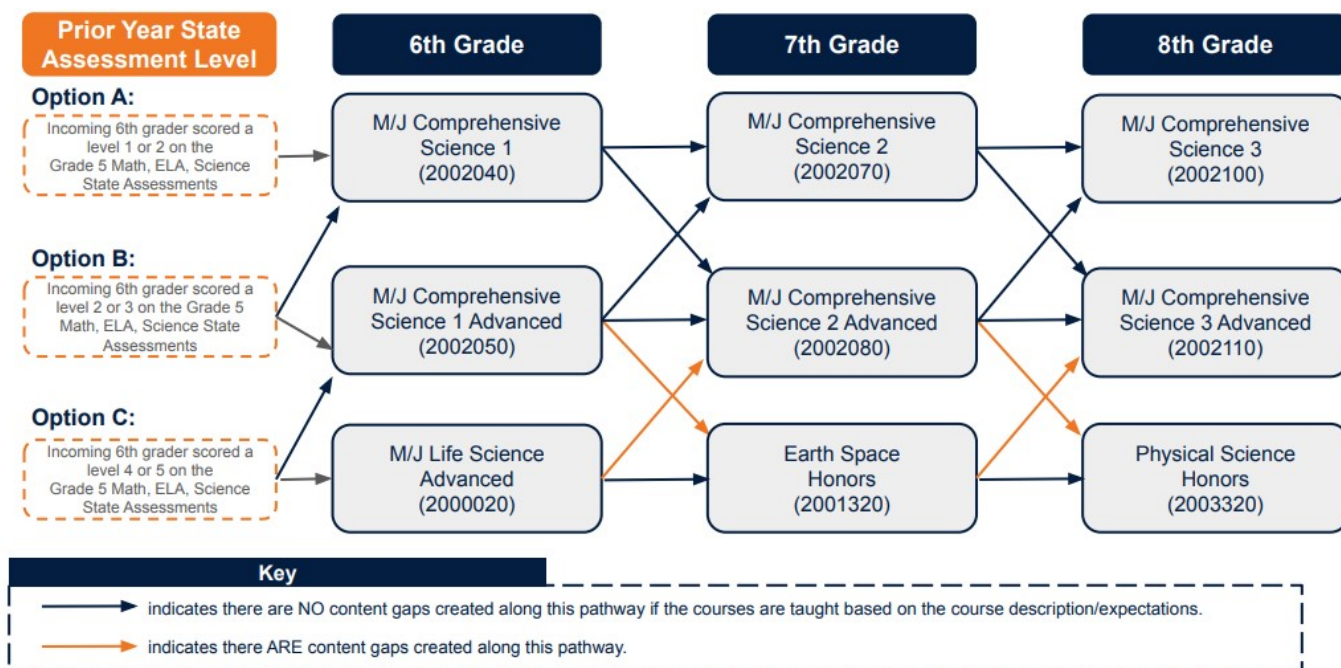


# Science





# Science Progression Plan





# Course Descriptions

## **M/J Comprehensive Science 1, Advanced 2002050**

The purpose of this course is to provide opportunities for students to study concepts of science through exploratory investigations, activities, and applications. Science content includes: earth structures, earth systems and patterns, organization and development of living organisms, energy transfer and transformations, motion of objects, forces and changes in motion. Scientific processes include: the role of theories, laws, hypotheses, and models; laboratory investigations, experimental procedures, problem solving, and the characteristics of scientific knowledge.

## **M/J Comprehensive Science 2, Advanced 2002080**

The purpose of this course is to provide opportunities for students to study concepts of science through exploratory investigations, activities, and applications. Science content includes: earth structures, diversity and evolution of living organisms, heredity and reproduction, interdependence, forms of energy and energy transformation. Scientific processes include: the role of theories, laws, hypotheses, and models; laboratory investigations, experimental procedures, problem solving, and the characteristics of scientific knowledge.

## **M/J Comprehensive Science 3, Advanced 2002110**

The purpose of this course is to provide opportunities to study the principles of physics and chemistry. The content should include, but not be limited to, the following: unifying concepts and processes of science; matter, waves and light, energy and heat, forces and motion. This course shall include laboratory investigations, which incorporate the use of measurement, problem solving, laboratory apparatus, safety procedures, and experimental procedures (e.g. designing, recording, conducting and analyzing an experiment). Besides, students will practice active and close reading of the text, writing opportunities, supporting answers based upon evidence from the text, and argumentation based on claims and evidence.

### **Advanced Courses:**

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 documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc.





# Course Descriptions

## **M/J Life Science, Advanced 200020**

The purpose of this course is to provide opportunities for students to study concepts of science through exploratory investigations, activities, and applications. Science content includes: earth structures, diversity and evolution of living organisms, heredity and reproduction, interdependence, forms of energy and energy transformation. Scientific processes include: the role of theories, laws, hypotheses, and models; laboratory investigations, experimental procedures, problem solving, and characteristics of scientific knowledge.

## **Earth Space Science Honors (high school credit) 2001320**

This is a rigorous course focusing on high-school level science standards and will require students to be highly motivated, organized and capable of independent learning. Course topics include astronomy, plate tectonics, minerals, rocks and landforms, surface processes, oceans, weather and climate. This course will also include scientific investigations, which incorporate the use of measurement, laboratory apparatus, problem solving and experimental procedures (designing and performing valid experimental procedures, using mathematics and information for computational thinking to analyze data). This course provides extensive technical reading and writing opportunities in the form of multiple independent science research projects. This honors course is a high school course. Upon successful completion of this class, students will be awarded high school credit in Earth/Space Science.

## **Physical Science Honors (high school credit) 2003320**

This is a rigorous course focusing on high-school level science standards and will require students to be highly motivated, organized and capable of independent learning. This is an inquiry approach course. The content of this course includes but not limited to, forces and motion, electricity, energy, and matter. The practice of science is embedded throughout the curriculum. This course awakens curiosity, independent thinking and learning in students as it uses a challenge-driven instructional strategy. Students will learn these principles through laboratory investigations to be able to respond to the given problem. Students will become proficient in using sophisticated lab instruments and technology to collect data. Written and oral communications are required of all students. This honors course is a high school course. Upon successful completion of this class, students will be awarded high school credit in Physical Science.

### **Advanced Courses:**

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 documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc.



# OGA Electives

Students are afforded the opportunity of signing up for elective courses. Electives are possible offerings and are **NOT** guaranteed. Offerings will be based on funding, required certification, and the discretion of the school. **Please note, requests are not guaranteed and are based upon availability and limited to class size.** Students who score a level 1 or 2 on EOY Math or Reading will be assigned an intensive course in place of one or more electives. See Course Descriptions and Request Form for grade-level specific details.

## Required Electives:

- All OGA students are required to take a Gifted focus elective (Advanced Academics, Research, or Student Government) each year in middle school. There is no waiver available for the gifted focus course.
- All middle school students will choose a full year of **Physical Education**, unless a PE waiver is signed by parent/guardian each year in middle school.
  - Fitness Grade 6 (1 semester)/Comprehensive PE Grade 6/7 (1 semester)
  - Comprehensive PE Grade 7/8 (1 semester)/Team Sports Grade 7 (1 semester)
  - Wellness Education Grade 8 (1 semester)/Individual/Dual Sports Grade 8 (1 semester)

Academic Class Example Daily Schedule (Order varies by student)						
1st period	2nd period	3rd period	4th period	5th period	6th period	7th period
Fitness/PE	Elective (ex. Art)	Math	Language Arts	Social Studies	Gifted focus Elective	Science

*\*Please note there are many options for class order and it is handled at the discretion of the school.*



# Visual & Performing Arts





# Course Descriptions

## **M/J World Music Drumming 1302110**

The purpose of this course is to enable students to develop basic skills on percussion/vocal music from other cultures and non-Western musical traditions in an ensemble setting using varied middle/junior high literature. Performance techniques and the development of music knowledge are central to this course.

## **M/J Chorus 1 1303000**

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. \*\*A contract will be required to participate as this course requires outside of the classroom activities\*\*

## **M/J 2D Studio Art 1 0101005**

Students explore media and techniques used to create a variety of 2-D artworks through developing skills in drawing, painting, printmaking, and collage. Students practice, sketch, and manipulate the structural elements of art. Investigation of artworks from Western and non-Western cultures provide a means for students to expand their understanding and appreciation of the role of art in global culture. Student artists 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. \*This course requires a course fee of \$20

## **M/J 2D Studio Art 2 0101020**

Open to students who have taken 2D Art-1. Students in this course will refine art skills and techniques in two dimensional (2D) media. Students will continue to work with the Elements of Art and Principles of Design. This course combines art production with study in art history, aesthetics and art criticism of artworks. Students continue to use written effort to communicate the art criticism process as a way to evaluate, explain, and measure artistic growth in personal or group works. This course consists of consumption of art materials and will require a sketchbook.

## **M/J Creative Photography 1 & 2 0102040 & 0102050**

Students explore the aesthetic foundations of art using beginning photography techniques. This course may include color and/or black and white photography via digital media and/or traditional photography. Processes and techniques for image capture and printing may include, but are not limited to, handcrafted pinhole cameras, hand tinting photographs, mixed media, photo collage, cross-processing, emerging technologies and new media. Content covers the basic mechanics of a camera. Student 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.



# Course Descriptions

## **Fundamentals of Visual and Performing Arts 8260500 (Video Production 1)**

The purpose of this course is to give students an opportunity beginning with a broad overview of the Arts, A/V Technology and Communication career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Arts, A/V Technology and Communication career cluster.

## **Introduction to Arts, AV Tech, & Communication 8209350 (Video Production 2)**

Prerequisite: Student must successfully complete 8260500 Expanding on the overview of the Arts, A/V Technology and Communication career cluster, students are encouraged to expand the terminology, careers, history, required skills, and technologies associated with each pathway in the Arts, A/V Technology and Communication career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills as well as opportunities for hands-on activities.

## **Information and Communications Technology I (CTE) 9009110**

This course introduces students to core concepts associated with computers and their use. The content includes computer, digital and information technology skills necessary for success in their future academic goals. In addition to fundamental computer information, the content includes, but is not limited to digital technologies associated with multimedia, word processing, internet communications and cybersecurity.

## **Information and Communications Technology II (CTE) 9009120**

This course builds on the core concepts associated with computers and their use. The content includes computer, digital and information technology skills necessary for success in their future academic and occupational goals. The content includes hands-on opportunities to explore various software applications, including the creation of template based webpage and a basic computer program.

## **Digital Information Technology (high school credit) 82073109**

A Career and Technical Education (CTE) course which gives students opportunity to earn industry certifications, specifically the Microsoft Office Specialist. This course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Digital Information Technology includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards.



# Academic Electives



# Course Descriptions

## **French 1 0701320 (high school credit)**

French 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

## **French 2 0701330 (high school credit)**

French 2 reinforces the fundamental skills acquired by the students in French 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in French 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

## **Spanish I 0708340 (high school credit)**

Spanish 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

## **Spanish II 0708350 (high school credit)**

Spanish II reinforces the fundamental skills acquired by the students in Spanish I. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish I. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

## **M/J Speech & Debate 1 & 2 1007000/1007010**

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.





# Course Descriptions

## **M/J Journalism I & II 1006000/1006010**

Prerequisite: Application Required for II \*\*A contract will be required to participate as this course requires outside of the classroom activities\*\* The purpose of Journalism I is to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to become aware of journalism history, careers, ethics use, and management techniques related to the production of journalistic media. Some activities may be required outside of the school day. The purpose Journalism II is to enable students to develop skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to become aware of journalism history, careers, ethics use, and management techniques related to the production of journalistic media. Some activities may be required outside of the school day.

## **M/J Career Research and Decision Making 1700060**

The purpose of this course is to provide students with the tools necessary to think critically and make rational decisions. Topics, themes, and concepts to be addressed will include the decision making process, conflict management, conflict resolution, teamwork, delegation, responsibilities, budgeting, consequences of decisions and goal setting. Additionally, this is an interdisciplinary course and will involve subject areas such as math, science, social studies, language arts, art and technology.

## **M/J Introduction to Personal Financial Literacy 2104060**

The primary content for the course pertains to the study of learning the ideas, concepts, knowledge, and skills that will enable students to make sound personal finance decisions; to become wise, successful, and informed consumers, savers, borrowers, investors, risk managers, and future employees or employers; and to be participating and informed members of the global economy.

## **M/J Creative Writing 1 1009000**

The purpose of this course is to enable students to learn and use writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style. The content may include: a study of a variety of short literary collections, including poetry, one-act plays, the short story, and memoir to determine and practice, writing for varied purposes and in varied genres , effective listening, speaking, and viewing strategies, and collaboration amongst peers .

## **M/J Creative Writing 2 1009010**

The purpose of this course is to enable students to learn and use writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style. The content may include: a study of a variety of short literary collections, including poetry, one-act plays, the short story, and memoir to determine and practice, writing for varied purposes and in varied genres , effective listening, speaking, and viewing strategies, and collaboration amongst peers .





# Course Descriptions

## **Advanced Academics 7855040**

This course is designed to enable exceptional students to acquire and apply the skills and abilities needed to enhance academic achievement through experiences which provide enrichment, in-depth learning, and /or accelerated study of academic curriculum requirements. Students who are gifted have learning needs that go beyond what is traditionally offered in the regular classroom. The nature of their abilities, requires differentiated learning experiences and opportunities for them to maximize their potential.

They will encourage students to become involved in school and community leadership and decision making. They will have the opportunity to run for student council office as well.

## **M/J Research 1 1700000 (year 1)**

## **M/J Research 2 1700010 (year 2)**

## **M/J Research 3 1700020 (year 3)**

The purpose of this course is to enable students to develop basic knowledge and skills in the research process with emphasis on determining and refining research questions.

## **Student Government**

**\*\*6th Graders 0500000**

**\*\*7th Graders 0500010**

**\*\*8th Graders 0500020**

In this course, the curriculum will be centered on three key components: service, student voice, and engagement. Students will help build a climate of caring and tolerance through volunteerism and service to others. They will be partnering with school counselors to create a peer-to-peer mentoring program. They will promote leadership as the voice of the student body and give every student an opportunity to be heard. They will advertise for social campaigns like Anti-Bullying, Red Ribbon Week, and Spirit Week.



# Course Descriptions

## **STEM/Project Lead the Way Program (CTE)**

In this program, students will engage in rigorous PLTW courses which is a non-profit organization. The PLTW curriculum gives students a chance to identify a challenge, apply their knowledge, find unique solutions and lead their learning in a project based environment. PLTW is designed to include three full years of courses to be started in 6th grade. Each year the student will take a new STEM course. Descriptions of each year are listed below.

**\*\*A contract will be required to participate as this course requires outside of the classroom activities\*\***

### **STEM 1**

#### **Introduction to Technology & Career Planning 8600012/8600220**

In this course, students will engage in rigorous PLTW courses in Science of Technology and Medical Detectives. Students will participate in both course topics that discuss the impact of technology of yesterday, today and future. Students will apply the concepts of physics, chemistry, and nanotechnology as well as solve medical mysteries through hands-on projects and labs. Activities include making ice cream, construction roller coasters, investigating medical outbreaks, and dissecting sheep brains. \*This course requires a course fee of \$20

### **STEM 2**

#### **Exploration of Communications Technology and Career Planning 8600032S/8600032T**

In this course, students will engage in rigorous PLTW courses in App Creators and Computer Science for Innovators & Makers. App Creators introduces students to the field of computer science and the concepts of computational thinking, through the creation of mobile apps. Students are challenged to be creative and innovative, as they collaboratively design and develop mobile solutions to engaging, authentic problems. Computer Science for Innovators and Makers teaches students that programming goes beyond the virtual world into the physical world. Students are challenged to creatively use sensors and actuators to develop systems that interact with their environment. Designing algorithms and using computational thinking practices, they code and upload programs to micro-controllers that perform a variety of authentic tasks.

### **STEM 3**

#### **Exploration of Engineering/Robotics Technology & Career Planning 8600062/8600072**

In this course, students will engage in rigorous PLTW courses in Design & Modeling AND Automation & Robotics. The purpose of this course is to give students an opportunity to explore the areas of engineering technology, robotics technology and its associated careers. Students will be given the opportunity to solve technological problems using a variety of tools, materials, processes and systems while gaining an understanding of the effects of engineering and robotics technology on our everyday lives. \*This course requires a course fee of \$20.



# PE Electives



# Course Descriptions

## **Comprehensive Grade Level Fitness**

### **Grade 6 1508060**

### **Grade 7 1508070**

This course is designed for middle school students and intended to be 1 semester in length. The purpose of this course is to provide a foundation of knowledge, skills, and values necessary for the development of a physically active lifestyle. The course content provides exposure to a variety of movement opportunities and experiences which includes, but is not limited to: Fitness Activities, Educational Gymnastics and Dance, and Team Sports. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

### **Fitness Grade 6 1508000**

This fitness course is designed for middle school students and is intended to be 1 semester in length. 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.

### **Grade 7 Team Sports 1508020**

This course is designed for 7th grade students and is intended to be 18 weeks in length. The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.

### **Grade 8 Wellness Education 1508080**

This semester-long Wellness Education course is designed for 8th grade students, the purpose of which is to further develop the knowledge, skills and values to enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will realize the full benefit of this course when it is taught with an integral approach.

### **Individual / Dual Sports Grade 8 1508050**

This course is designed for 8th grade students and is intended to be 18 weeks in length. The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.