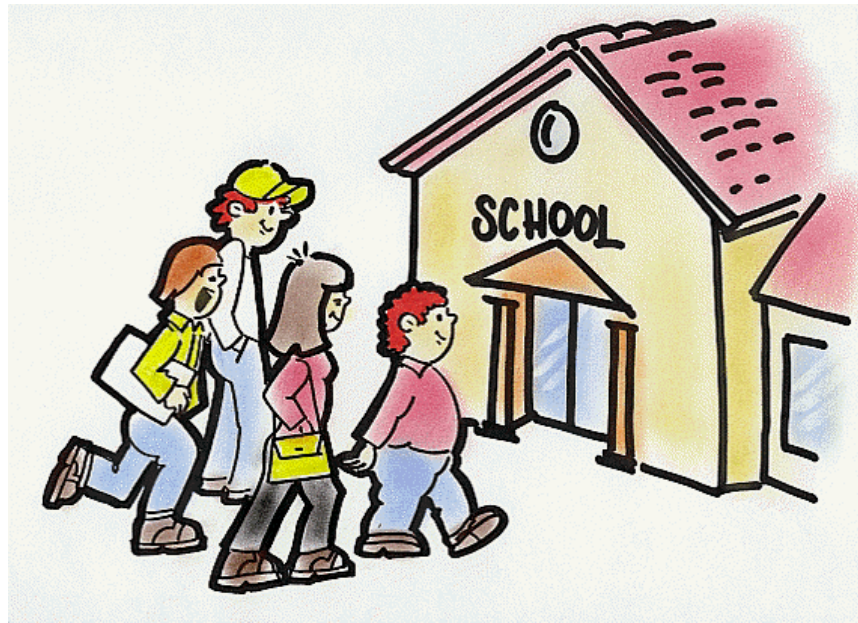




# SILVER SANDS MIDDLE

## Program of Studies



2021-2022



# VOLUSIA COUNTY SCHOOL

## **The School Board of Volusia County**

Mrs. Anita Burnette, Chairman

Mrs. Linda Cuthbert, Vice Chairman

Mr. Ruben Colon

Ms. Jamie Haynes

Mr. Carl Persis

## **Superintendent of Schools**

Dr. Scott Fritz

## **Chief Academic Officer**

Mrs. Rachel Hazel



**The information contained in this booklet is subject to change at any time due to changes in legislation and School Board policy.**

## **Vision Statement**

*Ensuring all students receive a superior 21<sup>st</sup> century education.*

## **Mission Statement**

*Volusia County Schools will ignite a passion for learning by providing a challenging, creative curriculum in a safe, supportive environment where students reach their highest potential.*

# General Education

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## ART

|                |                                                                 |               |
|----------------|-----------------------------------------------------------------|---------------|
| <b>0101005</b> | <b>M/J EXPLORING TWO-DIMENSIONAL ART (M/J Exploring 2D Art)</b> |               |
|                | Offered:                                                        | Grade 6, 7, 8 |
|                | Length:                                                         | Semester      |
|                | Prerequisite:                                                   | None          |

The purpose of this course is to provide experiences necessary for students to investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. Opportunities are provided for creative decision-making in the context of the structural elements of art and the organizational principles of design. This course incorporates hands-on activities and consumption of art materials.

|                |                                                               |               |
|----------------|---------------------------------------------------------------|---------------|
| <b>0101010</b> | <b>M/J TWO-DIMENSIONAL STUDIO ART 1 (M/J 2D STUDIO ART 1)</b> |               |
|                | Offered:                                                      | Grade 6, 7, 8 |
|                | Length:                                                       | Year          |
|                | Prerequisite:                                                 | None          |

The purpose of this course is to provide experiences necessary for an awareness, appreciation, and production of works of art with an emphasis on two-dimensional art. 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.

|                |                                                               |                     |
|----------------|---------------------------------------------------------------|---------------------|
| <b>0101020</b> | <b>M/J TWO-DIMENSIONAL STUDIO ART 2 (M/J 2D STUDIO ART 2)</b> |                     |
|                | Offered:                                                      | Grade 7, 8          |
|                | Length:                                                       | Year                |
|                | Prerequisite:                                                 | M/J 2D Studio Art 1 |

The purpose of this course is to provide experiences necessary for an awareness, appreciation, and production of works of art with an emphasis on two-dimensional art. Students refine techniques used to create a variety of two-dimensional (2-D) artworks through developing skills in drawing, painting, printmaking, and collage. Students manipulate the structural elements of art to promote creative risk-taking in 2-D artwork. Investigation of artworks from Western and non-Western cultures provides 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.

|         |                                                        |                                        |
|---------|--------------------------------------------------------|----------------------------------------|
| 0101026 | M/J TWO-DIMENSIONAL STUDIO ART 3 (M/J 2D STUDIO ART 3) |                                        |
|         | Offered:<br>Length:<br>Prerequisite:                   | Grade 8<br>Year<br>M/J 2D Studio Art 2 |

The purpose of this course is to provide experiences necessary for an appreciation and production of works of art with an emphasis on two-dimensional art. Students extend to an advanced level of techniques used to create a variety of 2-D artworks through developing skills in drawing, painting, printmaking, and collage. Students proficiently manipulate the structural elements of art with increasing independence to promote creative risk-taking in 2-D artwork. 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.

## **WORLD LANGUAGES**

***\*See information on Page 45 - High School Credit Earned in Middle School***

|                |                              |            |
|----------------|------------------------------|------------|
| <b>0708000</b> | <b>M/J SPANISH BEGINNING</b> |            |
|                | Offered:                     | Grade 7, 8 |
|                | Length:                      | Year       |
|                | Prerequisite:                | None       |

M/J Spanish Beginning introduces students to the target language and its cultures. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, connections, comparisons, and communities are included in this one-year course.

|                |                   |         |
|----------------|-------------------|---------|
| <b>0708340</b> | <b>SPANISH 1*</b> |         |
|                | Offered:          | Grade 8 |
|                | Length:           | Year    |
|                | Prerequisite:     | None    |

The purpose of this course is to introduce students to the Spanish language and its cultures and to develop communicative skills and cross-cultural understanding. The content will include beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing will be included, as well as the fundamentals of grammar and cultures, connections, comparisons and communities.

***\*See information on Page 45 - High School Credit Earned in Middle School***

**\* Students who do not wish to receive high school credit for their high school foreign language course taken in middle school will have the option to take the M/J Spanish Advanced course 0708020. This course will not give the student a high school credit. However, students will be receiving a rigorous course corresponding to the high school Spanish level I course offered in the middle schools for high school credit. The students are expected to accomplish the same curriculum and benchmarks using the same text books.**

## **LANGUAGE ARTS**

|                |                            |         |
|----------------|----------------------------|---------|
| <b>1001010</b> | <b>M/J LANGUAGE ARTS 1</b> |         |
|                | Offered:                   | Grade 6 |
|                | Length:                    | Year    |
|                | Prerequisite:              | None    |

The purpose of this course is to provide grade 6 students, using informational and literary texts of appropriate complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. Students will utilize computers as part of the writing process and as part of integrating technology for creation and presentation of multi-media projects.

|                |                            |                                   |
|----------------|----------------------------|-----------------------------------|
| <b>1001040</b> | <b>M/J LANGUAGE ARTS 2</b> |                                   |
|                | Offered:                   | Grade 7                           |
|                | Length:                    | Year                              |
|                | Prerequisite:              | Completion of M/J Language Arts 1 |

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

|                |                            |                                   |
|----------------|----------------------------|-----------------------------------|
| <b>1001070</b> | <b>M/J LANGUAGE ARTS 3</b> |                                   |
|                | Offered:                   | Grade 8                           |
|                | Length:                    | Year                              |
|                | Prerequisite:              | Completion of M/J Language Arts 2 |

The purpose of this course is to provide grade 8 students, using informational and literary texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

|                |                                      |                                                                   |
|----------------|--------------------------------------|-------------------------------------------------------------------|
| <b>1001020</b> | <b>M/J LANGUAGE ARTS 1, ADVANCED</b> |                                                                   |
|                | Offered:                             | Grade 6                                                           |
|                | Length:                              | Year                                                              |
|                | Prerequisite:                        | Grade 5 test data, report card grades, and teacher recommendation |

The purpose of this course is to provide grade 6 students, using informational and literary texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. Students will utilize computers as part of the writing process and as part of integrating technology for creation and presentation of multi-media projects.

|                |                                      |                                                                    |
|----------------|--------------------------------------|--------------------------------------------------------------------|
| <b>1001050</b> | <b>M/J LANGUAGE ARTS 2, ADVANCED</b> |                                                                    |
|                | Offered:                             | Grade 7                                                            |
|                | Length:                              | Year                                                               |
|                | Prerequisite:                        | Completion of M/J Language Arts 1 or M/J Language Arts 1, Advanced |

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

|                |                                      |                                                                    |
|----------------|--------------------------------------|--------------------------------------------------------------------|
| <b>1001080</b> | <b>M/J LANGUAGE ARTS 3, ADVANCED</b> |                                                                    |
|                | Offered:                             | Grade 8                                                            |
|                | Length:                              | Year                                                               |
|                | Prerequisite:                        | Completion of M/J Language Arts 2 or M/J Language Arts 2, Advanced |

The purpose of this course is to provide grade 8 students, using informational and literary texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

### **PRINT, BROADCAST, AND ONLINE MEDIA ELECTIVES**

|                |                         |            |
|----------------|-------------------------|------------|
| <b>1006000</b> | <b>M/J JOURNALISM 1</b> |            |
|                | Offered:                | Gr 6, 7, 8 |
|                | Length:                 | Year       |
|                | Prerequisite:           | None       |

The purpose of this course 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.

## **INTENSIVE READING**

|                 |                                              |                                          |
|-----------------|----------------------------------------------|------------------------------------------|
| <b>1000010N</b> | <b>M/J INTENSIVE READING – Single Period</b> |                                          |
|                 | Offered:<br>Length:<br>Prerequisite:         | Grade 6, 7, 8<br>Year<br>FSA ELA Level 1 |

The Intensive Reading course addresses students who score Level 1 or 2 on the FSA ELA assessment and whose diagnostic tests indicate remediation is necessary in fluency, vocabulary, and comprehension and/or decoding. These students will receive daily a minimum 90-minute uninterrupted literacy block. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.

|                 |                                              |                                          |
|-----------------|----------------------------------------------|------------------------------------------|
| <b>1000010F</b> | <b>M/J INTENSIVE READING - Single Period</b> |                                          |
|                 | Offered:<br>Length:<br>Prerequisite:         | Grade 6, 7, 8<br>Year<br>FSA ELA Level 2 |

The Single Period Intensive Reading course addresses students who score Level 1 or 2 on the FSA ELA assessment and whose diagnostic tests indicate remediation is necessary in fluency, vocabulary, and comprehension. These students will receive daily approximately 45 minutes of targeted reading instruction. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.

## **MATHEMATICS**

To provide the best possible placement in mathematics for each student, all mathematics courses, with the exception of Grade 6 Mathematics, require teacher recommendation.

|                |                            |         |
|----------------|----------------------------|---------|
| <b>1205010</b> | <b>GRADE 6 MATHEMATICS</b> |         |
|                | Offered:                   | Grade 6 |
|                | Length:                    | Year    |
|                | Prerequisite:              | None    |

In Grade 6 Mathematics, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions, equations and inequalities; and (4) developing understanding of statistical thinking

|                 |                                            |                                                                                |
|-----------------|--------------------------------------------|--------------------------------------------------------------------------------|
| <b>1205020M</b> | <b>GRADE 6 MATHEMATICS ADVANCED HONORS</b> |                                                                                |
|                 | Offered:                                   | Grade 6                                                                        |
|                 | Length:                                    | Year                                                                           |
|                 | Prerequisite:                              | Teacher Recommendation from the Elementary School <u>and a Level 4 or 5 on</u> |

In addition to the six critical areas in Grade 6 Advanced, instructional time should be focus on basic algebra concepts and a review of arithmetic algorithms. The accelerated course is designed to help students learn the concepts necessary to be successful in Algebra I Honors. Topics include pre-algebra concepts of variable recognition, signed numbers, formulas and single variable equations, introducing the fundamental principles of algebra, which include algebraic symbolism, simplifying expressions, solutions to higher level equations, and the graphic representations associated with variables. Students will synthesize and algebraically represent situations to solve problems, especially those involving linear relationships. In addition to the pre-algebra concepts, students will develop an understanding of probability and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume.

**\*The M is a toggle added by each school.**

|                |                            |         |
|----------------|----------------------------|---------|
| <b>1205040</b> | <b>GRADE 7 MATHEMATICS</b> |         |
|                | Offered:                   | Grade 7 |
|                | Length:                    | Year    |
|                | Prerequisite:              | None    |

In Grade 7 Mathematics, instructional time should focus on four critical area: (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. This course prepares students for Grade 8 Pre-Algebra.

|                |                                     |                                                                        |
|----------------|-------------------------------------|------------------------------------------------------------------------|
| <b>1205050</b> | <b>GRADE 7 MATHEMATICS ADVANCED</b> |                                                                        |
|                | Offered:                            | Grade 7                                                                |
|                | Length:                             | Year                                                                   |
|                | Prerequisite:                       | Successful completion of Grade 6 Mathematics or Grade 6 Advanced and a |

In this Grade 7 Advanced Mathematics course, instructional time should focus on five critical area: (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. This course serves as a challenging full-year pre-algebra course, which is designed to develop the skills and concepts necessary for success in Algebra 1 Honors.

|                   |                            |         |
|-------------------|----------------------------|---------|
| <b>1205070/M*</b> | <b>GRADE 8 PRE-ALGEBRA</b> |         |
|                   | Offered:                   | Grade 8 |
|                   | Length:                    | Year    |
|                   | Prerequisite:              | None    |

The purpose of this course is to develop the skills and concepts necessary for success in algebra. The content will include real-world problem-solving, numeration, number theory, real-world measurement techniques, geometric relationships, probability, statistics, data interpretation, and algebraic sequences, expressions, equations, and inequalities. Manipulatives, models, calculators, and computers will serve as instructional tools in concept development.

|         |                  |                                    |
|---------|------------------|------------------------------------|
| 1200320 | ALGEBRA 1 HONORS |                                    |
|         | Offered:         | Grade 7, 8                         |
|         | Length:          | Year                               |
|         | Prerequisite:    | Grade 6 HONORS or Grade 7 Advanced |

This course is a rigorous in-depth study of the topics of Algebra 1 designed to develop the algebraic concepts and processes that can be used to solve a variety of real-world mathematics problems. The content will include: functions, linear equations, inequalities, polynomials, rational numbers and equations, radicals, quadratics, and discrete mathematics with multiple representations, as well as complex numbers, additional benchmarks related to parabolas, absolute value equations and inequalities, rational expressions and equations. Calculators and computers will serve as instructional tools in concept development. **Students will be required to sit for the end of course exam (EOC) which will constitute 30% of their overall final course grade. Students will be required to pass the state Algebra 1 End of Course Assessment to be awarded high school credit for the course.** Students who are 7<sup>th</sup> graders and successfully complete this course will take Geometry Honors in 8<sup>th</sup> grade for high school credit; with the expectation of completing four additional years of mathematics in AP and / or IB courses in high school (three additional mathematics credits above this content in high school are required).

***\*See information on Page 45 - High School Credit Earned in Middle School***

|         |                 |                         |
|---------|-----------------|-------------------------|
| 1206320 | GEOMETRY HONORS |                         |
|         | Offered:        | Grade 8                 |
|         | Credit:         | 1.0                     |
|         | Length:         | Year                    |
|         | Prerequisite:   | Algebra 1 or equivalent |
|         | Type of Credit: | Math                    |

This course is designed to give a rigorous in-depth study of geometry with emphasis on methods of proof and the formal language of mathematics. The content will include the following: structure of geometry; separation properties; angle concepts; triangles, quadrilaterals; proofs, perpendicularity and parallelism in a plane and in space; similar polygons; circles and spheres; constructions; area and volume; and coordinate geometry. ~~and topology.~~ The Standards for Mathematical Practice apply throughout 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 will be required to sit for the end of course exam provided by the state which will constitute 30% of their overall final course grade.**

***\*See information on Page 45 - High School Credit Earned in Middle School***

## MUSIC

|                |                       |                        |
|----------------|-----------------------|------------------------|
| <b>1301030</b> | <b>M/J KEYBOARD 1</b> |                        |
|                | Offered:              | Grade 6, 7, 8          |
|                | Length:               | Year                   |
|                | Prerequisite:         | Teacher Recommendation |

The purpose of this course is to introduce students to beginning keyboard performance skill and notation. The content shall include the introduction of keyboard performance techniques and interpretation of notation.

|                 |                              |            |
|-----------------|------------------------------|------------|
| <b>1301030A</b> | <b>M/J KEYBOARD Advanced</b> |            |
|                 | Offered:                     | Grade 7, 8 |
|                 | Length:                      | Year       |
|                 | Prerequisite:                | Keyboard 1 |

The purpose of this course is to introduce students to beginning keyboard performance skill and notation. The content shall include the introduction of keyboard performance techniques and interpretation of notation.

|                |                   |                        |
|----------------|-------------------|------------------------|
| <b>1302000</b> | <b>M/J BAND 1</b> |                        |
|                | Offered:          | Grade 6, 7, 8          |
|                | Length:           | Year                   |
|                | Prerequisite:     | Teacher Recommendation |

The purpose of this course is to provide beginning level instrumental instruction on standard woodwind, brasswind, and/or percussion instruments in a class setting. Content shall include the study of characteristic tone production, music literacy and individual and ensemble techniques. After school rehearsals and performances are a part of this course.

|                |                   |                        |
|----------------|-------------------|------------------------|
| <b>1302010</b> | <b>M/J BAND 2</b> |                        |
|                | Offered:          | Grade 6, 7, 8          |
|                | Length:           | Year                   |
|                | Prerequisite:     | Teacher Recommendation |

The purpose of this course is to provide intermediate instrumental instruction on standard woodwind, brasswind, and/or percussion instruments in a class setting. The content shall enable students to extend the study of tone production, music literacy and individual and ensemble techniques on instrument of choice. After-school rehearsals and performances are a part of this course.

|                |                   |                        |
|----------------|-------------------|------------------------|
| <b>1302020</b> | <b>M/J BAND 3</b> |                        |
|                | Offered:          | Grade 6, 7, 8          |
|                | Length:           | Year                   |
|                | Prerequisite:     | Teacher Recommendation |

The purpose of this course is to provide instrumental instruction on standard woodwind, brasswind and-or percussion instruments through performance and refinement of a variety of basic band literature. Content of this course shall

include the study of characteristic tone production, style, technical proficiency as related to ensemble performance. After-school rehearsals and performances are a part of this course.

|                |                                                |                        |
|----------------|------------------------------------------------|------------------------|
| <b>1302110</b> | <b>M/J INSTRUMENTAL ENSEMBLE 1 (Jazz Band)</b> |                        |
|                | Offered:                                       | Grade 6, 7, 8          |
|                | Length:                                        | Year                   |
|                | Prerequisite:                                  | Teacher Recommendation |

The purpose of this course is to provide students with exploratory experience in special instrumental ensembles such as strings, jazz ensembles, and woodwind choir, through the study of appropriate literature. Content shall include the study of stylistic considerations, ensemble techniques and creative elements appropriate to ensemble. After-school rehearsals and performances are a part of this course.

|                |                     |               |
|----------------|---------------------|---------------|
| <b>1303000</b> | <b>M/J CHORUS 1</b> |               |
|                | Offered:            | Grade 6, 7, 8 |
|                | Length:             | Year          |
|                | Prerequisite:       | None          |

The purpose of this course is to provide students with experience in vocal production techniques and group singing. Content shall include enabling students to develop skills in vocal tone production, choral performance techniques, musical literacy, and music appreciation. After-school rehearsals and performances are a part of this course.

|                |                     |                        |
|----------------|---------------------|------------------------|
| <b>1303010</b> | <b>M/J CHORUS 2</b> |                        |
|                | Offered:            | Grade 6, 7, 8          |
|                | Length:             | Year                   |
|                | Prerequisite:       | Teacher Recommendation |

The purpose of this course is to provide students with experience in basic vocal production techniques and group singing. Content shall include enabling students to demonstrate basic skills in vocal tone production, choral performance techniques, musical literacy, and music appreciation. After-school rehearsals and performances are a part of this course.

|                |                     |                        |
|----------------|---------------------|------------------------|
| <b>1303020</b> | <b>M/J CHORUS 3</b> |                        |
|                | Offered:            | Grade 6, 7, 8          |
|                | Length:             | Year                   |
|                | Prerequisite:       | Teacher Recommendation |

The purpose of this course is to provide students with experience in fundamental vocal production techniques and part singing. Content shall include enabling students to display fundamental skills as described in Chorus 2. After-school rehearsals and performances are a part of this course.

|                |                                          |                                                 |
|----------------|------------------------------------------|-------------------------------------------------|
| <b>1303100</b> | <b>M/J VOCAL ENSEMBLE 1 (Show Choir)</b> |                                                 |
|                | Offered:<br>Length:<br>Prerequisite:     | Grade 6, 7, 8<br>Year<br>Teacher Recommendation |

The purpose of this course is to enable students to develop fundamental performance techniques in a small ensemble setting using varied middle/junior high choral literature. Emphasis will be placed on healthy vocal production, vocal independence, expressiveness, and stylistic authenticity. This course generally requires students to participate in extra rehearsals and performances beyond the school day

## **PHYSICAL EDUCATION**

|                |                            |          |
|----------------|----------------------------|----------|
| <b>1508000</b> | <b>M/J FITNESS GRADE 6</b> |          |
|                | Offered:                   | Grade 6  |
|                | Length:                    | Semester |
|                | Prerequisite:              | None     |

This fitness course is designed for 6th grade students and intended to be 18 weeks 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.

|                |                        |          |
|----------------|------------------------|----------|
| <b>1508200</b> | <b>M/J TEAM SPORTS</b> |          |
|                | Offered:               | Grade 7  |
|                | Length:                | Semester |
|                | Prerequisite:          | None     |

This course is designed for 7<sup>th</sup> 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.

|                |                                   |          |
|----------------|-----------------------------------|----------|
| <b>1508500</b> | <b>M/J INDIVIDUAL/DUAL SPORTS</b> |          |
|                | Offered:                          | Grade 8  |
|                | Length:                           | Semester |
|                | Prerequisite:                     | None     |

This course is designed for 8<sup>th</sup> grade students and intended to be 18 weeks in length. The purpose of this course is to develop the physical skills necessary to compete in many forms of movement, knowledge of offensive and defensive strategies and tactics, and appropriate social behaviors within both competitive and on-competitive activity settings. 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.

|                |                             |            |
|----------------|-----------------------------|------------|
| <b>1508600</b> | <b>M/J COMPRE GRADE 6/7</b> |            |
|                | Offered:                    | Grade 6, 7 |
|                | Length:                     | Semester   |
|                | Prerequisite:               | None       |

This course is designed for 6th and 7th grade students and intended to be 18 weeks 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.

|                |                             |            |
|----------------|-----------------------------|------------|
| <b>1508700</b> | <b>M/J COMPRE GRADE 7/8</b> |            |
|                | Offered:                    | Grade 7, 8 |
|                | Length:                     | Semester   |
|                | Prerequisite:               | None       |

This course is designed for 7th and 8th grade students and is intended to be 18 weeks in length. The purpose of this course is to build on previously acquired knowledge, skills, and values necessary for the implementation and maintenance of a physically active lifestyle. The course content provides exposure to a variety of movement opportunities and experiences which include, but is not limited to: Outdoor Pursuits/Aquatics, Individual/Dual Sports and Alternative/Extreme 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.

|                |                               |          |
|----------------|-------------------------------|----------|
| <b>1508080</b> | <b>M/J WELLNESS EDUCATION</b> |          |
|                | Offered:                      | Grade 8  |
|                | Length:                       | Semester |
|                | Prerequisite:                 | None     |

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.

## **RESEARCH**

|                |                                                                        |                               |
|----------------|------------------------------------------------------------------------|-------------------------------|
| <b>1700100</b> | <b>M/J CRITICAL THINKING, PROBLEM SOLVING, AND LEARNING STRATEGIES</b> |                               |
|                | Offered:<br>Length:<br>Prerequisite:                                   | Grade 6, 7, 8<br>Year<br>None |

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. The content should include, but not be limited to the following: strategies for acquiring, storing, and retrieving information, strategies for oral and written communication, critical thinking operations, processes, and enabling skills, problem-solving skills and strategies, and strategies for linking new information with prior knowledge.

# SCIENCE

|                |                                    |         |
|----------------|------------------------------------|---------|
| <b>2002040</b> | <b>M/J COMPREHENSIVE SCIENCE 1</b> |         |
|                | Offered:                           | Grade 6 |
|                | Length:                            | Year    |
|                | Prerequisite:                      | None    |

Comprehensive Science 1 is the first in a series of three consecutive science classes. This course introduces science, energy, forces, weather, climate, Earth's systems, and the living world. Some topics are explored in depth while others are introduced to serve as building blocks for M/J Comprehensive Science 2 and 3. Students explore science through everyday examples and experiences and participate in weekly hands-on activities, investigations and or laboratory experiences to apply what they have learned.

|                |                                             |                        |
|----------------|---------------------------------------------|------------------------|
| <b>2002050</b> | <b>M/J COMPREHENSIVE SCIENCE 1 ADVANCED</b> |                        |
|                | Offered:                                    | Grade 6                |
|                | Length:                                     | Year                   |
|                | Prerequisite:                               | Teacher Recommendation |

Students taking this advanced course should have earned a 3 or higher on FSA ELA and FSA Mathematics and the Florida Statewide Science Assessment. Advanced labs are integral to this course. Comprehensive Science 1 is the first in a series of three consecutive science classes. This course introduces science, energy, forces, weather, climate, Earth's systems, and the living world. Some topics are explored in depth while others are introduced to serve as building blocks for M/J Comprehensive Science 2 and 3. Students explore science through everyday examples and experiences and participate in weekly hands-on activities, investigations and laboratory experiences to apply what they have learned.

|                |                                    |         |
|----------------|------------------------------------|---------|
| <b>2002070</b> | <b>M/J COMPREHENSIVE SCIENCE 2</b> |         |
|                | Offered:                           | Grade 7 |
|                | Length:                            | Year    |
|                | Prerequisite:                      | None    |

Comprehensive Science 2 is the second course in the M/J Comprehensive Science Sequence. In this course, students explore the foundations of science, energy, the Earth and it's features, Earth's internal and external structures and how they change, Earth's history, living things and how they change and interact, genetics and heredity, and organization of the living world. Some of these topics are introduced and serve as a foundation for M/J Comprehensive Science 3, and others are discussed in detail. Students learn through real-world examples, hands-on activities and weekly laboratory experiences in order to apply what they have learned.

|                |                                             |                        |
|----------------|---------------------------------------------|------------------------|
| <b>2002080</b> | <b>M/J COMPREHENSIVE SCIENCE 2 ADVANCED</b> |                        |
|                | Offered:                                    | Grade 7                |
|                | Length:                                     | Year                   |
|                | Prerequisite:                               | Teacher Recommendation |

This course follows Comprehensive Science 1, Advanced. Students taking this advanced course should have earned a 3 or higher on FSA ELA and FSA Mathematics and demonstrated a high level of success in Comprehensive Science 1. These concepts include earth science, life science, and physics. Students will carry out higher order lab activities using processes such as measurement, observation, predicting, reasoning and problem-solving. Advanced labs are integral to this course.

|                |                                    |         |
|----------------|------------------------------------|---------|
| <b>2002100</b> | <b>M/J COMPREHENSIVE SCIENCE 3</b> |         |
|                | Offered:                           | Grade 8 |
|                | Length:                            | Year    |
|                | Prerequisite:                      | None    |

Comprehensive Science 3 is the last class of the M/J Comprehensive Science series. The course introduces new information and reviews some basics of science to prepare students for high school science coursework. Topics covered include the nature of science, Earth-space science, properties of matter, changes in matter, matter and energy, and energy flow in the living world. In this course, students learn through real-world examples and applications. Students participate in weekly investigations and or laboratory experiences to apply what they have learned.

|                |                                             |                        |
|----------------|---------------------------------------------|------------------------|
| <b>2002110</b> | <b>M/J COMPREHENSIVE SCIENCE 3 ADVANCED</b> |                        |
|                | Offered:                                    | Grade 8                |
|                | Length:                                     | Year                   |
|                | Prerequisite:                               | Teacher Recommendation |

Comprehensive Science 3, Advanced is the third year of the Comprehensive Science Advanced program. Advanced labs are integral to this course. Students taking this advanced course should have earned a 3 or higher on FSA ELA and FSA Mathematics and demonstrated a high level of success in Comprehensive Science 2. The course introduces new information and reviews some basics of science to prepare students for high school science coursework. Topics covered include the nature of science, Earth-space science, properties of matter, changes in matter, matter and energy, and energy flow in the living world. In this course, students learn through real-world examples and applications. Students participate in weekly investigations and or laboratory experiences to apply what they have learned.

## **SOCIAL STUDIES**

|                |                                      |                         |
|----------------|--------------------------------------|-------------------------|
| <b>2109010</b> | <b>M/J WORLD HISTORY</b>             |                         |
|                | Offered:<br>Length:<br>Prerequisite: | Grade 6<br>Year<br>None |

The primary content for this course spans the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be introduced to the multiple dynamics of world history including economics, geography, government, and religion & philosophy. Students will learn methods of historical inquiry including the study of primary and secondary historical documents.

|                |                                      |                                                           |
|----------------|--------------------------------------|-----------------------------------------------------------|
| <b>2109020</b> | <b>M/J WORLD HISTORY ADVANCED</b>    |                                                           |
|                | Offered:<br>Length:<br>Prerequisite: | Grade 6<br>Year<br>Teacher Recommendation/Student Profile |

The primary content for this course spans the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be introduced to the multiple dynamics of world history including economics, geography, government, and religion & philosophy. Students will learn methods of historical inquiry including the study of primary and secondary historical documents. 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., Social Studies fair, projects for competitive evaluation, and other teacher-directed projects).

|                |                                      |                         |
|----------------|--------------------------------------|-------------------------|
| <b>2106010</b> | <b>M/J CIVICS</b>                    |                         |
|                | Offered:<br>Length:<br>Prerequisite: | Grade 7<br>Year<br>None |

The purpose of the Civics course is to enable students to develop the knowledge and skills necessary to become informed and active participants in our democratic-republic. Students will learn about local, state, and federal government, civic organizations, and citizens' rights and responsibilities including foundational economics and financial literacy. **This is a required course for promotion to High School. Students will be required to sit for the Statewide End of Course Exam in Civics which will constitute 30% of the overall final course grade.**

|                |                                      |                                                           |
|----------------|--------------------------------------|-----------------------------------------------------------|
| <b>2106020</b> | <b>M/J CIVICS ADVANCED</b>           |                                                           |
|                | Offered:<br>Length:<br>Prerequisite: | Grade 7<br>Year<br>Teacher Recommendation/Student Profile |

The purpose of the Advanced Civics course is to enable students to develop the knowledge and skills necessary to become informed and active participants in our democratic-republic. Students will learn about local, state, and federal government, civic organizations, and citizens’ rights and responsibilities including foundational economics and financial literacy. 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., Social Studies fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects). **This is a required course for promotion to High School. Students will be required to sit for the Statewide End of Course Exam in Civics which will constitute 30% of the overall final course grade.**

|         |                           |         |
|---------|---------------------------|---------|
| 2100010 | M/J UNITED STATES HISTORY |         |
|         | Offered:                  | Grade 8 |
|         | Length:                   | Year    |
|         | Prerequisite:             | None    |

This course provides an understanding of the development of the American nation by examining the political, economic, religious and philosophical, social, and intellectual events that have affected our nation. Content will include, but will not be limited to, exploration and colonial development, the American Revolution, the formation of the Constitution, and the federal system, westward expansion, the Civil War and Reconstruction, technological and urban transformation, the evolution of American ideas and practices, foreign policy development, the development of the free-market economy, and contemporary domestic and foreign issues.

|         |                                    |                                        |
|---------|------------------------------------|----------------------------------------|
| 2100020 | M/J UNITED STATES HISTORY ADVANCED |                                        |
|         | Offered:                           | Grade 8                                |
|         | Length:                            | Year                                   |
|         | Prerequisite:                      | Teacher Recommendation/Student Profile |

This course provides an understanding of the development of the American nation by examining the political, economic, religious and philosophical, social, and intellectual events that have affected our nation. Content will include, but will not be limited to, exploration and colonial development, the American Revolution, the formation of the Constitution, and the federal system, westward expansion, the Civil War and Reconstruction, technological and urban transformation, the evolution of American ideas and practices, foreign policy development, the development of the free-market economy, and contemporary domestic and foreign issues.

This course is designed to prepare students for advanced coursework in high school and will involve high-level document analysis and writing. 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., Social Studies fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

### **HIGH SCHOOL CREDIT EARNED IN MIDDLE SCHOOL**

Students taking high school courses in middle school will be awarded high school credit upon successful completion. If a grade of B or higher is earned in the course, it cannot be repeated. High school courses taken in middle school in which a student has earned a "C" or "D" may be retaken in middle school or high school. If retaken in middle school, it will count as one of the required courses for middle school promotion.

# EXCEPTIONAL STUDENT EDUCATION

## Table of Contents

## Middle School

### Mild/Moderate VE and SC-E/BD

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| Therapy Courses.....                         | 54 |

## **SEPARATE CLASS - MILD/MODERATE VE and SC-E/BD ACADEMIC**

Students with disabilities who are not eligible for alternate assessment, must enroll in general education courses.

### **Instructional Strategies**

1. Utilize UDL strategies when planning lessons for all students.
2. Ensure that students have accessible instructional materials.
3. Ensure that students read from text that varies in length and complexity.
4. Provide graphic organizers and instruct students on how to use them properly to support understanding of concepts.
5. Use rubrics for assignments that clearly outline expectations for students.
6. Make close reading and rereading of texts central to lessons and provide guided practice and immediate feedback in how to do this.
7. Provide multiple opportunities to practice new vocabulary.
8. Provide explicit instruction in how students can locate evidence from text to support their answers.
9. Provide extensive research and writing opportunities (claims and evidence) based on student interest.
10. Provide students with outlines that assist them in note taking during teacher-led instruction.
11. Teach students to utilize appropriate graphic organizers or organize thoughts when planning for writing assignments.

## **VE MODIFIED & MULTI-VE (ACCESS PROGRAMS)**

### **ACADEMICS**

Access courses are intended only for students with a significant cognitive disability, and are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities. Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

|                |                                   |         |
|----------------|-----------------------------------|---------|
| <b>7810011</b> | <b>ACCESS M/J LANGUAGE ARTS 1</b> |         |
|                | Offered:                          | Grade 6 |
|                | Length:                           | Year    |
|                | Prerequisite:                     | None    |

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of language arts at the sixth grade level. The content is intended to develop or expand the student's understanding of: The reading process, literary analysis, the writing process, Writing applications, Communication, Information and media literacy.

|                |                                   |         |
|----------------|-----------------------------------|---------|
| <b>7810012</b> | <b>ACCESS M/J LANGUAGE ARTS 2</b> |         |
|                | Offered:                          | Grade 7 |
|                | Length:                           | Year    |
|                | Prerequisite:                     | None    |

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of language arts at the seventh grade level. The content is intended to develop or expand the student's understanding of: The reading process, literary analysis, the writing process, Writing applications, Communication, Information and media literacy.

|                |                                   |         |
|----------------|-----------------------------------|---------|
| <b>7810013</b> | <b>ACCESS M/J LANGUAGE ARTS 3</b> |         |
|                | Offered:                          | Grade 8 |
|                | Length:                           | Year    |
|                | Prerequisite:                     | None    |

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of language arts at the eighth grade level. The content is intended to develop or expand the student's understanding of: The reading process, literary analysis, the writing process, Writing applications, Communication, Information and media literacy.

|                |                                      |                         |
|----------------|--------------------------------------|-------------------------|
| <b>7812015</b> | <b>ACCESS M/J MATHEMATICS 1</b>      |                         |
|                | Offered:<br>Length:<br>Prerequisite: | Grade 6<br>Year<br>None |

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of mathematics at the sixth grade level. The concepts of joining and separating quantities, part-to-whole (fractions), measurement, rate, equality, estimation, and data analysis provide a means to analyze our environment, sequence, and predict outcomes of quantifiable events. The content should include, but not be limited to the concepts of: Whole numbers, Combining and separating quantities, Mathematical properties, Fractions, Equality/inequality, Attributes of plane and solid figures, Data collection and analysis, Estimation, Rate, Ratio, Measurement and Solving routine and non-routine quantitative problems.

|                |                                      |                         |
|----------------|--------------------------------------|-------------------------|
| <b>7812020</b> | <b>ACCESS M/J MATHEMATICS 2</b>      |                         |
|                | Offered:<br>Length:<br>Prerequisite: | Grade 7<br>Year<br>None |

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of mathematics at the seventh grade level. The concepts of joining and separating quantities, fractions, proportion, and equality, estimation, and data analysis provide a means to analyze our environment, sequence, and predict outcomes of quantifiable events. The content should include, but not be limited to, the concepts of: Whole numbers, Combining and separating quantities, Proportion/congruency, Fractions/per cent/decimals, Equality/inequality, Attributes of plane and solid figures, Data collection and analysis, Probability, Ratio, Transformation, and Solving routine and non-routine quantitative problems.

|                |                                      |                         |
|----------------|--------------------------------------|-------------------------|
| <b>7812030</b> | <b>ACCESS M/J MATHEMATICS 3</b>      |                         |
|                | Offered:<br>Length:<br>Prerequisite: | Grade 8<br>Year<br>None |

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of mathematics at the eighth grade level. The concepts of joining and separating quantities, fractions, proportion, estimation, and data analysis provide a means to analyze our environment, sequence, and predict outcomes of quantifiable events. The content should include, but not be limited to, the concepts of: Whole numbers, Combining and separating quantities, Proportion/congruency, Fractions/per cent/decimals, Variables, Attributes of plane and solid figures, Angles, Data collection and analysis, Probability, Estimation, Ratio, Solving routine and non-routine quantitative problems.

|                |                                      |                                     |
|----------------|--------------------------------------|-------------------------------------|
| <b>7820015</b> | <b>ACCESS M/J COMP. SCIENCE 1</b>    |                                     |
|                | Offered:<br>Length:<br>Prerequisite: | <u>Grades</u><br><u>6-8</u><br>Year |

Through observation, inquiry, and data collection, students will study the nature, dynamics, and interdependence of: Earth structures, Earth systems, patterns and processes, Plant and animal systems, Cell theory, Scientific method, Forms of energy, Forces and changes in motion. Observing and understanding the fundamental characteristics of these phenomena assist in predicting the outcome of actions and events, such as how biospheric cycles operate in predictable patterns; cells are the basic unit of living organisms, making, executing, and evaluating a replicable plan; and how energy and motion impact matter in predictable ways.

|         |                          |                  |
|---------|--------------------------|------------------|
| 7821022 | ACCESS M/J WORLD HISTORY |                  |
|         | Offered:                 | <u>Grades6-8</u> |
|         | Length:                  | Year             |
|         | Prerequis                | None             |

This course\_consists of the following content area strands: World History, Geography, Civics, and Economics. The content is intended to develop or expand the student’s understanding of the: Origins and purposes of government, law, and the American political system, Roles, rights, and responsibilities of United States citizens, Fundamental concepts of local, national, and international economies, Maps and other geographic representations, tools, and technology, Physical and cultural characteristics of places, Relationships between the Earth’s ecosystems and the populations that dwell within them, Application of geography to interpret the past and present and plan for the future, Historical inquiry skills and analytical processes, Emergence of early civilizations, and Events, figures, and contributions of classical civilizations.

## SPECIAL SKILLS COURSES

|                |                                                   |               |
|----------------|---------------------------------------------------|---------------|
| <b>7863030</b> | <b>UNIQUE SKILLS: INDEPENDENT FUNCTIONING 6-8</b> |               |
|                | Offered:                                          | Grade 6, 7, 8 |
|                | Length:                                           | Year          |
|                | Prerequisite:                                     | None          |

The purpose of this course is to enable students with disabilities to achieve independence in daily living activities in educational, home, and community settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). This entire course may not be mastered in one year.

|                |                                                |               |
|----------------|------------------------------------------------|---------------|
| <b>7863000</b> | <b>UNIQUE SKILLS: SOCIAL AND EMOTIONAL 6-8</b> |               |
|                | Offered:                                       | Grade 6, 7, 8 |
|                | Length:                                        | Year          |
|                | Prerequisite:                                  | None          |

The purpose of this course is to provide instruction related to environmental, interpersonal, and task-related behavior of students with disabilities. The content should include, but not be limited to, the following: appropriate classroom behavior, social and personal development, communication skills, behavioral control, conflict resolution, responsibility, interpersonal and intrapersonal problem solving, and appropriate use of leisure time. This entire course may not be mastered in one year.

## **THERAPY COURSES**

|                |                            |               |
|----------------|----------------------------|---------------|
| <b>7866030</b> | <b>SPEECH THERAPY: 6-8</b> |               |
|                | Offered:                   | Grade 6, 7, 8 |
|                | Length:                    | Year          |
|                | Prerequisite:              | None          |

The purpose of this course is to provide students exhibiting communication disorders that negatively impact their ability to benefit from the educational process appropriate instruction in the communication skills necessary for academic learning, social interaction, and vocational success. The content should include, but not be limited to, the following: articulation therapy, fluency therapy, and voice therapy. This entire course may not be mastered in one year.

|                |                              |               |
|----------------|------------------------------|---------------|
| <b>7866040</b> | <b>LANGUAGE THERAPY: 6-8</b> |               |
|                | Offered:                     | Grade 6, 7, 8 |
|                | Length:                      | Varies        |
|                | Prerequisite:                | None          |

The purpose of this course is to provide students exhibiting language disorders that negatively impact their ability to benefit from the educational process appropriate instruction in language skills, both oral and written, necessary for academic learning, social interaction, and vocational success. The content should include, but not be limited to, the following: form, including phonology, syntax, and morphology; content, including semantics; and function, including pragmatics. This entire course may not be mastered in one year.

# CAREER AND TECHNICAL EDUCATION

## Program Areas

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### Middle

Agriculture, Food, & Natural Resources Cluster .....

Arts, A/V, Technology, & Communication Cluster .....

Business Management & Administration Cluster .....

Education & Training Cluster .....

Engineering & Technology Cluster .....

Health Science Cluster .....

Hospitality & Tourism Cluster .....

Human Services Cluster .....

Information Technology Cluster .....

Manufacturing Cluster .....

Marketing, Sales & Services Cluster .....

# **AGRICULTURE, FOOD, AND NATURAL RESOURCES CLUSTER**

| <b>COURSES</b>       |                                                                 |
|----------------------|-----------------------------------------------------------------|
| <b>Course Number</b> | <b>Course Name</b>                                              |
| 8100120              | Introduction to Agriscience                                     |
| 8100310              | Orientation to Agriscience                                      |
| 8100210              | Exploration of Agriscience                                      |
| 8021300              | Fundamentals of Agriculture, Food, and Natural Resource Systems |

|                |                                    |          |                    |
|----------------|------------------------------------|----------|--------------------|
| <b>8100120</b> | <b>INTRODUCTION TO AGRISCIENCE</b> |          | <b>Exploratory</b> |
|                | Offered:                           | Grade 6  |                    |
|                | Length:                            | Semester |                    |
|                | Prerequisite:                      | None     |                    |

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 Agriculture, Food and Natural Resource career cluster. The content includes, but is not limited to, agricultural literacy, importance of agriculture, the role of science, math, reading, writing, geography, history, and technology in agriculture, plants and animals, and sources of consumer goods from agriculture. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures. 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.

|                |                                   |          |                    |
|----------------|-----------------------------------|----------|--------------------|
| <b>8100310</b> | <b>ORIENTATION TO AGRISCIENCE</b> |          | <b>Exploratory</b> |
|                | Offered:                          | Grade 7  |                    |
|                | Length:                           | Semester |                    |
|                | Prerequisite:                     | None     |                    |

The purpose of this course is to provide an overview of agriculture and will help students to be educated about their food supply. The content includes, but is not limited to, agricultural literacy, importance of agriculture, the role of science, math, reading, writing, geography, history, and technology in agriculture, plants and animals, and sources of consumer goods from agriculture. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures. 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.

|                |                                   |          |                    |
|----------------|-----------------------------------|----------|--------------------|
| <b>8100210</b> | <b>EXPLORATION OF AGRISCIENCE</b> |          | <b>Exploratory</b> |
|                | Offered:                          | Grade 8  |                    |
|                | Length:                           | Semester |                    |
|                | Prerequisite:                     | None     |                    |

The purpose of this course is to assist in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Agriculture, Food and Natural Resource career cluster. The content includes, but is not limited to, agricultural literacy, importance of agriculture, the role of science, math, reading, writing, geography, history, and technology in agriculture, plants and animals, and sources of consumer goods from agriculture. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures. 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.

|         |                                                                            |                                       |                    |
|---------|----------------------------------------------------------------------------|---------------------------------------|--------------------|
| 8021300 | <b>FUNDAMENTALS OF AGRICULTURE, FOOD,<br/>AND NATURAL RESOURCE SYSTEMS</b> |                                       | <b>Exploratory</b> |
|         | Offered:                                                                   | Grade 8                               |                    |
|         | Length:                                                                    | Full-Year                             |                    |
|         | Prerequisite:                                                              | Previous Agriscience education course |                    |

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 Agriculture, Food, and Natural Resource career cluster. The content includes but is not limited to agricultural literacy, importance of agriculture, the role of science, math, reading, writing, geography, history, and technology in agriculture, plants and animals, and sources of consumer goods from agriculture. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures. Students in this course have an opportunity to sit for an AEST Associate Agriculture Certification.

# **ENGINEERING AND TECHNOLOGY CLUSTER**

| <b>COURSES</b>       |                                          |
|----------------------|------------------------------------------|
| <b>Course Number</b> | <b>Course Name</b>                       |
| 8600010              | Introduction to Technology               |
| 8600020              | Exploring Technology                     |
| 8600070              | Exploration of Robotics Technology       |
| 8600030              | Exploration of Communications Technology |
| 8600040              | Exploration of Production Technology     |

|                |                                   |               |                    |
|----------------|-----------------------------------|---------------|--------------------|
| <b>8600010</b> | <b>INTRODUCTION TO TECHNOLOGY</b> |               | <b>Exploratory</b> |
|                | Offered:                          | Grade 6, 7, 8 |                    |
|                | Length:                           | Semester      |                    |
|                | Prerequisite:                     | None          |                    |

The purpose of this course is to give students an introduction to the areas of technology and to introduce students to the design and problem-solving processes using manipulative skills while working cooperatively with others in team activities.

|                |                             |               |                    |
|----------------|-----------------------------|---------------|--------------------|
| <b>8600020</b> | <b>EXPLORING TECHNOLOGY</b> |               | <b>Exploratory</b> |
|                | Offered:                    | Grade 6, 7, 8 |                    |
|                | Length:                     | Semester      |                    |
|                | Prerequisite:               | None          |                    |

The purpose of this course is to give students an opportunity to explore the areas of technology and associated careers available in technical fields. Students will be given the opportunity to solve technological problems while gaining an understanding of the effects of technology on our everyday lives.

## **INFORMATION TECHNOLOGY CLUSTER**

| PROGRAM<br>NUMBER                             | BTE CORE/PreRequisite Courses |                                | HS ARTS<br>CREDIT | INDUSTRY<br>CERTIFICATION                                                                       |
|-----------------------------------------------|-------------------------------|--------------------------------|-------------------|-------------------------------------------------------------------------------------------------|
|                                               | Course Number                 | Course Name                    |                   |                                                                                                 |
| Pre-Requisites<br>for<br>MULTIPLE<br>PROGRAMS | 8207310                       | Digital Information Technology | PA                | Microsoft Office Specialist (MOS), Digital Tool Certificates- MS PowerPoint, MS Word, IC3 Spark |

*\*The course Digital Information Technology, previously titled "Introduction to Information Technology", is first in several programs within the Business Management and Administration and Information Technology Career Clusters.*

|         |                                |                                                  |  |             |
|---------|--------------------------------|--------------------------------------------------|--|-------------|
| 8207310 | DIGITAL INFORMATION TECHNOLOGY |                                                  |  | Career Prep |
|         | Offered:                       | Grade 8, 9, 10, 11, 12                           |  |             |
|         | Credit:                        | 1.0 (An accelerated High School elective credit) |  |             |
|         | Length:                        | Year                                             |  |             |
|         | Prerequisite:                  | None                                             |  |             |
|         | Type of Credit:                | PA                                               |  |             |

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. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Digital information Technology includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of personal information and e-mail, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards.

## **HOSPITALITY AND TOURISM CLUSTER**

| COURSES       |                                           |
|---------------|-------------------------------------------|
| Course Number | Course Name                               |
| 8809200       | Fundamentals of Culinary Careers          |
| 8850350       | Exploring Hospitality and Tourism Careers |

|         |                                  |               |             |
|---------|----------------------------------|---------------|-------------|
| 8809200 | FUNDAMENTALS OF CULINARY CAREERS |               | Exploratory |
|         | Offered:                         | Grade 6, 7, 8 |             |
|         | Length:                          | Semester/Year |             |
|         | Prerequisite:                    | None          |             |

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 culinary careers found within the hospitality industry. The content includes but is not limited to the development of leadership skills, communication skills, and employability skills; resource management; exploration of careers in the culinary; food safety and sanitation; safe, proper use of culinary tools/ equipment; interpreting recipes and developing menus; basic food preparation skills; front-of-the-house and back-of-the-house responsibilities; artistic presentation of food; and the use of technology in the culinary field

# **APPENDIX**

- Physical Education Waiver Letter
- Planning Sheet



**Volusia County Schools  
Elementary & Middle School  
Physical Education Annual Waiver Form**

☐ I hereby waive grade level physical education requirements for my child this school year and verify that my son/daughter is participating in physical activities outside the school day that are equal to or in excess of the mandated requirement (150 minutes per week, K-5: one class period per day for one semester each year for grades 6-8).

**OR**

☐ I hereby waive grade level physical education requirements for my child this school year by requesting that they be enrolled in another course from one of the courses offered as options by the school district. I understand that placement in an alternate course will be based upon seat availability.

I also understand that this waiver must be renewed each year that I wish to waive these requirements.

\_\_\_\_\_  
Name of Student

\_\_\_\_\_  
Grade

\_\_\_\_\_  
Name of Parent or Guardian – print

\_\_\_\_\_  
School

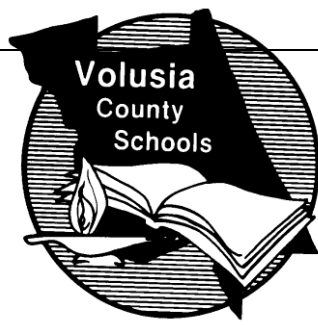
\_\_\_\_\_  
Signature of Parent or Guardian

\_\_\_\_\_  
Date

Please turn in to School Principal or Designee

Must apply for upcoming school year no later than August 1.

Please note: This waiver will remain in effect for one school year.



P.O. Box 2118  
DeLand, Florida 32721-2118

DeLand  
(386) 734-7190

New Smyrna Beach  
(386) 427-5223

200 North Clara Avenue  
DeLand, Florida 32720

Osteen  
(386) 860-3322

Dear Parent or Guardian,

Florida Statute 1003.455 requires the equivalent of one class period per day of physical education for one semester of each year for students in grades 6 through 8 beginning in the 2009-2010 school year. The Volusia County School District offers one credit of physical education yearly in grades 6 through 8. The physical education requirement may be waived for a student who meets one of the following criteria:

- The student is enrolled or required to enroll in a remedial course.
- The student's parent indicates in writing to the school that:
  1. The parent requests that the student enroll in another course from among those offered as options by the school district, OR
  2. The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

This statute requires each district school board to notify parents of the options available prior to scheduling a student in physical education. Unless your child meets one of the waiver criteria listed above, he/she will be enrolled in physical education for one semester of each year while in grades 6 through 8. Counseling concerning the benefits of Physical Education will be made available to students through the guidance counselor at your school when needed.

Please contact your school administration if you have questions or concerns regarding the physical education requirements or waiver criteria.

Sincerely,

*Grace Kellermeier*

Grace Kellermeier, Program Specialist  
Physical Education  
Volusia County School District

# Student Planning Sheet- 7<sup>th</sup> Grade

Please complete elective preferences below and bring this form with you to registration.

Student: \_\_\_\_\_ Alpha: \_\_\_\_\_

Note: Teacher recommendations for placement in all curriculum courses will be confirmed following the review of FSA and FAIR scores.

| 7 <sup>th</sup> Grade Courses                                                                                                                 | 7th Grade Electives                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>INTENSIVE READING</b>                                                                                                                      | <u><b>FULL YEAR ELECTIVES</b></u><br><br>Band 1<br>Band 2<br>Band 3<br>Instrumental Ensemble<br>Chorus 1<br>Chorus 3<br>Show Choir<br>Piano (Keyboard)<br><br>Spanish Beg<br>Science Olympiad<br>Journalism<br>ICT Technology<br>Work Force |
| <b>RESEARCH</b>                                                                                                                               |                                                                                                                                                                                                                                             |
| <b>MATH 2</b>                                                                                                                                 |                                                                                                                                                                                                                                             |
| <b>MATH 2 ADVANCED</b>                                                                                                                        |                                                                                                                                                                                                                                             |
| <b>ALGEBRA 1 HONORS</b>                                                                                                                       |                                                                                                                                                                                                                                             |
| <b>LANGUAGE ARTS 2</b>                                                                                                                        |                                                                                                                                                                                                                                             |
| <b>LANGUAGE ARTS 2 ADVANCED</b>                                                                                                               |                                                                                                                                                                                                                                             |
| <b>SCIENCE 2</b>                                                                                                                              |                                                                                                                                                                                                                                             |
| <b>SCIENCE 2 ADVANCED</b>                                                                                                                     |                                                                                                                                                                                                                                             |
| <b>CIVICS</b>                                                                                                                                 |                                                                                                                                                                                                                                             |
| <b>CIVICS ADVANCED</b>                                                                                                                        |                                                                                                                                                                                                                                             |
| <b>PHYSICAL EDUCATION 2</b><br>If you want to waive PE, bring your completed PE waiver with you to registration (waiver is district website). |                                                                                                                                                                                                                                             |
| <u><b>SEMESTER ELECTIVES</b></u><br><br>Orientation to Agriculture/ Culinary<br>Art 2 3D/ Technology                                          |                                                                                                                                                                                                                                             |
| <b>Please complete below:</b>                                                                                                                 |                                                                                                                                                                                                                                             |
| ELECTIVE PREFERENCE 1:                                                                                                                        |                                                                                                                                                                                                                                             |
| ELECTIVE PREFERENCE 2:                                                                                                                        |                                                                                                                                                                                                                                             |
| ELECTIVE PREFERENCE 3:                                                                                                                        |                                                                                                                                                                                                                                             |

Your elective choices are considered and scheduled based on availability of seats.

# Student Planning Sheet- 8<sup>th</sup> Grade

Please complete elective preferences below and bring this form with you to registration.

Student: \_\_\_\_\_ Alpha: \_\_\_\_\_

Note: Teacher recommendations for placement in all curriculum courses will be confirmed following the review of FSA and FAIR scores.

| 8 <sup>th</sup> Grade Courses                                                                                                                        | 8 <sup>th</sup> Grade Electives                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>INTENSIVE READING</b>                                                                                                                             | <b><u>FULL YEAR ELECTIVES</u></b><br>Band 1<br>Band 2<br>Band 3<br>Instrumental Ensemble<br>Chorus 1<br>Chorus 3<br>Vocal Ensemble<br>Keyboard/ Piano<br><br>Spanish Beg<br>Spanish 1 – High School credit<br>ICT Technology<br>Science Olympiad<br>Journalism<br>Art 2 3D<br>Agriculture<br>Culinary Careers<br>Office Aide<br>Work Force |
| <b>RESEARCH</b>                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                            |
| <b>DIGITAL INFO TECH</b><br>(In place of Reading, based on FSA scores)                                                                               |                                                                                                                                                                                                                                                                                                                                            |
| <b>PRE-ALGEBRA</b>                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                            |
| <b>ALGEBRA 1 HONORS (DOUBLE BLOCK)</b>                                                                                                               |                                                                                                                                                                                                                                                                                                                                            |
| <b>ALGEBRA 1 HONORS</b>                                                                                                                              |                                                                                                                                                                                                                                                                                                                                            |
| <b>GEOMETRY HONORS</b>                                                                                                                               |                                                                                                                                                                                                                                                                                                                                            |
| <b>LANGUAGE ARTS 3</b>                                                                                                                               |                                                                                                                                                                                                                                                                                                                                            |
| <b>LANGUAGE ARTS 3 ADVANCED</b>                                                                                                                      |                                                                                                                                                                                                                                                                                                                                            |
| <b>SCIENCE 3</b>                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                            |
| <b>SCIENCE 3 ADVANCED</b>                                                                                                                            |                                                                                                                                                                                                                                                                                                                                            |
| <b>U.S. HISTORY</b>                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                            |
| <b>U.S. HISTORY ADVANCED</b>                                                                                                                         |                                                                                                                                                                                                                                                                                                                                            |
| <b>PHYSICAL EDUCATION 3</b><br>If you want to waive PE, bring your completed PE waiver with you to registration (waiver is on the district website). |                                                                                                                                                                                                                                                                                                                                            |
| <b>Please complete below:</b>                                                                                                                        |                                                                                                                                                                                                                                                                                                                                            |
| ELECTIVE PREFERENCE 1:                                                                                                                               |                                                                                                                                                                                                                                                                                                                                            |
| ELECTIVE PREFERENCE 2:                                                                                                                               |                                                                                                                                                                                                                                                                                                                                            |
| ELECTIVE PREFERENCE 3:                                                                                                                               |                                                                                                                                                                                                                                                                                                                                            |

Your elective choices are considered and scheduled based on availability of seats.