



2022-2023

CURRICULUM GUIDE

JACKSON HEIGHTS
MIDDLE SCHOOL



Jackson Heights Middle School
SEMINOLE COUNTY PUBLIC SCHOOLS

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NOTE: JHMS may not be able to offer certain courses during the 2022 - 2023 school year.

JACKSON HEIGHTS MIDDLE SCHOOL CONTACT INFORMATION

ADDRESS

41 ACADEMY AVENUE
OVIDO, 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

Michelle Mouton-Pentz

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
(407) 320 - 4519

MIDDLE SCHOOL STUDENT PROGRESSION PLAN INFORMATION

I. MIDDLE SCHOOL INSTRUCTION

In the event of an individual, classroom, school-wide, or district crisis need, remote synchronous instruction via Canvas/eCampus would act as the default instructional platform for middle school students.

Secondary schools are primarily designed to serve students in grades 6-12. Students promoted from the eighth 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 Standards/B.E.S.T.

Standards/Next Generation Sunshine State Standards. Each teacher should develop lesson plans for all students taught. Plans reflect the teaching of Florida Standards/B.E.S.T.

Standards/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, 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 statewide science assessment.

2021-2022

Magnet Pre-IB Program (Millennium, South Seminole, Milwee, Sanford) and Rock Lake*	<u>6th</u> Pre-IB Comprehensive Science 6	<u>7th</u> Pre-IB Comprehensive Science 7	<u>8th</u> Pre-IB Comprehensive Science 8 Honors Environmental Science
General Program	Comprehensive Science 6	Comprehensive Science 7	Adv./Reg. Comprehensive Science 8 Ecology (Elective) Biology Virtual (Elective)

d. three middle grades or higher courses in social studies, which shall include the study of government, economics, geography, and history (including world, The 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 eighth 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 (iJourney, iConnect, iChallenge) by the end of the eighth-grade.

(1) iJourney is required along with either iConnect or iChallenge. The iJourney course includes the career and education plan required for promotion to high school per Florida Statute 1003.4156(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.

(2) If a principal determines that the iSeries blended learning course content is not appropriate for an eighth-grade, first-year ESOL student, then the iSeries requirement is waived, and the student will complete the career and education plan requirement in an ESOL course.

(3) If an IEP team determines that the iJourney blended learning course in an inclusive setting is not appropriate for an eighth-grade student with disabilities, then the iSeries requirement is waived, and the student will complete the career and education plan requirement in an ESE self-contained course.

(4) A principal may waive the second iSeries course for any student enrolling into an SCPS middle school for, or during, the second semester of grade eight. 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) a 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 courses are open for enrollment to any student who desires to self-select a more rigorous and challenging 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. MAGNET PROGRAMS

The Fine Arts and Communication Magnet Program at Millennium Middle School; the PreEngineering Magnet Program at Milwee Middle School; the Math, Science, and Technology Magnet Program at Sanford Middle School and the South Seminole Academy of Leadership, Law, and Advanced Studies are all specifically designed to expose students to a rigorous curriculum that infuses the magnet theme of each school into the daily learning experiences of the students.

D. INTERNATIONAL BACCALAUREATE PREPARATION PROGRAM

The International Baccalaureate Preparation Program (IB-PREP) is a highly rigorous academic program that emphasizes and integrates research, problem-solving, and critical thinking into a curriculum specifically designed to challenge middle school students. This accelerated program of study is offered as part of the magnet programs at Millennium Middle School, Milwee Middle School, Sanford Middle School, and South Seminole Academy. The IB-PREP program at each school is designed as part of the continuum to the IB-PREP and International Baccalaureate program offered at Seminole High School and Winter Springs High School.

E. DISTRICT LEVEL OF PERFORMANCE

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

F. MONITORING STUDENT PROGRESS

Each student must participate in the statewide, 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 exhibit 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.

G. 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.

H. 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 Assistant Superintendent of Secondary Education for Middle Schools, 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.

I. GREAT EXPLORATION IN MATHEMATICS (GEM)

GEM sixth-grade math is a highly accelerated course of study. 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. Students who have successfully completed the PRIMES program in elementary school will be eligible for the GEM program. The emphasis in GEM sixth-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 seventh-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 eighth-grade.

For the students successfully completing Geometry Honors in middle school, the math course 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.

J. 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 1003.4203). 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 by the end of the eighth 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) and prepares students for an opportunity to earn one digital tool certificate. iConnect

is a high school course that teaches network components and software applications, preparing students for an opportunity to earn two digital tool certificates. 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).

K. 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.

Middle School State Standardized Assessments

Grade 6	Grade 7	Grade 8
Grade 6 - English Language Arts Florida Standards Assessment	Grade 7 - English Language Arts Florida Standards Assessment	Grade 8 - English Language Arts Florida Standards Assessment
Grade 6 - Math Florida Standards Assessment	Grade 7 - Math Florida Standards Assessment OR Algebra 1 End of Course Assessment Civics End of Course Assessment	Grade 8 - Math Florida Standards Assessment OR Algebra 1 End of Course Assessment OR Geometry End of Course Assessment Grade 8 - Statewide Science Assessment or Biology End of Course

II. SPECIAL PROGRAMS

A. TRANSITION PROGRAM

Recommended eighth-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 ninth-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 eighth-grade for the following school year or assigned to the ninth-grade. If assigned to the ninth-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/DELAYED ASSIGNMENT

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 instructional supports. 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 sixth-grade students and retained sixth- and seventh-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. Students are provided with the program expectations related to academics, attendance, and behavior. Each student is assigned to the Academic Intervention Program Facilitator so consistent support can be provided throughout the school year. Students meet with their AIP Facilitator 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 and complete a course in career and education planning (iJourney) (Florida Statute 1003.4156(1)(e) 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. Students who fail 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 accelerated instructional support can be provided at the next grade level to students who did not demonstrate satisfactory performance.

*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, ENROLLMENT, 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 alternatives 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 sixth-grade immunizations required for entry:
 - (1) 4-5 doses of DTP or DTap (if the 4th dose is administered after 4th birthday, a 5th dose is not required;
 - (2) 3-5 doses of Polio (final dose must be administered after the 4th birthday);
 - (3) 2 doses of MMR;
 - (4) 2 doses of Varicella or documentation of chicken pox disease;

- (5) 3 doses of Hepatitis B.
- e. 7th through 12th grade:
 - (1) 4-5 doses of DTP or DTap (if the 4th dose is administered after 4th birthday, a 5th dose is not required;
 - (2) 3-4 doses of Polio (according to age at time of final dose)
 - (3) 2 doses of MMR;
 - (4) 2-3 dose series of Hepatitis B (according to age at time of final dose);
 - (5) 2 doses of Varicella or documentation of chicken pox disease.
 - (6) 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 Assistant Superintendent of Secondary Education for Middle Schools. 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 documents 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.

6. Admission of Home Education Students for Co-Enrollment in a Secondary School:

Students who are participating in a home education program in accordance with Florida Statute 1002.41 may be admitted to the public school in the district on a part-time basis. The child seeking entry must meet the same registration requirements as full-time students and enroll for and attend at least one regularly scheduled class period at the zoned school. Such students must register for all classes prior to the start of the semester they will attend. Full-time students will be given priority in course registration. Home education students who are excluded from a class/course at their zoned school due to space limitations may be assigned to another school if space in that class/course is available. Students with disabilities enrolled in home education will be provided special education services as determined appropriate and available by the school-based student study team, including the parent, utilizing a Services Plan, not an Individual Education Plan (IEP) (K-12 only). However, the student is not entitled to a Free and Appropriate Public Education (FAPE) through the school district and the school district is not obligated to provide special education services or transportation to/from the school.

Students who are participating in a home education program in accordance with Florida Statute 1002.20(2)(b), may participate in extracurricular activities. Participation is on a space available basis, and students must meet the same registration requirements as full-time students.

The Board is not responsible for the transportation of students in a home education program/private school to or from the school. The school principal will establish the time and place for arrival and

departure of these students. Students who attend school on a part-time basis are subject to all applicable rules and regulations pertaining to full-time students.

7. Admission of Private School Students for Co-Enrollment in a Secondary School:

Students who are enrolled in a private school may be admitted to the public schools in this district on a part-time basis in order to receive certain education services. The child seeking entry must meet the same registration requirements as full-time students. Students with disabilities attending private schools may be provided special education services determined appropriate and available by the school-based student study team, including parents, utilizing a Service Plan, not an Individual Education Plan (IEP) (K-12 only). Students attending private schools are not entitled to a Free and Appropriate Public Education (FAPE) through the school district. Gifted students who attend private schools and reside in Seminole County may be co-enrolled in their zoned school with a Service Plan and following class size guidelines.

B. ENROLLMENT GUIDELINES

A minor child's residence is that of the child's parent or parents. A child residing in Seminole County, Florida must be enrolled in and attend the public school that serves the child's residential attendance zone, unless otherwise authorized by the Student Assignment & Program Access Department, ESE school assignment, the appropriate district level administrator, disciplinary assignment under the Student Conduct and Discipline Code, assignment by the School Board "in lieu of expulsion", a "no contact order" entered by a court of competent jurisdiction, or assignment by the Superintendent/designee under School Board Policy 5120.

The following guidelines govern the enrollment of students into the middle schools of Seminole County, Florida:

1. Any child who has been promoted or assigned to grades 6, 7, or 8 will be admitted to middle school.

2. Special requirements exist for:

- a. Students seeking admission to Millennium Magnet Middle School who are not zoned for Millennium Middle School;
- b. Students seeking admission to Milwee Magnet Middle School who are not zoned for Milwee Middle School;
- c. Students seeking admission to Sanford Magnet Middle School who are not zoned for Sanford Middle School, and
- d. Students seeking admission to South Seminole Academy who are not zoned for South Seminole Academy
- e. Students who wish to attend the magnet schools must submit applications and participate in the random selection process.

Applications for students in these special requirement attendance categories can be accessed through the Seminole County Public Schools Student Assignment & Program Access Department online at www.seminoleschoolchoices.us.

Guidelines and complete details regarding these requirements may be obtained by reading the School Student Attendance Zones and Interzone Transfers School Board Policy 5120 located online at www.scps.k12.fl.us

3. Both parents residing in Seminole County but in different school zones:

If a child's parents physically reside in separate residences located in different residential attendance zones or the child's parents are divorced or otherwise living separate and apart under court order, and the child rotates between the parents' residences, the child shall be enrolled in and attend the school zoned for the residence of the parent in which the child physically resides (stays) for 51% or more of the time. If the actual physical rotation is 50/50 and the parents reside in separate residential attendance zones, the school of enrollment shall

be selected by the parents. If there is no court order, the parents' declaration of primary residence should be accepted.

For Enrollment: The parent with whom the student is going to be residing during the school year shall show proof of residency along with the other items required for registration.

4. A legal parent not living in Seminole County (resides in another county or out of the country) requesting that the student reside with a parent living in Seminole County.

The parent residing in Seminole County shall show proof of residency along with the other items required for registration.

5. A parent residing in Seminole County requesting that his/her student live with someone other than the parent (i.e., aunt, friend, grandparent, etc.) residing in a different school zone in order for the student to attend school in that zone:

This option is not permitted. The student must enroll in the zoned school based on the residence of the parent.

6. A parent residing in Seminole County relinquishing formal legal custody of his/her student to someone (i.e., aunt, friend, grandparent, etc.) residing in a different school zone:

Extenuating circumstances must be documented. The guardianship must be due to the fact that the parent is truly not capable of caring for the student. This type of enrollment is not available if the student's parent is not suffering from a documented physical, mental, or financial infirmity which, by ordinary and reasonable standards, precludes the parent from actually caring for the student. Once the extenuating circumstances have been validated with legal documentation, the student shall be allowed to enroll in a school zoned for the residence of legal guardian/custodian.

7. A parent NOT residing in Seminole County requesting that his/her student reside with someone other than a parent, (i.e., aunt, friend, grandparent, etc.) and there is no parent living in the district:

Extenuating circumstances must be documented. If the student's parent is not suffering from a documented physical, mental, or financial infirmity, which, by ordinary and reasonable standards, precludes the parent from actually caring for the student, this transfer should not be approved.

For Enrollment: This requires the person with whom the parents request the student to live with obtain temporary custody. This person and the parents (if possible) must submit to the Assistant Superintendent of Secondary Education for Middle Schools a Student Not Residing with Parents Form (SCPS form #893). A notarized letter from the parents stating the extenuating circumstances, which, by ordinary and reasonable standards, precludes the parent from actually caring for the student, must accompany this request.

8. Students who have been expelled or recommended for expulsion in another school district:

The Seminole County School Board will uphold the expulsion of a student from another school district.

For Enrollment: The student must appeal to the Assistant Superintendent of Secondary Education for Middle Schools the Educational Support Center for entry into the Seminole County Public Schools.

9. Students who have been assigned to or recommended for assignment to an alternative school in another school district:

The Superintendent has the authority to assign a student to an alternative educational placement when such placement has been made or recommended in another school district.

For Enrollment: The student must apply to the Assistant Superintendent of Secondary Education for Middle Schools at the Educational Support Center for entry into Seminole County Public Schools.

10. Students placed in a residential facility:

Students placed in a residential facility located in Seminole County, Florida by the proper authority (a Florida court having jurisdiction over the child or Agency for Persons with Disabilities) may be placed in a Seminole County public school at the expense of the child's county of residence as determined by the residence of the child's parent or parents.

C. HOMELESS STUDENTS/FAMILIES IN NEED (FIN)

Homeless students, including homeless unaccompanied youth, are permitted to enroll in the Seminole County Public Schools and must not be placed in a separate school or program within a school based on their homeless status. Homeless children and youth are provided services comparable to those offered to other students enrolled in SCPS to ensure they have an equal opportunity to meet student academic achievement standards. All homeless students are eligible for free breakfast and lunch.

Homeless students may choose to attend the school they attended at the time they became homeless. Those students who elect to do this shall be provided transportation if needed. As an alternative, a homeless student may choose to enroll in the school zoned for the attendance area where they reside. If there is a dispute regarding the enrollment of a student to a school, the District's Homeless Liaison will assess what is in the best interest of the student when making an enrollment determination.

Regardless of which school a homeless student chooses to attend, he/she shall be permitted to immediately enroll, even if the student is unable to produce records normally required for enrollment. This includes, but is not limited to, records such as: previous academic records, immunizations, medical records, and proof of residency. The enrolling school must immediately contact the school last attended by the homeless student to obtain relevant records. If the student needs immunization records, the enrolling school shall immediately refer the student to the school nurse or school social worker for assistance.

For Enrollment: Refer to SCPS Homeless Students (Families in Need) School Board Policy 5111.01.

D. FOSTER STUDENTS/FAMILIES IN NEED (FIN)

The Every Student Succeeds Act (ESSA) defines and outlines federal mandates that emphasize educational protections for children in foster care. Students in foster care are defined as children and youth in the care of the Department of Children and Families due to abuse, neglect, or abandonment. These students are permitted to enroll in the Seminole County Public Schools and must not be placed in a separate school or program within a school based on their foster care status. Children and youth in foster care are provided services comparable to those offered to other students enrolled in SCPS to ensure they have an equal opportunity to meet student academic achievement standards. All foster care students are eligible for free breakfast and lunch. School of enrollment for foster care students is based on the result of the federally mandated Best Interest Determination conference involving Seminole County Public Schools, Department of Children and Families, Community Based Care liaisons, and others who have an interest/contribution. Foster students may have the option to attend the school they attended at the time they were placed in the DCF care (school of origin). If needed, transportation shall be provided to the school of origin. As an alternative, a foster student may have the option to enroll in the school zoned for the attendance area where they reside. After the federally mandated Best Interest Determination conference, FIN liaison will be sending the enrolling school approval and documentation to enroll. No foster student should be enrolled without approval from the FIN department. Once approval has been received, the foster student will be permitted to immediately enroll, even if the student is unable to produce records normally required for enrollment. This includes, but is not limited to, records such as: previous academic records, immunizations, medical records, and proof of residency. The enrolling school must immediately contact the school last attended by the foster student to obtain relevant records. If the student needs immunization records,

the enrolling school shall immediately refer the student to the school nurse or school social worker for assistance.

E. TRANSFERS/WITHDRAWALS

1. Within Seminole County Schools:

Parents will be expected to formally withdraw their children from a previous school before enrolling at another Seminole County public school. The sending school will provide the parent with a copy of the DH680/immunization record from the Student Information System, withdrawal form, report card copy, and transcript. If there are extenuating circumstances, the principal may address this process on an individual basis.

For Enrollment: The Student Assignment & Program Access Department must approve an out-of-zone transfer through an online application system.

2. In-State/Out-of-State Enrollment:

Any student who enrolls from an in-state public or nonpublic school or out-of-state public or nonpublic 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; and
- d. proof of a medical examination completed within the last twelve months (first time entry to Florida Schools only)

3. State Uniform Transfer of Students in the Middle Grades 6A-1.09942

The purpose of this rule is to establish uniform procedures relating to the acceptance of transfer work and courses for students entering Florida's public schools composed of middle grades 6, 7, and 8 from out of state or out of country. The procedures shall be as follows:

- a. Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as outlined in subsection (b) of this rule.
- b. Validation of courses shall be based on performance in classes at the receiving school. A student enrolling into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined in subsection (c) of this rule.
- c. Alternative Validation Procedure – If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the district Student Progression Plan shall be used for validation purposes as determined by the teacher, principal, or parent:
 - (1) Portfolio evaluation by the superintendent or designee;
 - (2) Demonstrated performance in courses taken at other public or private accredited schools;
 - (3) Demonstrated proficiencies on nationally-normed standardized subjects;
 - (4) Area assessments;
 - (5) Demonstrated satisfactory achievements/proficiencies on the FSA; or
 - (6) Written review of the criteria utilized for a given subject provided by the former school.

Students must be provided at least ninety (90) days from the date of transfer to prepare for assessments outlined in paragraphs c (3) and (4) of this rule if required.

4. Neither the student nor parent(s) reside within Seminole County and the student wishes to transfer into a Seminole County public school while maintaining residence outside of the county:

Students from adjoining counties may not be enrolled in Seminole County Public Schools.

Exceptions: See School Board Policy 5120 for SCPS Employee/Student Transfers and Policy 5121 for Controlled Open Enrollment (COE)

5. Grade Placement:

When a student enrolls into a Seminole County public school from a public or nonpublic school, it will be the responsibility of the principal of the previous school to determine grade level placement. From a home education program, it will be the responsibility of the principal or the principal's designee of the receiving school to assess the student's achievement level.

The principal shall have the final decision regarding student 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 circumstances, the student shall suffer no academic penalty, provided that all coursework, 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

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.

B. SECONDARY GRADING – MIDDLE SCHOOL

1. Upon completion of each nine-week grading period, a report card will be issued. The report card will depict the student's grade that is based on his/her academic performance in each class that reflects examinations as well as written papers, class participation, and other academic performance criteria. The report card will include information about the student's conduct and attendance.

Pass/Fail Grading – Only the following courses are approved for a pass/fail grading option:

- iConnect*
- Algebra Workshop

Beginning with the 18-19 school year, students choosing to utilize the Pass/Fail option for iConnect must notify the teacher/school at the beginning of the semester in which the course is taken. The utilization of a pass/fail grading option must be designated in the middle school's curriculum guide. For students enrolled in the iConnect course prior to the 18-19 school year, students who earned a passing grade in the iConnect course may request to change the letter grade to "P". The request must be submitted in writing to the school principal.

The final report card will contain a statement indicating promotion, assignment, or retention. Florida Statute 1003.437 requires the grading system and interpretation of letter grades used on grades 6 through 12 be as follows:

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 the 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. Homework assignments shall count no more than 10% of a sixth-grade student’s nine-week grade, no more than 15% of a seventh-grade student’s grade, and no more than 20% of an eighth-grade student’s grade. The percent that homework counts in a class is to be consistent at a school for identically titled courses taught at each grade level.

8. Grade Weighting: High school honor courses taken during middle grades shall be weighted for the purpose of calculating middle grades GPAs. 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
A	90 – 100 (4)
B	80 – 89 (3)
C	70 – 79 (2)
D	60 – 69 (1)
F	59 and below (0)
I	Incomplete
NG	No Grade
P	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.

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 satisfactorily 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.aspx>

EXCEPTIONAL STUDENT EDUCATION

Services are available for children identified with vision and hearing disabilities from birth to age two and all students with disabilities ages three through their 22nd birthday. Students who are identified as 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.

COURSE QUICK REFERENCE SHEET

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

6th Grade	7th Grade	8th 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.

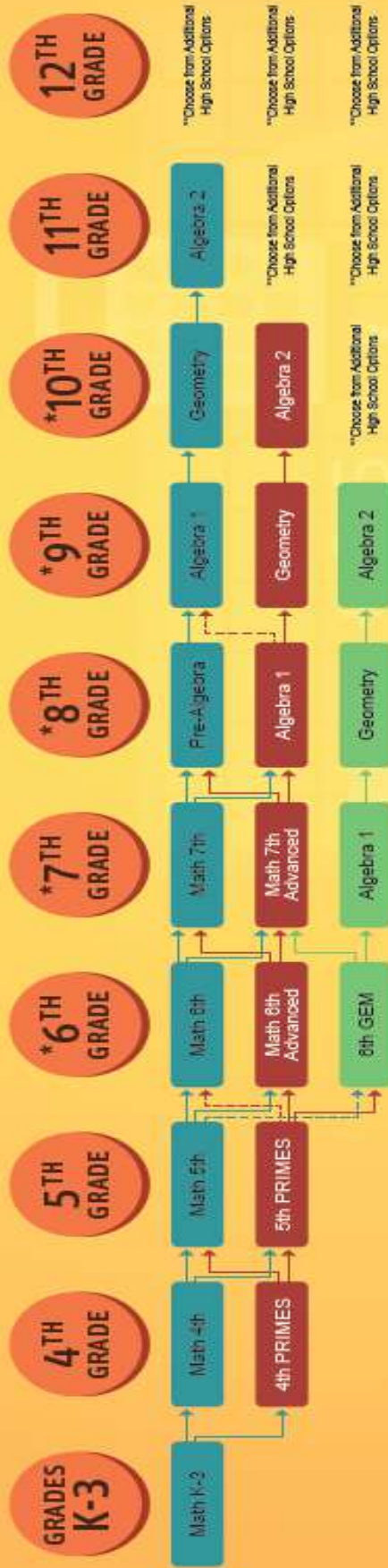
Because of the unique needs of the 21st Century learner, flexible schooling options are available to provide students with an optimal learning situation. Students have the opportunity to blend traditional face-to-face instruction with virtual courses. These different pathways to learning are called ePathways. 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 2022-2023 school year, SCPS will provide full time virtual instruction options to students in grades K-12. Enrollment will be open from Monday, April 4, 2022, to Friday, July 29, 2022. For more information, please contact your school counselor or visit <http://virtualschool.scps.k12.fl.us>.

SCPS MATH PROGRESSION

KINDERGARTEN THROUGH GRADE 12



--- Variations in course pathways available.

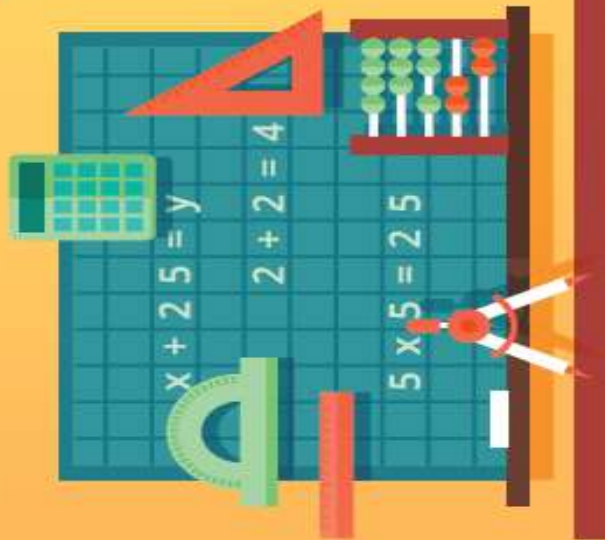
***Additional Math Support Courses**

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

****High School Options**

- Advanced 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.



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, Accelerated

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 (recommended)

- This rigorous course combines content from 6th, 7th, and 8th grades in order to prepare students to be successful in Algebra I Honors in 7th grade.
- 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, Accelerated

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.

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.

Algebra 1 Honors

1200320 **Grades 7-8** **Year**

High School Credit: 1

Prerequisite:

Grade 7 – successful completion of GEMS is recommended

Grade 8 – successful completion of 7th 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.

Geometry Honors

1206320 **Grade 8** **Year**

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.

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

LANGUAGE ARTS

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

6th Grade Comprehensive Science

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

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

6th 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 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.

7th 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 6th grade and will developed further in 8th grade. The major concepts covered during 7th 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.

7th 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 6th grade and will developed further in 8th grade. The major concepts covered during 7th 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.

8th 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.

8th 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

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 7th 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 notetaking, 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 Grades 6 - 8)

91001100 Semester

- Students in the iJourney course explore their interests, strengths, and occupation possibilities. They learn about digital citizenship and effective communication through a blended curriculum. Students explore educational pathways offered in Seminole County Public Schools that lead to careers. They create a cumulative digital portfolio and attempt to earn one or more digital tool certificates.
- Note: Students will earn a digital tool certification for successful completion of this class.*

iConnect (Required Grades 6- 8)

8200520 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 a variety of tools, including Microsoft Office Word, Excel, and PowerPoint. Students attempt to earn one or more digital tool certificates.
- This course provides an opportunity to earn multiple digital tool certificates.*

AND/OR

iChallenge (Grades 6 – 8 required)

9009200A Semester

- Students in the iChallenge I Computer Science blended course learn coding basics and gaming essentials. They experience team building collaborative experiences and project-based learning as they create their own games. They will showcase their final cumulative project after peer review, feedback, and revision. The students attempt to earn one or more digital tool certificates.
- 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

Jr. Thespians (special elective - apply online)

0400030 Grade 6-8 Year

- 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.

ELECTIVES (CONTINUED)

Video Production 1

8260300 **Grades 6-8** **Semester**

- 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)

8260400 **Grade 7-8** **Semester**

- 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)

8260500 **Grades 7-8** **Semester**

- 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

1009000 **Grade 6** **Semester**

- 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

33333SOV **Grade 6-8** **Semester**

33333SOE

- 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)

1006000 **Grades 7-8** **Year**

- 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

1508060 **Grades 6** **Semester**

1508070 **Grades 7-8** **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.

Note: A PE waiver can be completed to waive the requirement of one semester of PE for the school year.

Beginning Spanish

0708000 **Grades 7-8** **Semester**

- 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

0708340M **Grade 8** **Year**

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)

1400000 **Grade 6-8** **Year**

- 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)

1700000B **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

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 6th or 7th 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!

