



2021-2022

# CURRICULUM GUIDE

JACKSON HEIGHTS  
MIDDLE SCHOOL



Jackson Heights Middle School  
SEMINOLE COUNTY PUBLIC SCHOOLS

## **JACKSON HEIGHTS MIDDLE SCHOOL CONTACT INFORMATION**

### **ADDRESS**

41 ACADEMY AVENUE  
OVIEDO, FL 32765

### **OFFICE HOURS**

MONDAY – FRIDAY  
8:15 AM – 4:15 PM

### **PHONE NUMBER**

(407) 320 - 4550

### **FAX NUMBER**

(407) 320 - 4599

### **SCHOOL DISTRICT**

SEMINOLE COUNTY PUBLIC SCHOOLS

## **ADMINISTRATION**

### **PRINCIPAL**

Sarah Mansur-Blythe

### **ASSISTANT PRINCIPAL**

Claudomy Pierre

### **ASSISTANT PRINCIPAL**

Melissa Hager

### **SAM**

Chad Duff

### **DEAN**

Andrew Porter

## **GUIDANCE**

### **COUNSELOR**

Kaleigh DiPerna: Grade 6  
(407) 320 - 4514

### **COUNSELOR**

Christine Persick: Grade 7  
(407) 320 - 4551

### **COUNSELOR**

Kamya Taylor: Grade 8  
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**TABLE OF CONTENTS**

**PUPIL PROGRESSION PLAN.....3-8**

**ADMISSION AND TRANSFERS .....9-10**

**ATTENDANCE .....11**

**GUIDANCE INFORMATION.....11**

**SUPPORT SERVICES.....12-13**

**COURSE QUICK REFERENCE SHEET.....14**

**ADVANCED COURSE PROFILE.....14**

**VIRTUAL SCHOOL.....15**

**MATH PROGRESSION.....16**

**COURSE LISTINGS WITH DESCRPTIONS.....17-25**

**SPORTS.....26**

**NOTE: JHMS may not be able to offer certain courses during the 2021 – 2022 school year.**

## MIDDLE SCHOOL STUDENT PROGRESSION PLAN INFORMATION

**MIDDLE SCHOOL INSTRUCTIONAL** Secondary schools are primarily designed to serve students in grades 6-12. Students promoted from the 8th grade will have the necessary academic skills for success in high school, and students graduating from high school will have the necessary skills for success in the workplace and postsecondary education.

### A. REGULAR PROGRAM – GENERAL PROGRAM REQUIREMENTS

#### 1. Student Performance Standards:

Seminole County Public Schools provides instruction in all required course standards and has instructional plans aligned to the course standards in the areas of English language arts, mathematics, science, and social studies. Teachers instruct utilizing the instructional plans and a school wide system of progress monitoring is utilized to support students with identified deficiencies. Student progression is based upon mastering the standards in each course as evidenced by student grades on the student's report card as well as formative data obtained from progress monitoring and summative data obtained from a student's performance on the statewide, standardized assessment program.

It is the responsibility of the classroom teacher to screen, instruct, assess, and monitor the progress of the student proficiency on all Florida Standard/Next Generation Sunshine State Standards. Each teacher should develop lesson plans for all students taught. Plans reflect the teaching of Florida Standard/Next Generation Sunshine State Standards for 6-8, including English Language Learners' and Exceptional Education Students accommodations, when necessary. Lesson plans shall be checked regularly by the principal or the principal's designee. Standards will be consistently taught and assessed throughout the year.

#### 2. Middle school students in Seminole County Public Schools shall receive instruction in the following subjects:

- a. Three middle grades or higher courses in mathematics; each middle school shall offer an accelerated math curriculum that includes GEM 6 Grade Math, Algebra I Standard, Algebra I Honors, and Geometry Honors for high school credit. Middle grades students enrolled in Algebra I or Geometry must take the EOC assessment which constitutes 30% of the student's semester grades in the course. Students must earn a satisfactory score on the Algebra I EOC in order to earn a standard high school diploma. Beginning in the 2014- 2015 school year, students who select the Scholar's diploma pathway must earn a satisfactory level or above on the Geometry EOC assessment. High school credit will be determined by the semester grades earned in the course.
- b. Three middle grades or higher courses in English language arts (ELA) which shall include experiences in reading, writing, speaking, listening and language.
- c. Three middle grades or higher courses in science which shall include a comprehensive science sequence with an option of high school Environmental Science for students in the Pre-IB programs. Eighth grade students enrolled in either Comprehensive Science or Environmental Science will take the state wide science assessment.
- d. Three middle grades or higher courses in social studies which shall include the study of government, economics, geography, and history (including world, United States and Florida history). Seventh grade middle school students are required to take a civics education course that includes:
  - 1) roles and responsibilities of federal, state, and local governments.
  - 2) the structures and functions of the legislative, executive, and judicial branches of government; and

3) the meaning and significance of historical documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States.

Middle grades students enrolled in Civics must take the Civics EOC assessment, which constitutes 30% of the student's semester grades in the course. Students that enroll into a public middle school from out of county, out of state, private school or a home education program after the start of the second semester of 8<sup>th</sup> grade are exempt from the Civics requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two yearlong courses in social studies that include coverage of Civics education.

e. The equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8. Students enrolled in such instruction shall be reported through the periodic student membership surveys, and records of such enrollment shall be audited pursuant to Florida Statute 1010.305. Such instruction may be provided by any instructional personnel as defined in Florida Statute 1012.02(2), regardless of certification, who are designated by the school principal. The requirements in subsection II.A.6(f) shall be waived for a student who meets one of the following criteria:

- 1) The student is enrolled or required to enroll in a remedial course;
- 2) The parent requests in writing by completing the waiver request form and submitting to the principal that the student enroll in another enrichment or elective course; or
- 3) The parent indicates in writing by completing the waiver request form and submitting to the principal that the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

Students who waive the physical education requirement will be enrolled in an enrichment or elective course offered by the school. Placement will be made at the discretion of the principal and on a space available basis. Parents will be advised of these options before scheduling the student to participate in physical education. This type of exception must be renewed annually.

- f. Two of the three iSeries courses (iChallenge, iConnect, iJourney,) by the end of the 8th grade.
- 1) iJourney is required along with either iConnect or iChallenge.
  - 2) The iJourney course includes the career and education plan required for promotion to high school per Florida Statute 100.1456(1)(e). A student who chooses to meet the state requirement through another course, including at Florida Virtual School or Seminole County Virtual School, must still take iJourney.
  - 3) If a principal determines that the iSeries blended learning course content is not appropriate for an 8th grade, first-year ESOL student, then the iSeries requirement is waived and the student will complete the Career and Academic Plan requirement in an ESOL course,
  - 4) If an IEP team determines that the iJourney blended learning course in an inclusive setting is not appropriate for an 8th grade student with disabilities, then the iSeries requirement is waived and the student will complete the Career and Academic Plan requirement in an ESE self-contained course.
  - 5) A principal may waive the second iSeries course for any student transferring into a SCPS middle school for, or during, the second semester of grade 8. iJourney cannot be waived.

### **3. Scheduling Practices**

Design of the school's master schedule reflects options based upon student course requests. Students who demonstrate academic needs in the areas of English language arts (ELA) and mathematics may be provided support classes to accelerate student growth. Determination of student needs will be done on a case-by-case basis by the principal to best meet the academic learning needs of the student. For exceptional education students, other than gifted, the IEP team will determine remediation strategies to meet the individual needs of the student.

### **4. Student Support Opportunities**

The district's comprehensive program for student progression uses multiple data sources including, student grades, teacher input, ongoing progress monitoring and state assessment results to monitor each student's response to implemented interventions. The areas of academic need and intervention strategies are defined through a Multi-Tiered Systems of Support (MTSS) process.

## **B. ADVANCED COURSES**

Advanced course work at the middle grades level is offered in mathematics (grades 6, 7, and 8), English language arts (grades 6, 7, and 8), science (grade 6, 7, and 8), and social studies (grade 6, 7, and 8).

Advanced courses are open for enrollment to any student who desires to self-select a more rigorous and challenging curriculum. Students who choose to enroll in advanced classes must commit, in writing, to doing the additional tasks and assignments associated with the more intensive curriculum. Students who fail to maintain a 2.0 average over two consecutive nine-week grading periods in an advanced course may be exited from that course.

Each middle school will provide additional academic support to assist students who are in jeopardy of being exited from an advanced class for failure to sustain the minimum performance expectations.

## **C. DISTRICT LEVEL OF PERFORMANCE**

A minimum, cumulative year to date GPA of a 2.0 or above is required for students to progress to the next grade level.

## **D. MONITORING STUDENT PROGRESS**

Each student must participate in the state wide, standardized assessment program REQUIRED BY Florida Statute 1008.22. Each student who does not achieve a Level 3 or above on the statewide, standardized English language arts assessment, or on the statewide, standardized mathematics assessment, or the Algebra I EOC assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance. A student who is not meeting the school district or state requirements for satisfactory performance in English language arts and mathematics must be covered by one of the following plans:

1. A federally required student plan such as an individual education plan;
2. A school wide system of progress monitoring for all students. A student who scores Level 4 or above on the English language arts and mathematics assessments may be exempted from participation by the principal;
3. An individualized progress monitoring plan. As required by the district reading plan, data articulation teams will systematically monitor and review student data in order to make decisions about interventions and instruction.

As required by Florida Statute 1001.42(18) (b), a middle grades early warning system is used to identify students who need additional support to improve academic performance and stay engaged in school. When a student exhibits two (2) or more early warning indicators, as required by law, a school-based team, in consultation with the student's parent, shall determine appropriate intervention strategies for the student unless the student is already being served by an intervention program at the direction of a school-based, multi-disciplinary team.

#### **E. SUPPLEMENTAL AND INTENSIVE INSTRUCTIONAL SUPPORT**

Students in grades 6 through 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.

##### **1. 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.

##### **2. Intensive Mathematics**

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.

#### **F. ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL) VERTICAL ACCELERATION**

Each school must offer the following ACCEL options: whole-grade and midyear promotion, subject matter acceleration and virtual instruction in higher grade-level subjects. Additional ACCEL options may include, but are not limited to enriched science, technology, engineering, and mathematics (STEM) coursework; enrichment programs; flexible grouping; advanced academic courses, combined classes; self-paced instruction; curriculum compacting; advanced-content instruction and telescoping curriculum. The principal, after consultation with the parent/guardian, guidance counselors, teachers and the Executive Director of Secondary Education shall determine if placement in an above-grade level course offered by a Seminole County Public School or grade level acceleration is appropriate. Factors considered in making this placement decision shall include, but not be limited to, the student's academic history, standardized test performance, current nine weeks' exam performance, the student's attendance and conduct record.

Placement decisions shall be made on a case-by-case basis and the decision of the principal is final. All placement decisions shall be made on an annual basis and students shall be required to petition the principal each year they wish to enroll in above grade level courses. If a student participates in an ACCEL option pursuant to a parent's request, a performance contract must be executed by the student, the parent, and the principal. If a principal initiates a student's participation in an ACCEL option, the student's parent must be notified. A performance contract is not required when a principal initiates participation but may be used at the discretion of the principal.

#### **G. GREAT EXPLORATION IN MATHEMATICS (GEM)**

GEM 6th grade math is a highly accelerated course of study intended to serve the needs of 6th grade students who are mathematically talented. Students who have successfully completed the PRIMES program in elementary school will be eligible for the GEM program. However, the course is open to any

student who has a high degree of interest in mathematics and is willing to commit to doing the work necessary to be successful in this course. The emphasis in GEM 6th grade math is on strengthening mathematics skills and developing understanding of the concepts necessary to be successful in Algebra I Honors to be taken in the 7th grade for high school credit. Students who are successful in the Algebra I Honors course will be eligible to take Geometry Honors for high school credit in the 8th grade. For the students successfully completing Geometry Honors in middle school, the math courses available prior to graduation include:

1. Algebra Honors,
2. Pre-Calculus Honors
3. AP Statistics,
4. Analysis of Function Honors,
5. Trigonometry Honors,
6. Calculus Honors,
7. AP Calculus AB,
8. AP Calculus BC, and
9. College dual enrollment math courses.

## **H. DIGITAL TOOL CERTIFICATES**

State law requires district school boards to make Career & Professional Education (CAPE) Digital Tool Certificates available in order to enable students to attain digital Skills (Florida Statute 1003.423). Additionally, SCPS values the establishment of student career and education plans as an organizing tool for course selection in high school, post-secondary educational research, and career exploration. In support of these goals, students will be scheduled into two of the iSeries courses (iConnect, iJourney, iChallenge) by the end of the 8th grade. iJourney is required along with either iConnect or iChallenge. iJourney includes the career and education plan required for promotion to high school as required by Florida Statute 1003.4156 (1)(e). iChallenge is a middle school course that teaches computer science concepts in a gaming environment and provides an opportunity to earn one digital tool certificate (semester course) or an industry certification (full year course).

## **I. MIDDLE SCHOOL ASSESSMENT**

All students must participate in the statewide assessment tests required by Florida Statute 1008.22. For Exceptional Education students, other than gifted, the IEP team will make recommendations for accommodations students are to receive as part of regular classroom instruction on the statewide assessment. Parents will receive an annual report of their student's progress toward achieving state and district expectations for satisfactory achievement levels on standardized state assessments.

## **SPECIAL PROGRAMS**

### **A. TRANSITION PROGRAM**

Recommended 8th grade students who are at risk of not meeting promotion to 9th grade and demonstrate the need for high school readiness support may be invited to enroll in a unique educational experience at high school. The Transition Program allows students the opportunity to participate in a high school environment while earning a high school credit. Academic readiness for high school is the priority. Students successfully completing the Transition Program shall be promoted to the 9<sup>th</sup> grade, earn one high school elective credit, and be eligible to participate in extracurricular sports and activities the first nine weeks in high school. At the principal's discretion, students who do not successfully complete the Transition Program may be retained in the 8th grade for the following school year or assigned to the 9th grade. If assigned to the 9th grade, the students will not earn one



high school credit and will not be eligible to participate in extracurricular sports and activities during the first semester in high school. Promotion decisions will be made on a case-by-case basis.

## **B. ACADEMIC INTERVENTION PROGRAM**

The Academic Intervention Program (AIP) is an alternative to the traditional summer school program. Students assigned to the AIP are provided academic and mentor support throughout the school year. As a result, students do not have to wait until the end of the school year before being provided interventions and remedial instruction. The goal of the program is to increase parent communication, foster greater individual student accountability, provide academic interventions, develop study skills, and implement systematic monitoring.

The AIP has two distinct phases:

1. Phase one provides incoming assigned 6th grade students and retained 6th and 7th grade students the opportunity to earn delayed assignment to the next grade level during the first nine weeks or the beginning of the second semester. In order to be eligible to participate, parents and students are required to sign a performance contract agreeing to program expectations related to academics, attendance, and behavior. Each student is assigned to the Academic Intervention Program teacher so consistent support can be provided throughout the school year. Students meet with their AIP teacher on a regular basis to review and discuss their class grades, attendance, behavior, and overall performance. During phase one, students are retained at their grade level but enrolled in the next grade level courses. This allows students to demonstrate they are capable of being successful at the next grade level and prevents them from falling behind their peers should they successfully complete the requirements to earn delayed assignment. Students who are not successful in completing the requirements for delayed assignment may be retained and returned to classes at the retained grade level.
2. Phase two provides support for students identified by administration and guidance as being at-risk of not meeting the promotion requirements during the current academic year, as well as students who have demonstrated academic deficits or study skill deficiencies in specific courses. Phase two of the program is designed to prevent end-of-year failures that ultimately result in retention.

**STUDENT PROMOTION** Middle grades students must earn a cumulative year-to-date 2.0 GPA on a 4.0 scale to be promoted. All courses taken in a school year, including courses taken for high school credit, shall be included in the calculation of the cumulative year-to-date GPA. A student who fails a core academic course that awards high school credit shall be promoted if they have a cumulative year-to-date GPA of 2.0 or greater. Students who do not have a GPA greater than 2.0 shall be retained. Students who have met all promotion criteria shall be promoted, not assigned, or retained. Supplemental and intensive instructional support can be provided at the next grade level to students who did not perform up to their potential or expectations.

\*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.

## ADMISSIONS AND TRANSFERS

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

1. First Entry to the State of Florida Schools: Before admitting a student to Florida schools for the first time, the school must have received the following documents as required by Florida Statutes:
  - a. proof of date of birth for students; (For acceptable alternates to birth certificates see Florida Statute 1003.21(4).
  - b. a certificate showing a physical examination with at least three components performed within one year prior to enrollment (height, weight, blood pressure, etc.).
  - c. a valid Florida Certificate of Immunization (DH680) transcribed by a health professional.
  - d. kindergarten through 6th grade immunizations required for entry:
    - i. 4-5 doses of DTP or DTap (if the 4th dose is administered after 4th birthday, a 5th dose is not required;
    - ii. 3-5 doses of polio (final dose must be administered after the 4th birthday);
    - iii. 2 doses of MMR;
    - iv. 2 doses of Varicella or documentation of chicken pox disease;
    - v. 3 doses of Hepatitis B.
  - e. 7th through 12th grade:
    - i. 4-5 doses of DTP or DTap (if the 4th dose is administered after 4th birthday, a 5th dose is not required;
    - ii. 3-4 doses of Polio (according to age at time of final dose)
    - iii. 2 doses of MMR;
    - iv. 2-3 dose series of Hepatitis B (according to age at time of final dose);
    - v. 2 doses of Varicella or documentation of chicken pox disease.
    - vi. Tdap booster.

**Seminole County policy does not grant a 30-day extension to obtain required immunizations or a physical.**

Immunizations and physicals may be obtained through the student's physician. Students who do not have health insurance coverage may obtain immunizations through Florida Department of Health in Seminole County.

2. Upon initial admission or entry from one attendance zone to another in Seminole County Public Schools, evidence of residence and date of birth 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
    - 1) Copy of the recorded deed (or agreement for deed), or a certified copy of the declaration of homestead exemption, and
    - 2) A copy of a current electric bill or initial order for service, and
    - 3) One of the following current documents:
      - (a) auto registration
      - (b) driver's license
      - (c) voter's registration
      - (d) Florida ID
  - b. Rented or leased residence:
    - 1) copy of current lease, rental agreement, or a notarized letter from the landlord, and
    - 2) a copy of a current electric bill or initial order for service; and
    - 3) one of the following current documents:
      - (a) auto registration
      - (b) driver's license
      - (c) voter's registration
      - (d) 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. Form 1312 is for one school year only.
- d. If applicable, legal documents, i.e. a copy of current judgement of divorce (dissolution of marriage) or other court order establishing the right of custody should be presented at time of enrollment.

3. Verifying Residence: All addresses and changes of address are subject to verification by the School Board. All student residence addresses, and all documents submitted for verification are subject to validation by district staff. When a change of address occurs after initial enrollment, verification of the new residence is required. Students who are suspected of residing outside of Seminole County, Florida, or in an attendance zone other than the student attendance zone for the school they are attending, will be reported to the district investigator for a residency determination investigation.

The School Board reserves the authority to verify enrollment information provided by a parent or parents and to reassign a student on the basis of its investigative determination. A student who is found to be attending an out-of-zone in-county school as the result of giving false or misleading information at registration, shall immediately be reassigned to the school serving the student's residential attendance zone or withdrawn and be advised to enroll in the appropriate school in their county of legal residence.

Any disagreement regarding the investigative finding will be reviewed by the Executive Director for Secondary Education. Any disagreement regarding a determination that a student is a bona fide resident of a county other than Seminole may be contested as provided by law. Florida Statute 837.06 provides that whoever knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his official duty shall be guilty of a misdemeanor of the second degree.

In an effort to ensure that only students who are bona fide residents of Seminole County attend Seminole County Public Schools and additionally that in-county students attend their correct zoned schools, the Seminole County School Board has established an anonymous hotline for reporting suspected out-of-zone students: 407-320-ZONE (9663).

4. Divorced/Separated Parents:

a. Divorced parents: ONE or more of the following:

- 1) certified copy of final judgment of divorce;
- 2) court custody order/parenting plan;
- 3) court guardianship order;
- 4) other such document establishing the right of custody.

b. 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.

5. Entry to Seminole County Public Schools from Public or Private Schools within the State: Before admission to Seminole County schools from other Florida counties, a student must have a current Florida Certificate of Immunization on file in the Seminole County school in which they are enrolling. If a student has ever been in a Florida public school anytime throughout his/her school career, a new physical exam is not required for entry.

## **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.

\* 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 and 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.

\*\* 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 to complete and submit make-up work for credit. Specific arrangements must be made with the student's teacher.

\*\*\*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.

## GUIDANCE INFORMATION

**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

Jackson Heights 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 or friends. JHMS does not honor requests to change from one teacher to another. Schedule changes may not be possible because of state class size regulations, so students are encouraged to choose their requests carefully and wisely. Schedule-related problems should be discussed with the assigned guidance counselor.

## GRADING PROCEDURES

### A. REPORTING STUDENT PROGRESS

1. The school year is divided into four nine-week grading periods. A progress report/update will be available for each student in all subjects at the mid-point of each nine-week grading period. Thereafter, until the end of each grading period, teachers will notify parents/guardians if the student's performance drops significantly per the school's guidelines.
2. As part of a district wide system of monitoring student progress, nine-week middle school exams will be administered to students enrolled in language arts, mathematics, science and social studies. Nine week grades in these courses will be calculated as follows: 90% will be determined by the work completed by the student during that grading period. The remaining 10% will be the student's grade on the nine-week exam. The nine-week grade in all other courses will be determined by the work completed by the student during that grading period.
3. Beginning with the 2016-2017 school year, middle school students enrolled in courses for high school credit shall be graded in accordance with the provisions of Section III.B. of the High School Student Progression Plan (Secondary Grading-High School). The student's nine-week grade will be calculated as follows: 80% will

be determined at the professional discretion of the teacher and may include participation. The remaining 20% will be the student’s grade on the nine-week exam or equivalent. Each nine-week course grade will be counted as 50% of the semester grade. The student’s semester grades in courses with the state mandated End of Course assessments will be calculated as follows: 70% based on student course work and 30% based on the EOC score. The grading plan will be communicated to the student and parent at the beginning of the course.

4. The cumulative year-to-date GPA is determined by averaging the semester grade for each course.
5. All courses taken in a middle grades student’s schedule, including courses taken for high school credit, shall be calculated into the student’s cumulative year-to-date GPA.
6. Virtual School course grades shall be included in the calculation of a middle grades student’s cumulative year-to-date GPA. Courses taken with Seminole County Virtual School (SCVS) must be completed by the end of the academic year to be included in the student’s year-to-date cumulative GPA.
7. Grade Weighting: High school honor courses taken during middle grades shall be weighted for the purpose of calculating middle grades GPA’s. Grade weighted high school credit honors courses taken at the middle grades level shall also have the weighted grade applied to the calculation of the high school GPA when the student enters high school.

Following is the grading system for Seminole County Public Schools, grades 6 – 8. The following is used to determine final grades only:

LETTER GRADE	RANGE POINTS
<b>A</b>	90 – 100 (4)
<b>B</b>	80 – 89 (3)
<b>C</b>	70 – 79 (2)
<b>D</b>	60 – 69 (1)
<b>F</b>	59 and below (0)
<b>I</b>	Incomplete
<b>NG</b>	No Grade
<b>P</b>	Passing

Any middle school student enrolled in an honors high school credit course will earn a weighted middle school GPA for that course that will also be weighted on the high school transcript.

## SUPPORT SERVICES

### ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

The ESOL program is designed to meet the immediate linguistic needs, of the English Language Learner (ELL), as well as the academic needs of students whose native language is other than English and who are not proficient 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 are served by the program as determined by the established criteria, receiving instruction as described by the English for Speakers of Other Languages Procedural Handbook which is approved by the Florida Department of Education and the School Board of Seminole County. For more information about this program, refer to [www.scps.k12.fl.us/esol/Home.aspx](http://www.scps.k12.fl.us/esol/Home.aspx).

All ELL students must meet state requirements (Rule 6A-6.903) to be exited from the program. If a student has been exited from the ESOL program and is not performing satisfactory in the regular classes, he/she may be re-classified and placed back into the ESOL program within the two-year monitoring period. Refer to the SCPS ESOL site for further information: <http://www.scps.k12.fl.us/Portals/46/assets/pdf/procedural%20hbook%2010-9-12.pdf>  
<http://www.scps.k12.fl.us/esol/Home.asp>

### EXCEPTIONAL STUDENT EDUCATION

Services are available for children identified with vision and hearing disabilities from birth to age 2 and all students with disabilities ages 3 through their 22nd birthday. Students who are identified gifted may receive services from kindergarten through grade 12. These services are described in the Exceptional Student Education Policies and

Procedures (SP&P) manual which is approved by the Florida Department of Education and the School Board of Seminole County. Refer to the Exceptional Student Education Section of the Student Progression Plan for further information. 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.

### **GIFTED**

In our middle school model, gifted students are eligible to take one or more of their academics on the gifted schedule. The academic classes are based on gifted curriculum standards. The skills are accelerated and can be rigorous at times. Teachers are required to teach critical thinking in all areas and hold high standards for the production of academic work.

### **INTENSIVE READING**

Students who score at Level 1 or Level 2 on the FSA Reading in the previous grade will be considered for enrollment in a full-year intensive reading course or a core course with reading intervention. These courses have been developed by the Florida Center for Reading Research, use scientifically based interventions, and reflect differing levels of intensity (instructional time and class size) based on the student's reading level.

### **INTENSIVE MATH**

Students who score at Level 1 or Level 2 on the FSA Math in the previous grade will be considered for enrollment in a full-year intensive math course

### COURSE QUICK REFERENCE SHEET

6 <sup>TH</sup> GRADE	7 <sup>TH</sup> GRADE	8 <sup>TH</sup> GRADE
<b>MATH</b> Math 1 Standard Math 1 Advanced GEMS	<b>MATH</b> Math 2 Standard Math 2 Advanced Algebra 1 Honors	<b>MATH</b> Pre-Algebra Algebra 1 Honors Geometry Honors
<b>Language Arts</b> Language Arts 1 Standard Language Arts 1 Advanced	<b>Language Arts</b> Language Arts 2 Standard Language Arts 2 Advanced	<b>Language Arts</b> Language Arts 3 Standard Language Arts 3 Advanced
<b>Science</b> Comprehensive Science 6 <sup>th</sup> Comprehensive Science 6 <sup>th</sup> Adv.	<b>Science</b> Comprehensive Science 7 <sup>th</sup> Comprehensive Science 7 <sup>th</sup> Adv.	<b>Science</b> Comprehensive Science 8 <sup>th</sup> Comprehensive Science 8 <sup>th</sup> Adv.
<b>Social Studies</b> World History	<b>Social Studies</b> Civics	<b>Social Studies</b> US History Standard US History Advanced Pre-AP US History
<b>Required Elective</b> PE Creative Writing iChallenge	<b>Required Elective</b> PE iJourney	<b>Required Elective</b> PE iConnect iJourney
<b>Elective</b> PE Band 1 Chorus 1 Video Production 1 Robotics 1 Drama 1 2-Dimensional Art 3-Dimensional Art Intro to JROTC Virtual Lab iJourney	<b>Elective</b> PE Band 1 Returning Band Chorus 1 Returning Chorus Robotics 1 Drama 1 Drama 2 Beginning Spanish 2-Dimensional Art 3-Dimensional Art Intro to JROTC Virtual Lab Video Production 1 iConnect	<b>Elective</b> PE Band 1 Returning Band Chorus 1 Returning Chorus Robotics 1 Drama 1 Drama 2 Beginning Spanish Spanish 1 2-Dimensional Art 3-Dimensional Art Intro to JROTC Virtual Lab Video Production 1 Ecology

### 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 course.

**An advanced student is someone who typically:**

- 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 before.
- Has a support system that is encouraging of academics.
- Does not feel challenged in standard classes.
- Has Level 3 or higher test scores on the FSA.

**If this sounds like you please consider taking these advanced courses:**

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
GEMS	Advanced Math	Algebra 1 Honors (1.0 HS credit)
Advanced Math	Algebra I Honors (1.0 HS credit)	Geometry (1.0 HS credit)
Advanced Comprehensive Science	Advanced Comprehensive Science	Advanced Comprehensive Science
Advanced Language Arts	Advanced Language Arts	Advanced Language Arts
		Advanced U.S. History
		Pre AP U.S. History
		Spanish 1 (1.0 HS credit)
		Ecology (1.0 HS credit)

\* Middle school students enrolled in a high school credit course may not drop the course or transfer to a lower level course after the completion of the first 9 weeks grading period.

*Advanced courses are open for enrollment to any student who desires to “Self-Select” a more rigorous and challenging curriculum.*

### **VIRTUAL SCHOOL**

Seminole County Schools recognizes 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 educational pathways.

Because of the unique needs of the 21<sup>st</sup> Century learner, flexible schooling options are available to provide students with an optimal learning situation. Students have the opportunity to blend traditional face-to-face instruction with virtual courses. These different pathways to learning are called ePathways. Through ePathways, students may select from a variety of course options that can be taken in a modern classroom setting or in a virtual environment.

Students may choose to take advantage of the variety of courses that are offered through Seminole County Virtual School. For each course taken, students will be assigned to a computer lab for a period as part of the regular school day. It is recommended that a student start by taking only one virtual course at a time, but can take up to three courses at a time while remaining a Jackson Heights student.

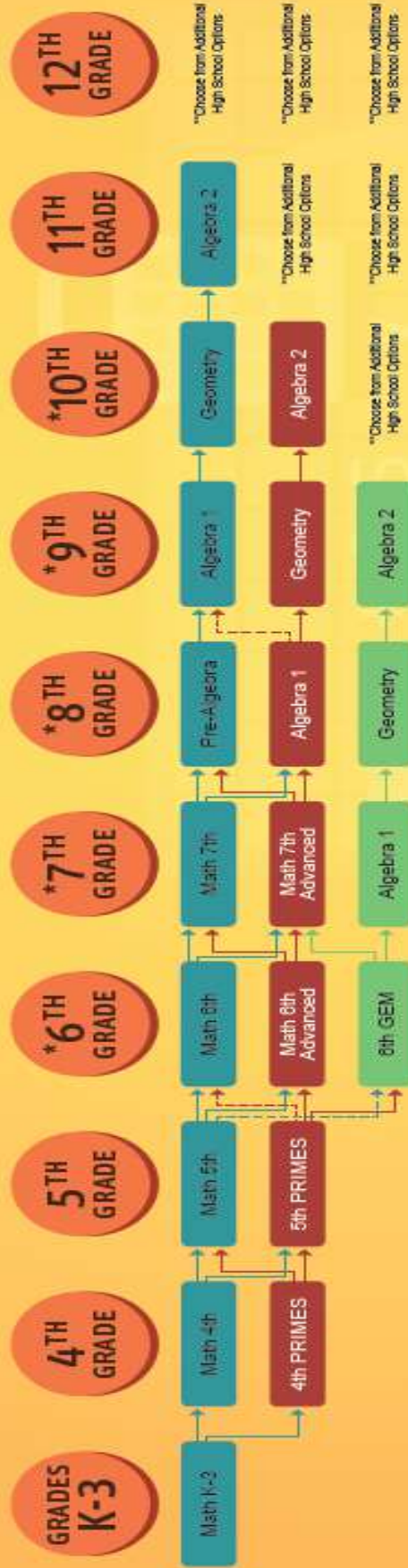
Notice: For the 2021-2022 school year, SCPS will provide full-time virtual instruction options to students in grades K-12. Enrollment will be open from Monday, April 5, 2021 to Tuesday, July 20, 2021. For more information, please see your school counselor or visit <http://virtuelschool.scps.k12.fl.us>



# MATH PROGRESSION

## KINDERGARTEN THROUGH GRADE 12

### MATH PROGRESSION



--- Variations in course pathways available.

#### \*Additional Math Support Courses

Additional math support courses are available for those students in grades 6-10 who need additional assistance.

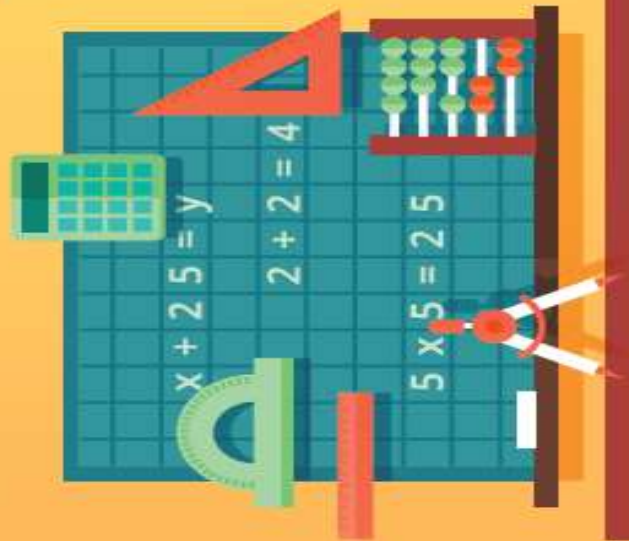
#### \*\*High School Options

**Additional Courses**  
 Analysis of Functions  
 Trigonometry  
 Probability and Statistics  
 Pre-Calculus  
 Calculus Honors  
 Math for College Readiness (MCR)

**Advanced Placement**  
 AP Calculus (AB)  
 AP Calculus (BC)  
 AP Statistics

**Dual Enrollment**  
 College Algebra  
 Trigonometry  
 Differential Equations  
 Calculus 3

NOTE: Math course options and prerequisites may vary based on location. Please check with your child's school for a complete list of additional math courses offered.



# MATH

## M/J Mathematics 1

**1205010**      **Grade 6**                      **Year**

**Prerequisite:** None

Students will:

- Develop an understanding of and fluency with multiplication and division of fractions and decimals, ratios, rates, estimation, equivalent forms for decimals, fractions and percentages.
- Write, solve and graph one and two step equations and inequalities as well as use tables, graphs and equations to describe linear equations.
- Explore the measurements of composite two-dimensional figures and volumes of rectangular prisms.
- Determine and use measures of central tendency and variability to analyze data sets.

## M/J Mathematics 1, Advanced

**1205020**      **Grade 6**                      **Year**

**Prerequisite:** None

All topics in M/J Mathematics I are included in M/J Mathematics I, Advanced.

In addition, students will:

- Develop an understanding of and apply proportionality to solve problems involving percentages.
- Apply formulas to determine surface areas and volumes of three dimensional shapes including pyramids, prisms, cylinders and cones.
- Develop an understanding of operations involving integers and other rational numbers, as well as solving linear equations.
- Identify and plot ordered pairs in all four quadrants of the coordinate plane.

## GEMS

**1205020G**      **Grade 6**                      **Year**

**Prerequisite:** 5th grade PRIMES is recommended

- This rigorous course combines content from 6th, 7<sup>th</sup> and 8th grades in order to prepare students to be successful in Algebra I Honors in 7th grade.
- This course includes 4-6 chapters that students will learn independently on-line through a virtual component.
- Home internet access is needed.

## M/J Mathematics 2

**1205040**      **Grade 7**                      **Year**

**Prerequisite:** None

Students will:

- Develop an understanding of and apply proportionality, similarity, and formulas to determine surface areas and volumes of three dimensional shapes including pyramids, prisms, cylinders and cones.
- Develop an understanding of operations involving integers and other rational numbers, as well as solving linear equations.
- Identify and plot ordered pairs in all four quadrants of the coordinate plane and predict the results of transformations.
- Convert between customary and metric systems.
- Construct and analyze histograms, stem and-leaf plots and circle graphs.
- Determine, compare and make predictions based on experimental and theoretical probability of independent and dependent events.

## M/J Mathematics 2, Advanced

**1205050**      **Grade 7**                      **Year**

**Prerequisite:** 6th Grade Advanced (recommended)

Students will:

- Develop an understanding of and apply proportionality, similarity, and formulas to determine surface areas and volumes of three dimensional shapes including pyramids, prisms, cylinders and cones.
- Identify and plot ordered pairs in all four quadrants of the coordinate plane and will predict the results of transformations.
- Determine, compare and make predictions based on experimental and theoretical probability of independent and dependent events.
- Construct and analyze histograms, stem and-leaf plots and circle graphs.
- Analyze and represent linear functions and solve linear equations and systems of equations.
- Analyze two and three dimensional figures by using distance and angle relationships.

**MATH**  
(CONTINUED)

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**Pre-Algebra**

**1205070**

**Grade 8**

**Year**

**Prerequisite:** None

Students will:

- Analyze and represent linear functions and solve linear equations and systems of equations.
- Analyze two and three dimensional figures by using distance and angle relationships.
- Analyze and summarize data sets including box and whisker plots, scatter plots and lines of best fit.
- Compare, contrast and convert between customary and metric systems.
- Solve one and two step inequalities with one variable.
- Perform operations on real numbers using multi-step and real world problems.

**Geometry Honors**

**1206320**

**Year**

**Grade 8**

**High School Credit: 1**

**Prerequisite:** Algebra I or Algebra I Honors

- This course includes a rigorous, in-depth study of all of 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, 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.
- Algebra I or its equivalent is required for high school graduation.

**Algebra 1 Honors**

**1200320**

**Year**

**Grades 7-8**

**High School Credit: 1**

**Prerequisite:**

Grade 7 – successful completion of GEMS is recommended

Grade 8 – successful completion of 7<sup>th</sup> grade Math Advanced is recommended 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.

**STUDENTS ARE REQUIRED TO SUCCESSFULLY  
COMPLETE FOUR (4) MATH COURSES WHILE IN HIGH SCHOOL**

## LANGUAGE ARTS

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### Language Arts 1

**1001010**                      **Grade 6**                      **Year**

#### 1002000 (ESOL)

- The sixth grade language arts 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 speeches.

### Language Arts 1 Advanced

**1001020**                      **Grade 6**                      **Year**

#### 1001020 (Gifted)

- The advanced language arts curriculum in sixth grade 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 2

**1001040**                      **Grade 7**                      **Year**

#### 1002010 (ESOL)

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

### Language Arts 2 Advanced

**1001050**                      **Grade 7**                      **Year**

#### 1001050 (Gifted)

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

### Language Arts 3

**1001070**                      **Grade 8**                      **Year**

#### 1002020 (ESOL)

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

### Language Arts 3 Advanced

**1001080**                      **Grade 8**                      **Year**

#### 1001080 (Gifted)

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

## SCIENCE

### 6<sup>th</sup> Grade Comprehensive Science

**2002040**                      **Grade 6**                      **Year**

- Beginning in the 2017-2018 school year, 6<sup>th</sup> graders will take a revised science course that has been designed to support understanding through big ideas in science. While still based on the Next Generation Sunshine State Standards for Science, this course will allow students to learn content across six interconnected units that will build throughout middle school. The major concepts covered during 6<sup>th</sup> 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.

### 6<sup>th</sup> Grade Comprehensive Science Advanced

**2002050**                      **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 6<sup>th</sup> 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.

### 7<sup>th</sup> Grade Comprehensive Science

**2002070**                      **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 6<sup>th</sup> grade and will developed further in 8<sup>th</sup> grade. The major concepts covered during 7<sup>th</sup> 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.

### 7<sup>th</sup> Grade Comprehensive Science Advanced

**2002080**                      **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 6<sup>th</sup> grade and will developed further in 8<sup>th</sup> grade. The major concepts covered during 7<sup>th</sup> 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 classes will be provided opportunities to dive deeper into the content and to make even more connections across science and with other disciplines.

### 8<sup>th</sup> Grade Comprehensive Science

**2002100**                      **Grade 8**                      **Year**

- Comprehensive Science 3 is the last class of the M/J Comprehensive Series. The course introduces new information and reviews some basics of science to prepare students for high school science coursework. Topics covered in this course include: The Nature of Science, Earth and Space Science, Properties of Matter, Changes in Matter, Matter and Energy, and Energy flow in the living world. During this course students will learn through real world examples and applications. Students will participate in activities and online laboratory experiences to apply what they have learned.

### 8<sup>th</sup> Grade Comprehensive Science Advanced

**2002110**                      **Grade 8**                      **Year**

- Comprehensive Science 3 is the last class of the M/J Comprehensive Series. The course introduces new information and reviews some basics of science to prepare students for high school science coursework. Topics covered in this course include: The Nature of Science, Earth and Space Science, Properties of Matter, Changes in Matter, Matter and Energy, and Energy flow in the living world. During this course students will learn through real world examples and applications. Students will participate in activities and online laboratory experiences to apply what they have learned. 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.

## SOCIAL STUDIES

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### World History

**2109010**                      **Grade 6**                      **Year**

#### **2109010 (Gifted)**

- The primary focus 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.

### Civics

**2106010**                      **Grade 7**                      **Year**

#### **2106010 (Gifted)**

- The seventh grade social studies curriculum consists of the following content area strands: Civics, Geography, and Economics. 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.

### United States History

**2100010**                      **Grade 8**                      **Year**

- 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 US and the resulting impact on world history.

### United States History Advanced

**2100020**                      **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. 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

**2100020P**                      **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, students will examine and analyze the political, economic, technological and social developments of the US 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 US History including the impact of expansion, the development of conflicts, the influence of diverse groups on American culture and the impact of world events on American thinking. Instructional strategies that support the rigor, reading and writing of Advanced Placement course work will be emphasized to include: College Board reading strategies (APPARTS, OPTIC, SOAPST one, etc.), Cornell notes, DBQ project, analysis of significant historical documents, and an extended research based project such as History Fair and/or Mock Trial.

## ELECTIVES

### Band-Band 1

**1302000**                      **Grades 6-8**                      **Year**

- No previous musical experience is required. Students will learn the basics of instrument fundamental, reading music and rhythmic notation, and independent musical performance. Students will have an opportunity to participate in various musical performances throughout the year. Instruments taught in Band are flute, oboe, bassoon, clarinet, saxophone, trumpet, French horn, trombone, baritone, tuba and orchestral percussion. Performances are an integral part of the curriculum.

### Concert Band-Band 2 (Returning Band)

**1302010**                      **Grades 7-8**                      **Year**

- Concert Band is open to students at an intermediate level of development. Students should be proficient in music reading, scales, tone production, and articulation. All of the basic techniques that were introduced in Beginning Band are further developed in Concert Band. Students will participate in Music Performance Assessments, by director's recommendation year-to-year. Greater emphasis is placed upon performing band music at an intermediate level. Students may have after school rehearsals when necessary for concert preparation. Performances are an integral part of the curriculum.

**Note: Placement in this class is by Director recommendation.**

### Symphonic Band-Band 3 (Returning Band)

**1302020**                      **Grades 7-8**                      **Year**

- This is a yearlong accelerated advanced-level instrumental class for students who have successfully completed at least one year of Beginning Band and/or Concert Band. Students will be given challenging opportunities to develop a higher level of musicianship and performance skills through the study of different levels of styles of band literature. Students will participate in concerts, Music Performance Assessments, audition for the SCPS All-County Band, and performance activities that enhance the school music program and school. Placement in this class is by director recommendation only. Performances are an integral part of the curriculum. Attendance at the annual Music Performance Assessment (MPA) is required.

**Note: Placement in this class is by Director recommendation.**

### Jazz Ensemble- Band IV (Returning Band)

**1302030**                      **Grades 7-8**                      **Year**

- A placement audition is required for Jazz Band. The course explores the rhythmic and improvisational skills uses 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. Attendance at the annual Music Performance Assessment (MPA) is required.

**Note: Placement in this class is by Director recommendation.**

### Percussion Band

**1302080**                      **Grades 7-8**                      **Year**

- This is a yearlong instrumental class that focuses on percussion. Students in this class will perform with either the Band I, Band II, or Band III performances based on music needs. Students may require prior percussion experience, piano experience, or already read music to be eligible for this course. In addition, students may require a lesson instructor or tutor to be successful with some aspects of playing percussion. Students will be given challenging opportunities to develop a higher level of musicianship and performance skills through the study of different levels of styles of band literature. Students will participate in concerts, Music Performance Assessment, and performance activities that enhance the school music program and school. Performances are an integral part of the curriculum. Attendance at district solo & ensemble is required. For 2nd/3rd year band students, attendance at the annual Music Performance Assessment (MPA) is also required.

**Note: Placement in this class is by Director recommendation.**

### Chorus 1

**1303000**                      **Grade 6-8**                      **Year**

- Students will learn the basics of vocal techniques and musical notation through singing and performing a variety of age appropriate choral music. No previous musical experience is required. Performances are an integral part of the curriculum.

### Chorus 2 (Returning Chorus)

**1302010**                      **Grades 7-8**                      **Year**

- Students will perform a challenging repertoire, while continuing to study vocal and performance techniques and sight-singing. *This is a mixed chorus.* Performances are an integral part of the curriculum.

**Note: Placement in this class is by Director recommendation**

### Chorus 3 (Returning Chorus)

**1303020**                      **Grades 7-8**                      **Year**

- Students will perform a challenging repertoire, while continuing to study vocal and performance techniques and sight-singing. *This is a treble chorus.* Performances are an integral part of the curriculum.

**Note: Placement in this class is by Director recommendation.**

### Vocal Ensemble (Boys' Chorus) (Returning Chorus)

**1303000**                      **Grades 6-8**                      **Year**

- This ensemble is for all male singers at JHMS. Students will learn the basics of vocal techniques and musical notation through singing and performing a variety of age-appropriate choral music. No prior musical experience is required.

### Chorus III and Show Choir

**1303020**                      **Grades 7-8**                      **Year**

- Students will perform a challenging repertoire, while continuing to study vocal and performance techniques and sight-singing. *This is a treble chorus.* Performances are an integral part of the curriculum.

**Note: Placement in this class is by Director recommendation.**

## ELECTIVES (CONTINUED)

### iJourney (State Required 6 - 8)

91001100

Semester

- Expressing yourself through technology is vital to your future. In this course, you will learn about various ways to communicate in today's world through digital technology. As a student in this course, you will: - Learn technology terminology and skills through games and game creation. -Learn how communication skills relate to trends in today's world and how this will help you to become a future leader and entrepreneur. -Research, decide and reflect on how to put your best foot forward and tell the world how awesome you are! -Apply your skills to create personal brand materials and interest-related marketing tools, which will show that you are an innovative, digitally literate citizen.
- Note: Students will earn a digital tool certification for successful completion of this class.*

### iConnect (Grades 6- 8 required)

Semester

8300330M

- How much do you know about technology? Discover how "Technology, like art, is a soaring exercise of the human imagination" (Daniel Bell). This semester, you will discover new possibilities and learn about technology applications and communication techniques through this innovative and interactive course. In addition, you will have the opportunity to "show off" your skills by producing a culminating activity that includes your favorite projects from the course and will be added to your ePortfolio!
- This course provides an opportunity to earn multiple digital tool certificates.*
- iConnect is for .5 high school credit and satisfies the virtual credit graduation requirement.*

\*\*\*AND/OR\*\*\*

### iChallenge (Grades 6 – 8 required)

Semester

9009200A

- Are you ready for your future? By the year, 2020 there will be 1.4 million computing jobs and only 400,000 Computer Science students. With so many opportunities in Computer Science, choose iChallenge and learn about this growing field and how it will influence your future, regardless of the career you choose! 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. All our children deserve a chance to become creators instead of consumers of computer science" (Maria Klawe).
- This course provides an opportunity to earn one digital tool certificate.*

### Exploring Two-Dimensional Art

0101005 Grades 6-8

Semester

- Students 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 21st-century skills.

### Exploring Three-Dimensional Art

0101035

Grades 6-8

Semester

- Students learn three-dimensional forms through the exploration of natural, abstract, and synthetic sculptural forms using materials that may include, but are not limited to, clay, plaster, and mixed media for creative expression. These student artists develop perceptual, creative, technical, and problem-solving skills in a sculptural context as they design and produce works of art with personal expression. Students focus on use of safety procedures for process, media, and techniques.

### Drama 1

0400000

Grades 6- 8

Semester

- The purpose of this course is to enable students to develop fundamental knowledge and skills in the elements of theatre arts. Students will learn basics of theatre with an emphasis on acting. Major areas of interests are pantomime, monologues, improvisation, scene development, theatre history, and theatre appreciation. Before or after school rehearsals may be required.

### Drama 2

0400010

Grade 7-8

Semester

- This course is a continuation of Drama I and will teach students essentials of performing, directing, and criticism. Students will have several opportunities to perform. Before or after school rehearsals and after school performances may be required.

### Drama 3 (special elective apply online)

0400020

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. 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.

**Note: This course is by application only.**



## ELECTIVES (CONTINUED)

### Jr. Thespians (special elective apply online)

- |                |                  |             |
|----------------|------------------|-------------|
| <b>0400030</b> | <b>Grade 6-8</b> | <b>Year</b> |
|----------------|------------------|-------------|
- This course is designed for students who want to perfect their dramatic skills and develop a deeper understanding of dramatic arts. Students will perform in school productions and participate in the Jr. Thespians Festival.
- Note: This course is by application only.**

### Video Production 1

- |                |                   |                 |
|----------------|-------------------|-----------------|
| <b>8260300</b> | <b>Grades 6-8</b> | <b>Semester</b> |
|----------------|-------------------|-----------------|
- This class is designed to introduce students to video editing techniques. A video project is the product of creativity, writing, rewriting, collaboration, the use of light, the use of space, camera shots and angles, color, audio and the composition of color and editing. Students will parse video projects into its creative parts and learn how the video is created and produced. Students will study the impact of film and television on society from a social, economic and political viewpoint.

### Video Production 2 (special elective apply online)

- |                |                  |             |
|----------------|------------------|-------------|
| <b>8260400</b> | <b>Grade 7-8</b> | <b>Year</b> |
|----------------|------------------|-------------|
- This class is a continuation of Video Production 1. Video Production 1 is a prerequisite.
- Note: This course is by application only.**  
**Note: Students will earn an Adobe industry certification.**

### News Crew (special elective apply online)

- |                |                   |                 |
|----------------|-------------------|-----------------|
| <b>8260500</b> | <b>Grades 7-8</b> | <b>Semester</b> |
|----------------|-------------------|-----------------|
- This class is designed to introduce students to television production techniques. The course will include television history, script writing and interviewing techniques. Students will be introduced to production roles, basic equipment use and basic editing techniques. Students produce the morning announcements closed network broadcast.
- Note: This course is by application only.**  
**Note: Students selected for this course will remain in the course for two full semesters.**

### Creative Writing

- |                |                |                 |
|----------------|----------------|-----------------|
| <b>1009000</b> | <b>Grade 6</b> | <b>Semester</b> |
|----------------|----------------|-----------------|
- The purpose of this course is to enable students to develop and use fundamental writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of personal writing style. All students will be given the opportunity to develop their skills writing short stories and poetry.

### Virtual lab

- |                                    |                  |                 |
|------------------------------------|------------------|-----------------|
| <b>33333SOV</b><br><b>33333SOE</b> | <b>Grade 6-8</b> | <b>Semester</b> |
|------------------------------------|------------------|-----------------|
- Take either personal fitness (high school .5 credit), fitness lifestyle design (high school .5), or any other classes offered through Seminole County Virtual School at the correct academic level.

### Yearbook (special elective apply online)

- |                |                   |             |
|----------------|-------------------|-------------|
| <b>1006000</b> | <b>Grades 7-8</b> | <b>Year</b> |
|----------------|-------------------|-------------|
- 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. It may be necessary for students to cover extra-curricular activities as a part of the requirements for this course.
- Note: This course is by application only.**

### Physical Fitness

- |                |                   |                 |
|----------------|-------------------|-----------------|
| <b>1508060</b> | <b>Grades 6</b>   | <b>Semester</b> |
| <b>1508070</b> | <b>Grades 7-8</b> | <b>Semester</b> |
- 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.
- Note: A PE waiver can be completed to waive the requirement of one semester of PE for the school year.**

### Beginning Spanish

- |                |                   |                 |
|----------------|-------------------|-----------------|
| <b>0708000</b> | <b>Grades 7-8</b> | <b>Semester</b> |
|----------------|-------------------|-----------------|
- The purpose of this course is to enable students to begin to acquire proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

### Spanish I

- |                 |                |             |
|-----------------|----------------|-------------|
| <b>0708340M</b> | <b>Grade 8</b> | <b>Year</b> |
|-----------------|----------------|-------------|
- #### High School Credit
- This course is designed to emphasize speaking and listening skills with students' oral participation in the target language. Reading and writing are introduced and basic grammar structures explained. Students will be introduced to the culture and customs of various Spanish speaking countries.

### Peer Inclusion Team (PIT Crew) (special elective apply online)

- |                |                  |             |
|----------------|------------------|-------------|
| <b>1400000</b> | <b>Grade 6-8</b> | <b>Year</b> |
|----------------|------------------|-------------|
- This course is designed to provide reciprocal academic and social benefits to students with disabilities and their peers without disabilities. Students enrolled in the course will learn and apply knowledge and skilled practices in the areas of academic engagement, communication, social barriers, leadership, problem solving, and other disability-related topics such as historical perspectives, inclusion, person-first language, and presumed competence.
- Note: This course is by application only.**

## ELECTIVES (CONTINUED)

### Student Assistant (special elective apply online)

0500000ET      Grade 8      Year

- In this year long course, students utilize real-life job skills working in a school office, classroom, or the media center. Students receive hands-on training in office skills, technology skills, working with teachers, or assisting other students in a classroom setting. Students wishing to be considered for this course must have earned a 3.0 GPA and have demonstrated excellent attendance and conduct.

**Note: This course is by application only.**

### Bio-Science Technology Research (special elective apply online)

17000000B      Grade 8      Semester

- This course will investigate in great detail but not be limited to: lab equipment and proper use, ethics and scientific processes, DNA, genetics, cell reproduction (mitosis) and basic chemical calculations (measurement, mole calculation). This elective course will support the Bioscience Technology program at Oviedo HS and will also help prepare students for Biology Honors or AP Biology

### Ecology

#### High School Credit

2000380M      Grade 8      Year

- This course is designed as an interdisciplinary course to provide students with scientific principles, concepts, and methodologies required to identify and analyze environmental problems and to evaluate risks and alternative solutions for resolving and/or preventing them. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course.

### Robotics 1

1700000ER1      Grades 6-8      Semester

- The purpose of this course is to provide 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 mind storm robots to complete challenging missions on an obstacle course. Students selected for the competition team will be required to attend at least two competition events.

### Robotics 2 (special elective apply online)

1700000ER2      Grades 7-8      Semester

- This class is a continuation of Robotics 1. Robotics 1 is a prerequisite. Students selected for the competition team will be required to attend at least two competition events.

**Note: This course is by application only.**

### JROTC

210410A      Grades 6-8      Semester

- Designed to serve the following three purposes: (1) to introduce the beginning of JROTC of the Navy and its high school programs, (2) to stimulate an enthusiasm for scholarship as a foundation for higher citizenship and leadership goals, and (3) to engender a sound appreciation for the heritage and traditions of America. The JROTC emphasizes each cadet's responsibilities to society. The program includes classroom study, physical fitness, respectful conduct, good personal appearance, and leadership training. Students in this course may be required to participate in activities outside of the school day and off campus.

### STEM Research Design (special elective apply online)

17000000S      Grades 6-8      Semester

- This course is designed for the creative and inquisitive science student. The program was developed to provide an opportunity to acquire skills and concepts inherent in the science research experience. Students will experience science through original research and compete in Science Fair. The students will practice scientific thinking and learn scientific processes, which may advance the student in their educational and career goals.

**Note: This course is by application only.**

**Note: Students selected for this course will remain in the course for two full semesters.**

### Exploring Literature Homeroom (special elective apply online)

00000HROEB      Grade 6-8      Semester

- This homeroom is designed for students who have a passion for books and love to read new and exciting genres and authors. The class will discuss texts and grow as young readers.

**Note: This course is by application only.**

### Life Skills

0500000EA      Grades 6-8      Semester

- The life skills curriculum is designed to further students' knowledge and understanding of themselves and their place in the world around them. Students will learn skills that will help them not only in school settings but will transfer to adult life. Students learn decision-making strategies, the importance of self-control, effective conflict resolution strategies, ways to compensate for disabilities, and the value of positive self-talk.

## SPORTS

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### INTRAMURAL SPORTS

- Jackson Heights Middle School offers a variety of intramural programs during the school year. The program may run before or after school depending on need. An effort is made to provide a companion program with our interscholastic sports program so that students who do not make one of the competitive teams can participate in an intramural program and no try-outs are necessary.

### COMPETITIVE/INTERSCHOLASTIC SPORTS

- Jackson Heights Middle School offers its students an interscholastic competitive athletic program. Students are required to obtain/pass a physical examination and provide proof of insurance before participating.
- Team members are required to pay a participation fee. The participation fee helps to cover expenses incurred from coach's salaries, supplies, referees, and travel. Once students become 16 years old they can no longer participate in sports. Junior Varsity participants may only be 6<sup>th</sup> or 7<sup>th</sup> grade students and once a JV student becomes 15 years old, they are no longer eligible to participate.
- All student interscholastic sports participants MUST have a 2.0 GPA or great on their most recent report card to try out for a team. If a student falls below a 2.0 GPA on their progress report, they are placed on probation and monitored by their coach to ensure that their grades improve. If a student falls below a 2.0 GPA on the next report card, they will be removed from the team. All participants are under the requirements of the District Citizenship Policy.

### INTERSCHOLASTIC SPORTS INCLUDE:

- Volleyball
- Cross Country
- Basketball
- Track and Field



## JHMS Cheer

Hear us shout

Hear us roar

We're the Bobcats

You can't ignore!



