



# Curriculum Guide

## 2020-2021

Breezi Erickson, Principal  
Rendon Fletcher, Assistant Principal  
Jacqueline Wick, Assistant Principal  
Evan Sokolowsky, School Administration Manager  
Lauren Fedi, Dean  
Megan Waller, Dean  
Melanie Cavallaro, School Counselor  
Kimberly Longarzo, School Counselor

# **Table of Contents**

<b>Letter from the Principal</b>	<b>3</b>
<b>Pupil Progression Plan</b>	<b>4</b>
<b>Admission, Transfers and Attendance</b>	<b>5</b>
<b>School Counselor Information</b>	<b>7</b>
<b>Support Services</b>	<b>8</b>
<b>ePathways</b>	<b>9</b>
<b>Course Code Quick Reference Sheets and Advanced Course Profile</b>	<b>10</b>
<b>Course Listings with Descriptions</b>	<b>12-22</b>
<b>ePathways and Advanced Course Profile</b>	<b>18</b>
<b>Clubs and Sports</b>	<b>23</b>
<b>Note Page</b>	<b>24</b>

WELCOME STUDENTS AND PARENTS TO THE

## **HOME OF THE SOARING EAGLES!**

Our mission at Greenwood Lakes Middle School is to prepare our students to be productive and responsible twenty first century citizens, by teaching and promoting personal development, critical thinking, proficiency in technology and respect for diversity. From challenging our students in the most rigorous honors/advanced and standard course offerings to providing remedial assistance in our intensive classes, our teachers are encouraged to focus on instruction and student learning, providing students with learning experiences which are enriching and relevant.

You will find the contents of this curriculum guide very helpful as you plan your course of study at Greenwood Lakes. The guide provides an overview of all courses offered at GLMS, including information on clubs and sports programs, and contains various other information regarding curriculum resources, services, and school board policies.

It is important that each student places a focus on education and the courses selected should reflect this focus. Each student should aspire to attain a level of coursework that is challenging and provides the skills necessary to be successful both in school and as a twenty first century citizen. As Robert Browning stated, “Our aspirations are our possibilities”. It is your future and there is no time like the present to make sure that the doors are open to all of your aspirations.

Looking forward to a great year!

Breezi Erickson, Principal  
Greenwood Lakes Middle School

## **Middle School Student Progression Plan Information**

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

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

**Florida Standards Assessment (FSA)** – Middle school students are required to participate in the state's accountability testing program. Student performance in the areas of reading, writing and mathematics are assessed in grades 6-8. Student performance in science is also assessed in grade 8.

**Florida Statewide Science Assessment Test (SSA)**- Student performance in Science is assessed in grade 8.

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

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

**Additional Instructional Program Requirements** – Middle school students have the opportunity to participate in regularly scheduled physical education classes, as well as exploratory, enrichment, and elective classes.

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

**Advanced Classes** – Enrollment in advanced core academic classes are open to any student who wishes to take on the challenge of a more rigorous curriculum that prepares students for higher-level courses in high school. Students are invited to enroll, however, please note that due to class size amendment, priority placement will be given based upon FSA scores and academic standing. Advanced classes are offered in all core content courses grade 6<sup>th</sup> through 8<sup>th</sup>.

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

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

**Student Promotion** – Middle school students must earn a yearly 2.0 Grade Point Average and pass all annual courses to earn promotion from one grade to the next.

## Admissions, Transfers and Attendance

### Admissions

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

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

#### A. Owned Residence:

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

#### B. Rented or leased residence:

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

#### C. Non-primary owner or renter (families living with families):

A Verification of Residency Form must be completed by primary and non- primary owner or renter. This form is for one school year only.

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

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

### First Entry to the State of Florida Schools:

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

- a. A certificate showing a school-entry health examination performed within one year prior to enrollment.
- b. A valid HRS 680 Florida Certificate of Immunization (kindergarten through grade 12). **Entry to Seminole County Public Schools from Schools within the State:**

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

### **Transfers**

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

### **Attendance**

After an absence, immediately upon return to school but no later than two (2) school days following an absence, the student must provide the school with documentation indicating that one of the following has occurred if he/she wishes that absence(s) to be excused:

- Medical treatment by a licensed physician\*
- Observance of a religious holiday
- Law enforcement order or court subpoena
- Death of a family member
- Natural disaster
- Traffic accident directly involving the student
- Extraordinary circumstances or situations, pre-arranged and with Principal permission.

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

\*Note 1: It is understood that on every occasion of sickness, a student will **NOT** require medical attention by a licensed health care professional. Short term, non-chronic illnesses may be documented/explained via a signed parent note. In such circumstance, the student shall suffer no academic penalty, provided that all course work, examinations, etc. are made up within a reasonable period of time. For continued absence due to illness of 10 or more days, a doctor/health professional's note is required.

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

\*Note 3: A student who is absent is required to make up all course work missed, regardless of whether the absence is excused or unexcused. It is the student's responsibility to obtain assignments upon returning to class immediately following an absence.

## **School Counselor Information**

### **Counselor Assignments:**

**Ms. Melanie Cavallaro** - 7<sup>th</sup> and 8<sup>th</sup> grade General Education students/6<sup>th</sup>-8<sup>th</sup> ESOL students

**Ms. Kimberly Longarzo** - 6<sup>th</sup> grade General Education students/6<sup>th</sup>-8<sup>th</sup> ESE students

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

### **Schedule Change Policy**

*Greenwood Lakes Middle School utilizes the Seminole County Public School automated scheduler to establish student schedules. The automated scheduler is programmed to ensure equity and balanced class sizes. Schedule changes will be made to correct misplacement; however, accommodations are NOT made to allow for parental preferences for teachers, lunches, or friends. Schedule-related problems should be discussed with the assigned school counselor.*

### **Grading Policy**

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

Letter Grade	Percentage Range	GPA Value	Definition
A	90-100	4	Outstanding Progress
B	80-89	3	Above Average
C	70-79	2	Average Progress
D	60-69	1	Lowest Acceptable
F	0-59	0	Failure
I			Incomplete
NG			No Grade

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

## **Support Services**

### **E.S.O.L**

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

### **EXCEPTIONAL STUDENT SUPPORT SERVICES**

Exceptional student support services are available for the exceptional student in order to fully meet his/her needs and expectations. All exceptional student support services require staffing eligibility as determined

by a student study team. Additional information on specific services or placement is available from the guidance office upon request. The following services are available at Greenwood Lakes Middle School:

Autism Spectrum Disorder (ASD)

Gifted

Emotionally Behaviorally Disabled (EBD)

Speech and Language Therapy

Specific Learning Disabilities (SLD)

Occupational Therapy (OT)

Physical Therapy (PT)

Language Resource (LR)

Moderately Intellectually Disabled (MID)

Other Health Impaired (OHI)

Itinerant Visually Impaired (VI)

Deaf/Hard of Hearing (DHH)

Hospital/Homebound

### **SUPPLEMENTAL AND INTENSIVE INSTRUCTIONAL SUPPORT**

Students in grades 6-8 who are not demonstrating satisfactory progress may be enrolled in an acceleration support program during the school day for the purpose of providing immediate instructional support.

Principals may assign students to any one or all of the following acceleration support programs. Students assigned to these programs will remain in placement until they have demonstrated satisfactory performance as determined by a school wide system of progress monitoring.

### **INTENSIVE READING**

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

### **INTENSIVE MATH**

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

## **21<sup>st</sup> Century Choices for all 21<sup>st</sup> Century Students**

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



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

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

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

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

## Core Curriculum Courses

### Quick Reference Sheet

<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
<b>Math</b> Math I Standard Math I Adv. GEMS	<b>Math</b> Math II Standard Math II Adv. Algebra I Honors	<b>Math</b> Math III Standard Algebra I Honors Geometry Honors
<b>Language Arts</b> Language Arts I Standard Language Arts I Adv.	<b>Language Arts</b> Language Arts II Standard Language Arts II Adv.	<b>Language Arts</b> Language Arts III Standard Language Arts III Adv.
<b>Science:</b> Comp. Science 1 Standard Comp. Science 1 Adv.	<b>Science:</b> Comp. Science 2 Standard Comp. Science 2 Adv.	<b>Science:</b> Comp. Science 3 Standard Comp. Science 3 Adv.
<b>Social Studies</b> World History Standard World History Adv.	<b>Social Studies</b> Civics Standard Civics Adv.	<b>Social Studies</b> US History Standard US History Adv. Pre-AP US History
<b>Required Electives</b> -iJourneys	<b>Required Elective</b> -Peer Counseling	<b>Required Elective</b> -iChallenge

## Advanced Course Profile

Determining that you are ready to accept the challenge of advanced coursework is an important decision. If you are interested in taking an advanced course, you should ask yourself if you fit the profile of students who typically do well in advanced courses.

An advanced student is someone who...

- ☐ Makes schoolwork a priority.
- ☐ Is able to set aside time each night for schoolwork, including projects.
- ☐ Is well-organized and able to handle several tasks at once.
- ☐ Will review and study for tests.
- ☐ Has done well in advanced classes in the past.
- ☐ Has a support system that is encouraging academics.
- ☐ Does not feel challenged in standard classes.
- ☐ Has Level 3 or higher test scores on the FSA.

## Elective Offerings Quick Reference Sheet

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Band I Chorus I Theatre Journalism <ul style="list-style-type: none"> <li>• (Newspaper)</li> </ul> Law and Order Forensics 1 Physical Education: <ul style="list-style-type: none"> <li>• (One semester required)</li> </ul> JROTC Critical Thinking <ul style="list-style-type: none"> <li>• (Virtual)</li> </ul> Keyboarding <ul style="list-style-type: none"> <li>• (Virtual)</li> </ul> Robotics Art Creative Writing iJourney – Your Pathway to Career Exploration <ul style="list-style-type: none"> <li>• (Required)</li> </ul>	Band I/II Band IV <ul style="list-style-type: none"> <li>• (Jazz Ensemble)</li> </ul> Broadcast Communication Chorus I/II Vocal Ensemble Theatre I/II/III Journalism <ul style="list-style-type: none"> <li>• (Newspaper)</li> </ul> Journalism <ul style="list-style-type: none"> <li>• (Yearbook)</li> </ul> Law and Order Forensics I Intro to Spanish Physical Education <ul style="list-style-type: none"> <li>• (One semester required)</li> </ul> JROTC Critical Thinking <ul style="list-style-type: none"> <li>• (Virtual)</li> </ul> Robotics Art Creative Writing Creative Photography <ul style="list-style-type: none"> <li>• (Virtual)</li> </ul> Exploring Music 1 Peer Counseling <ul style="list-style-type: none"> <li>• (Required)</li> </ul> iConnect – Your Pathway to Technology & Communication	Band I/II/III Band IV <ul style="list-style-type: none"> <li>• (Jazz Ensemble)</li> </ul> Chorus I/II/III Theatre I/II/III Journalism <ul style="list-style-type: none"> <li>• (Newspaper)</li> </ul> Journalism <ul style="list-style-type: none"> <li>• (Yearbook)</li> </ul> Broadcast Communication <ul style="list-style-type: none"> <li>• (News)</li> </ul> Law and Order Forensics 1 Intro to Spanish Spanish I <ul style="list-style-type: none"> <li>• (High School Credit)</li> </ul> Physical Education: <ul style="list-style-type: none"> <li>• (One semester required)</li> </ul> JROTC Critical Thinking <ul style="list-style-type: none"> <li>• (Virtual)</li> </ul> Creative Photography <ul style="list-style-type: none"> <li>• (Virtual)</li> </ul> Robotics Art Creative Writing iChallenge – Gaming Essentials <ul style="list-style-type: none"> <li>• (Required)</li> </ul> Exploring Music 1

# **Course Selections**

# Math

## **Grade 6 Mathematics I Standard Year**

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

## **Grade 6 Mathematics I Advanced Year**

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

## **Grade 6 GEMS Year**

**RECOMMENDED PREREQUISITE:**  
**PRIMES**

GEMS is a highly accelerated course of study intended to serve the needs of 6<sup>th</sup> grade

students who are mathematically talented and highly motivated. This course is designed to be an option for those students who successfully completed PRIMES in the 5<sup>th</sup> grade and who scored proficient on the 2019 Math FSA. The purpose of this course is to develop the mathematical concepts and processes that can be used to solve a variety of real-world and mathematical problems. There is an emphasis on strengthening and developing skills and concepts necessary for success in Algebra I. This course is fast-paced and rigorous. Students who are successful in this program have the opportunity to be eligible for Geometry in the eighth grade.

## **Grade 7 Mathematics II Standard Year**

This course is designed for the development of mathematical concepts and processes that can be used to solve real world problems. The curriculum focuses on the understanding and application of proportionality, surface area and volumes of three dimensional shapes, integers and rational numbers and linear equations.

Identification of ordered pairs, analysis of various graphs, predicting transformations, probability and measurement conversion are also reviewed.

## **Grade 7 Mathematics II Advanced Year**

**RECOMMENDED PREREQUISITE:**  
**Grade 6 Mathematics Advanced**

This course is designed to continue the development of concepts and processes. There is more of an emphasis on developing an understanding of proportionality, similarity and surface area and volume. Students will focus on the identification and plotting of ordered pairs, predictions, theoretical, probability and reconstruction of various graphs. They will analyze linear functions, three dimensional figures and summarize data sets.

## **Grade 8 Pre-Algebra Year**

This course is designed to prepare students for Algebra. There is more emphasis on Algebra as it relates to variables, expressions, functions, equations, inequalities, relationships, and polynomials. Other topics such as data analysis, ratio, proportion, percent, rational and irrational numbers, geometry, measurement, area, volume, counting/probability, and similarity/congruence are also explored.

**Algebra I Honors**  
**Grades 7-8** **Year**  
**REQUIRED PREREQUISITE**  
**FOR 7<sup>th</sup>: GEMS**  
**RECOMMENDED PREREQUISITE**  
**FOR**  
**8th: Math II Advanced**  
**1 High School Credit\***

This course includes a rigorous, in-depth study of all of the topics included in Algebra I, as well as absolute value, equations, and inequalities, operations with rational expressions solving rational equations and characteristics of quadratic graphs.

*\*Students enrolled in this course must pass an End of Course Exam (EOC) to receive high school credit. 30% of a student's course grade shall be based on the statewide, standardized EOC exam.*

**Geometry Honors**  
**Grade 8** **Year**  
**REQUIRED PREREQUISITE: Algebra I Honors**  
**1 High School Credit\***

This course includes a rigorous, in-depth study of all the practical applications of geometric skills and concepts in the real world, as well as, but not limited to, truth tables, vectors, Fibonacci sequence, coordinate geometry, proofs involving circles and problems involving cross sections of solids.

*\*Students enrolled in this course must pass an End of Course Exam (EOC) to receive high school credit. 30% of a student's course grade shall be based on the statewide, standardized EOC exam.*

# Language Arts

## **Language Arts I Standard Grade 6 Year**

The curriculum integrates the study of grammar usage, mechanics, spelling, vocabulary, public speaking, and literature. Reading skills will be reinforced through fiction, nonfiction, poetry and drama. Students will enhance writing skills through expressive, narrative, and informative writing. Oral communication skills will be practiced through formal and informal presentations.

## **Language Arts I Advanced Grade 6 Year**

The curriculum is designed to be fast-paced for those students who are reading and writing at or above grade level and who enjoy the many facets of language arts. An integral part of the curriculum is the utilization of a wide range of writing and sequential vocabulary development activities that emphasize reading of fiction and non-fiction.

## **Language Arts II Standard Grade: 7 Year**

The curriculum consists of literature, composition, grammar, spelling and vocabulary. Reading skills will be reinforced through fiction, non-fiction, poetry, and drama with an emphasis on poetry. Students continue to build writing skills through expository and persuasive writing, literary response journals, and the practice of oral communication skills through formal and informal speeches.

## **Language Arts II Advanced Grade: 7 Year**

The curriculum is designed to be fast-paced for those students who are reading and writing at or above grade level. The curriculum consists of literature, composition, grammar, spelling and

vocabulary. Reading skills will be reinforced through fiction, non-fiction, poetry and drama. A wide range of writing activities that emphasize critical thinking and analysis of a novel are included. Students practice their oral communication skills through formal and informal speeches.

## **Language Arts III Standard Grade: 8 Year**

The curriculum consists of reading, composition, speech, media literacy, literature, and vocabulary development. Students will read a variety of genres for content and meaning while practicing reading strategies. Students will enhance their writing skills through persuasive and expository writing, producing a variety of finished products, including poems, summaries, reviews, and essays. Students will be expected to recognize occasion, audience, and purpose when speaking formally and informally.

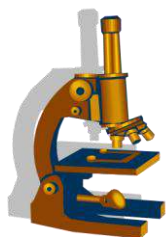
## **Language Arts III Advanced Grade: 8 Year**

The advanced language curriculum in 8<sup>th</sup> grade is designed to move at a rigorous pace. Vocabulary is enhanced through analogies and writing usage. Students will read a variety of genres (short stories, novels, drama, poetry, nonfiction) for content and meaning while practicing reading strategies. Research will be conducted on the background of the poetry and literature to study, analyze, and interpret these works. Students will enhance their writing skills through persuasive and expository writing, producing a variety of finished products, including poems, summaries, reviews and essays. Essays will be critiqued based on criteria learned throughout the semester.

## **Honors and Advanced Level Course Note:**

Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multifaceted, students are challenged to think and collaborate critically on the content they are learning. Technology will be utilized as an additional means of imparting learned skills.

# Science



## **Comprehensive Science 1 (Std. and Adv.) Grade 6 Year**

Based on the Next Generation Sunshine State Standards for Science, this course will allow students to learn content across six interconnected units that will build throughout middle school. The major concepts covered during 6th grade Comprehensive will be: Atoms and Molecules, Classification of Organisms, Ecosystems, Plate Tectonics, The Geosphere and Cryosphere, and Our Solar System. The class will be supported by digital content as well as hands-on, cooperative, and literacy based activities. Students in Advanced classes will be provided opportunities to dive deeper into the content and to make even more connections across science and with other disciplines

## **Comprehensive Science 2 (Std. and Adv.) Grade 7 Year**

Based on the Next Generation Sunshine State Standards for Science, this course will allow students to learn content across six interconnected units that will build from the content covered in 6th grade and will be developed further in 8th grade. The major concepts covered during 6th grade Comprehensive will be: Cell Structure and Function, Homeostasis in Cells, Heredity, Weathering and Erosion, The Hydrosphere and Atmosphere, and Stars and Galaxies. The class will be supported by digital content as well as hands-on, cooperative, and literacy based activities. Students in Advanced and Gifted classes will be provided opportunities to dive deeper into the content and to make even

more connections across science and with other disciplines.

## **Comprehensive Science 3 (Std. and Adv.) Grade 8 Year**

A comprehensive science course that has been designed to support understanding through big ideas in science. Based on the Next Generation Sunshine State Standards for Science, this course will allow students to learn content across six interconnected units that will build from the content covered in 6th grade and 7th grades. The major concepts covered: Rate of Change, Technology and Travel, All Spheres including Biosphere, Evolution, Organization of Organisms, Homeostasis in Humans. The class will be supported by digital content as well as hands-on, cooperative, and literacy based activities. Students in Advanced and Gifted classes will be provided opportunities to dive deeper into the content and to make even more connections across science and with other disciplines.



## Social Studies

### **World History (Std. and Adv.) Grade 6 Year**

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

### **Civics (Std. and Adv.) Grade 7 Year**

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

### **United States History Standard Grade 8 Year**

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

### **United States History Advanced Grade 8 Year**

Primary content emphasis for this course pertains to the study of American history from

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

### **United States History, Pre-Advanced Placement (Pre-AP US History) Grade 8 Year**

This course is designed for the highly motivated student who wishes to pursue Advanced Placement courses in high school. With a more rigorous focus on document based inquiry, the students will examine and analyze the political, economic, technological and social developments of the United States from the period of colonial settlement through Reconstruction. Florida's role in our nation's history will also be emphasized. Instruction will focus on students developing an understanding of themes in U.S. History including the impact of expansion, development of conflicts, influence of diverse groups on American culture and impact of world events on American thinking. Instructional strategies that support the rigor, reading and writing of Advanced Placement course work will be emphasized.

These include:

Extended research based project (e.g. History Fair project, Mock Trial, etc.)

This course is specifically aimed at preparing students for Advanced Placement Social Studies courses in High School.

# Electives

## Fine Arts

### **Art (Added 3D Component) Grades 6-8 1 Semester**

Students are introduced to the rigor and routine of the art production process including: planning, producing, and reflecting on art. With an emphasis on studio arts, students explore a wide range of 2D and 3D media, skills and techniques, as related to contemporary and historical art perspectives. Projects may include but not be limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Students develop technical skills, foster their expressive abilities and employ the use of the elements of art throughout the production process.

### **Exploring Music 1 1 Semester**

Students explore the essential elements of 20th- and 21st-century music in America (e.g., jazz, rock, soul, blues) and global cultures (e.g., Latin, Bollywood, European, Asian, world drumming). Students reflect on the significance of social influences and historical events on the development of music. Participants focus on the creation, use, and performance of music; and the modes of listening, distributing, and gaining access to music. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

### **Band I Grades 6-8 Year**

Students with little or no instrumental experience develop foundational instrumental technique, foundational music literacy, and aesthetic musical awareness through rehearsal, performance, and study of

high-quality band literature. Instrumentalists work on the fundamentals of music notation, sound production, instrument care and maintenance, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may require students to obtain a musical instrument from an outside source. Performances are an integral part of the curriculum.

### **Band 2 Grades 7-8 Year**

Students with previous band experience build on instrumental technique, music

literacy, and aesthetic response through rehearsal, performance, and study of a variety of high-quality band literature. Instrumentalists expand their knowledge of music notation, music theory, sound production, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

**Performances are an integral part of the curriculum.**

### **Band 3 Grade 8 Year**

Students with previous band experience expand on their instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of intermediate-level, high-quality band literature. Instrumentalists extend their knowledge of music notation and theory, sound production, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source. **Performances are an integral part of the curriculum.**

**Band IV (Jazz Ensemble) \*Audition  
required Grades 7-8  
Year**

The course explores the rhythmic and improvisational skills used to perform jazz as well as the stylistic and historical understanding. Students will study the three basic types of jazz: Rock, Swing and Latin. The instrumentation for this jazz ensemble may consist of but not limited to trumpets, saxophones, trombones, bass guitar, guitar, drum set and keyboard. **Performances are an integral part of the curriculum.**

**Chorus I Grades 6-8  
Year**

Students with little or no choral experience develop beginning vocal technique and skills, critical and creative thinking skills, and an appreciation of music from around the world and through time. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. **Performances are an integral part of the curriculum.**

**Chorus II Grades 7-8  
Year**

Students build on previous choral experience to expand vocal, technical, musical, and ensemble skills through rehearsal, performance, and study of high-quality choral literature. Singers focus on increasing knowledge of music theory, music literacy, and aesthetic response. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. **Performances are an integral part of the curriculum.**

**Chorus III \*Audition required  
Grades 7-8 Year**

Students with previous choral experience build intermediate-level knowledge of vocal technique, musical literacy, ensemble skills, and related musical knowledge through rehearsal, performance, and study of a variety of high-quality 2-, 3-, and 4-part choral literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. **Performance (both on and off campus) are an integral part of the curriculum.**

**Theatre I Grades 6-8  
1 Semester**

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

**Theatre II Grades 6-8  
1 Semester**

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

### **Theatre III \*Audition required Grade 8 Year**

Students continue to build skills and knowledge as they explore aspects of theatre. Students explore theatre history, study the great American playwrights, examine the cultural and historical contributions to theatre, and improve their theatre knowledge and skills. Students learn about and begin to use the basic elements of theatre design through practical application and projects. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. **Before or after school performances may be required.**

## **World Language**

### **Introduction to Spanish Grades 7-8 1 Semester**

This is a beginning course in Spanish which introduces students to the target language and its culture. Students will learn beginning skills of listening and speaking and be introduced to basic skills in reading and writing in Spanish. Also, culture and comparisons are included in this one semester course.

### **Spanish I Grade 8 Year**

**RECOMMENDED PREREQUISITE:  
INTRODUCTION TO SPANISH  
1 High School Credit\***

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

is also included as well as culture, connections, comparisons, and communities. **\*This is a high school course that will be recorded on the student's transcript.**

## **Law & Order and Forensics: GLMS Program of Emphasis**

### **Law and Order Grades 6-8 1 Semester**

This course is designed to engage students using a creative, problem solving and inquiry based approach from a literacy perspective. This course will incorporate multidisciplinary instruction using topics from biology, chemistry, physics, literature and earth sciences

### **Forensic Science (CSI) Grades 6-8 1 Semester**

Forensics is a program designed to engage students using a creative, problem solving and inquiry based approach. This process will incorporate multidisciplinary instruction and application. Topics will include forensic history and processing crime scenes, learning how to find the mystery behind the evidence.

## **Communications**

### **Creative Writing Grades 6-8 1 Semester**

The purpose of this course is to enable students to learn and use writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.

### **Journalism (Newspaper) Grades 6-8 1 Semester**

Students will explore the tools, skills and etiquette of print news reporting. Various techniques and skills will be utilized including word processing, internet research, digital camera images, computer presentation and desktop publishing. The fundamentals of journalism will be stressed such as interviewing techniques, editing, journalistic conduct, communication laws, grammar rules, news layout and design, and fine writing skills.

**Yearbook Grades 7-8**  
**Year**  
**Application Required**

This course will allow students to develop skills in writing, editing, rewriting, and proofreading in the construction of the school's yearbook. During the year, students will expand knowledge of computer technology through creating layouts for each page in the yearbook. Students will enhance skills in teamwork, time management, and organization throughout the course. Students may be required to attend before and after school activities for yearbook documentation.

**Broadcast Communication (TV Production) Grades 7-8 1 Semester**  
**Application Required**

This course is designed to introduce students to television production techniques. The course will include television history, script writing and interviewing techniques and will incorporate technology as a means of attaining skills. Students will be introduced to production roles, basic equipment use and basic editing techniques.

## Physical Education

**Physical Education (REQUIRED)**  
**Grades 6-8**  
**1 Semester**

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

## JROTC

**JROTC (Application Required) Grades 6-8**  
**Year**

This is a year-long course which focuses on classroom study, physical fitness, respectful conduct, good personal appearance and leadership training. The Middle School Naval ROTC program emphasizes each cadet's responsibilities in society.

## Robotics and iSeries

**Robotics I 1 Semester**

This course provides a hands-on, minds-on program that uses challenges based on real world scientific problems to engage students in research, problem solving and engineering. Students will design, build and program LEGO Mindstorm Robots to complete challenging missions on an obstacle course. Attendance at competition events will be an essential part of this program.

**iJourney – Your Pathway to Career Exploration**  
**Grade 6**  
**REQUIRED 1 Semester**

This course provides instruction in intermediate keyboarding, word processing, electronic presentation, computer hardware, spreadsheets and introductory graphic design and job skills for business applications. Additionally, this course will enable students to explore a variety of careers with an emphasis on career and educational planning.

**Peer Counseling**  
**Grade 7**  
**REQUIRED 1 Semester**

Gain the skills to help you succeed in all areas of your life. Students will learn how to take action, set goals, manage your time, and help your peers.

**iChallenge – Gaming Essentials**  
**Grade 8 (Required) 1 Semester**

This coding and game-based course will allow you to earn a digital tool certificate and prepare you to take AP Computer Science Principles in high school. This class uses a combination

of online learning, teacher instruction, and project based learning. You will have the ability to choose projects that excite you, with topics you want to learn more about relating to coding and Computer Science. “Coding is today’s language of creativity. Children deserve a chance to become creators instead of consumers of computer science. This course provides an opportunity to earn one digital tool certificate.

### **iConnect – Pathway to Technology & Communication**

**Grade 7 or 8                      1 Semester**

Students in the iConnect blended course learn technology applications and computer hardware and software. They learn how to effectively communicate to different audiences using variety of tools, including Microsoft Office Word, Excel and PowerPoint. Students have voice and choice in creating a final project that will become part of their ePortfolio. Students attempt two iC3 GS4 digital tool certifications through Certiport, Key Applications and Computing Fundamentals.

### **Creative Photography Grades 6-8**

**1 Semester**

Students explore the aesthetic foundations of art using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Processes and techniques for image capture and printing may include, but are not limited to, handcrafted pinhole cameras, hand tinting photographs, mixed media, photo collage, cross-processing, emerging technologies and new media. Content covers the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, and expression of personal ideas and feelings. Student photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials. **You must have access to a digital camera for this course, cell phones do not meet this requirement.**

## **Virtual Electives**

*Virtual courses are held on campus within one of our computer labs. Each course has a facilitator in the classroom; however, all instruction is provided virtually.*

### **Critical Thinking**

**Grades 6-8**

**1 Semester**

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.

## Clubs and Sports

**Beta** - Beta Club is committed to promoting honesty, service, leadership, and academic excellence. Membership is limited to students who are of exemplary academic merit and who exhibit admirable traits of citizenship and leadership.

**Makers Club** – Makers Club is filled with student led projects including: Coding, engineering tasks, creating games and animations, screen printing, costume props, and generally anything that lets students produce a finished product from start to finish that they can say, "I made that."

**Cheerleading** – The GLMS Cheer team gives students the opportunity to show their spirit and promote school pride. This club will require members to perform at all home volleyball games during the 1st semester.

**Drama Club** - Students have the opportunity to audition for school plays or musicals. They may also audition for backstage positions. Students may also audition for Thespians. These students compete at the district and state level.

**Fellowship of Christian Athletes (FCA)** - FCA's primary purpose is to bring students together that share a faith. It is also to do service projects around GLMS. Students do not need to be athletes in order to attend.

**JROTC** - Builds positive attitude and drill skills including marching, rifle team, and Color Guard.

**Robotics** — The Robotics Club introduces students to robotics when combined with the LEGO Education We Do Robotics Software and Activity Pack. Students will be able to build LEGO models featuring working motors and sensors, program their models, and explore a series of cross-curricular, theme-based activities while developing their skills in science, technology, engineering, and mathematics, as well as language and literacy.

**Sports** – Volleyball, Cross Country, Basketball, Track

**Student Government** - Student Council is a student-based civic organization designed to help promote school spirit and leadership among students. Students participating in all levels of the Council will maintain a high standard of personal conduct.

**Open Gym**- The gym will be open before school for students to play recreation basketball/volleyball. Hours will be announced at the beginning of the school year.

**Anime Club** - The anime club allows students to come together with an interest in anime. Students watch, create and discuss the art of anime and its impact on popular culture.



Seminole County Public Schools  
(407) 320 – 0000  
[www.scps.k12.fl.us](http://www.scps.k12.fl.us)