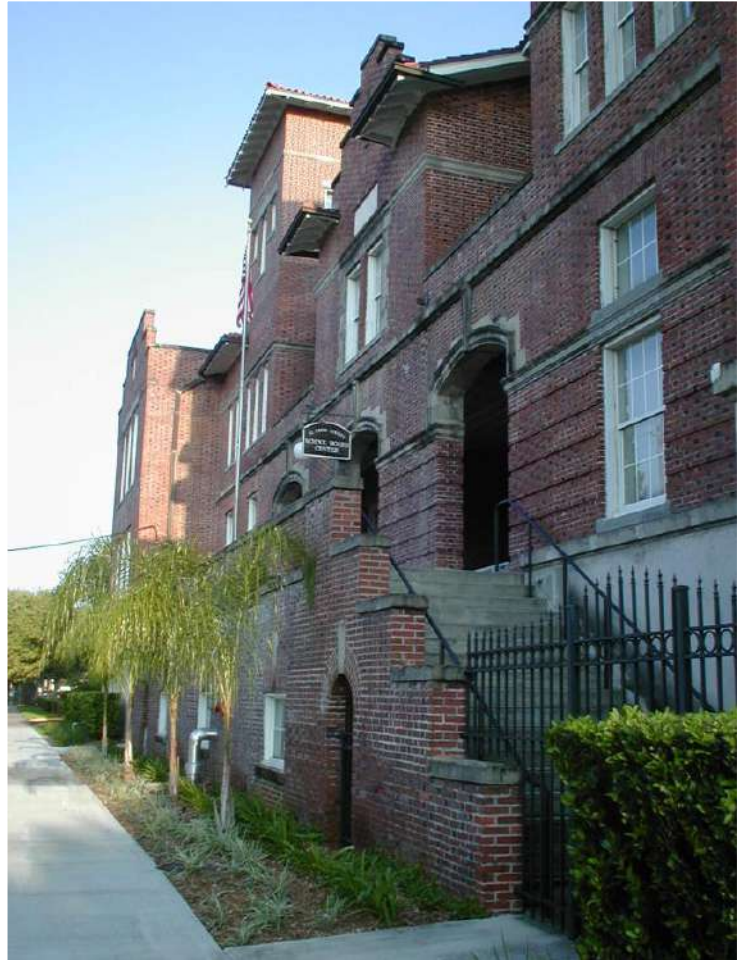


**2019 - 2020**

**St. Johns  
County  
School District**

**Middle School  
Course  
Catalog**



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## ST. JOHNS COUNTY SCHOOL DISTRICT GUIDING PRINCIPLES

### ***We believe that . . . . .***

- Trustworthiness, respect, responsibility, fairness, caring, and citizenship are essential to the well-being of individuals and society.
- All individuals have intrinsic value.
- Every individual can contribute something of worth to society.
- Individuals are responsible and accountable for their choices and decisions.
- In order to grow and thrive, individuals need caring relationships and a nurturing environment.
- Supportive family relationships are the foundation of the community.
- High expectations lead to higher performance which, in turn, empowers the individual and strengthens society.
- Continuous learning is a lifelong process that is essential to a productive and enriched life.
- A safe and orderly environment is conducive to learning.

**The St. Johns County School District will inspire good character and a passion for lifelong learning in all students, creating educated and caring contributors to the world.**

**ST. JOHNS COUNTY SCHOOL DISTRICT  
MIDDLE SCHOOL COURSE CATALOG**

The catalog may also be viewed online on the District web site at <http://www.stjohns.k12.fl.us/cs/>. During the academic year, schools, through petition to the Instructional Services Department, may add courses. Once approved, the courses will be posted on the web version of the catalog.

**EQUITY ACT**

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Discrimination on the basis of race, national origin, sex, handicap, age, religion, or marital status against a student or employee in the St. Johns County system of public education is prohibited. No person in the District shall, on the basis of race, national origin, sex, handicap, age, religion or marital status, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity or in any employment conditions or practices. Anyone with a complaint should contact the St. Johns County School Board Human Resources Department, 40 Orange St., St. Augustine, FL 32084 at (904) 547-7500.

**ST. JOHNS COUNTY SCHOOL DISTRICT  
ST. AUGUSTINE, FLORIDA**

<http://www.stjohns.k12.fl.us>

**MIDDLE SCHOOLS**

<p><b>FREEDOM CROSSING ACADEMY</b> Allen Anderson, Principal 1365 Shetland Drive Saint Johns, Florida 32259 (904) 547-4231</p>	<p><b>PACETTI BAY MIDDLE SCHOOL</b> Jay Willets, Principal 245 Meadowlark Lane St. Augustine, Florida 32092 (904) 547-8760</p>
<p><b>FRUIT COVE MIDDLE SCHOOL</b> Kelly Jacobson, Principal 3180 Race Track Road Jacksonville, Florida 32259 (904) 547-7880</p>	<p><b>PALM VALLEY ACADEMY</b> Jessica Richardson, Principal 2135 Palm Valley Road Ponte Vedra, Florida 32081 (904) 547-4200</p>
<p><b>GAMBLE ROGERS MIDDLE SCHOOL</b> Greg Bergamasco, Principal 6250 US 1 South St. Augustine, FL 32086-7685 (904) 547-8700</p>	<p><b>PATRIOT OAKS ACADEMY</b> Allison Olson, Principal 475 Longleaf Pine Parkway St. Johns, FL 32259 (904) 547-4059</p>
<p><b>LANDRUM MIDDLE SCHOOL</b> Ryan Player, Principal 230 Landrum Lane Ponte Vedra Beach, FL 32082-2831 (904) 547-8410</p>	<p><b>SEBASTIAN MIDDLE SCHOOL</b> Kirstie Gabaldon, Principal 2955 Lewis Speedway St. Augustine, FL 32084-3635 (904) 547-3840</p>
<p><b>LIBERTY PINES ACADEMY</b> Traci Hemingway, Principal 10901 Russell Sampson Rd. St. Johns, Florida 32259 (904) 547-7900</p>	<p><b>SWITZERLAND POINT MIDDLE SCHOOL</b> Sandra Brunet, Principal 777 Greenbriar Road St. Johns, Florida 32259-8336 (904) 547-8650</p>
<p><b>MILL CREEK ACADEMY</b> Amanda Riedl, Principal 3750 International Golf Parkway St. Augustine, FL 32092 Phone: (904) 547-3720</p>	<p><b>VALLEY RIDGE ACADEMY</b> Sandra McMandon, Principal 105 Greenleaf Drive Ponte Vedra, Florida 32081 (904) 547-4090</p>
<p><b>MURRAY MIDDLE SCHOOL</b> Travis Brown, Principal 150 N. Holmes Blvd. St. Augustine, Florida 32084 (904) 547-8470</p>	

## CAREER ACADEMIES AND PROGRAMS OF CHOICE

### CAREER ACADEMIES AND PROGRAMS OF CHOICE NO TRANSPORTATION PROVIDED

**Definition:** Career Academies and Programs of Choice are defined as multi-year, specialized programs that are available to students from across the District. Students must apply for a Career Academy or Program of Choice and may transfer out of the program only at the end of a semester. For additional information please check St. Johns County School District web site at [www.stjohns.k12.fl.us](http://www.stjohns.k12.fl.us) for the District's Parent Resource Guide, High School Course Catalog, Academy web site or contact those listed below.

<p><b><u>Bartram Trail High School</u></b> VyStar Academy of Business &amp; Finance Michelle Kisch <a href="mailto:michelle.kisch@stjohns.k12.fl.us">michelle.kisch@stjohns.k12.fl.us</a> (904) 547-8380</p> <p>Design Academy Michelle Kisch <a href="mailto:michelle.kisch@stjohns.k12.fl.us">michelle.kisch@stjohns.k12.fl.us</a> (904) 547-8380</p> <p>Information Technology Academy Michelle Kisch <a href="mailto:michelle.kisch@stjohns.k12.fl.us">michelle.kisch@stjohns.k12.fl.us</a> (904) 547-8380</p> <p>Air Force ROTC Col. Tony LeFevra <a href="mailto:Tony.LeFevra@stjohns.k12.fl.us">Tony.LeFevra@stjohns.k12.fl.us</a> 904) 547-8340</p>	<p><b><u>Creekside High School</u></b> Academy of Emerging Technology Daryl Cullipher <a href="mailto:daryl.cullipher@stjohns.k12.fl.us">daryl.cullipher@stjohns.k12.fl.us</a> (904) 547-7309</p> <p>Academy of Environmental and Urban Planning Daryl Cullipher <a href="mailto:daryl.cullipher@stjohns.k12.fl.us">daryl.cullipher@stjohns.k12.fl.us</a> (904) 547-7309</p>	<p><b><u>Pedro Menendez High School</u></b> Academy of Architectural &amp; Building Sciences Christine Danner <a href="mailto:christine.danner@stjohns.k12.fl.us">christine.danner@stjohns.k12.fl.us</a> (904) 547-8681</p> <p>VyStar Academy of Business and Finance Christine Danner <a href="mailto:christine.danner@stjohns.k12.fl.us">christine.danner@stjohns.k12.fl.us</a> (904) 547-8681</p> <p>Flagler Hospital Academy of Medical and Health Careers Christine Danner <a href="mailto:christine.danner@stjohns.k12.fl.us">christine.danner@stjohns.k12.fl.us</a> (904) 547-8681</p> <p>International Baccalaureate (IB) Vicki Murphy <a href="mailto:vicki.murphy@stjohns.k12.fl.us">vicki.murphy@stjohns.k12.fl.us</a> (904) 547-8660 ext. 25484</p>
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<p><b>Nease High School</b>  Communications Academy  Jaime Combs  <a href="mailto:jaime.combs@stjohns.k12.fl.us">jaime.combs@stjohns.k12.fl.us</a>  (904) 547-8306</p> <p>Academy of Hospitality and Tourism  Jaime Combs  <a href="mailto:jaime.combs@stjohns.k12.fl.us">jaime.combs@stjohns.k12.fl.us</a>  (904) 547-8306International</p> <p>International Baccalaureate (IB)  Missy Kennedy  <a href="mailto:missy.kennedy@stjohns.k12.fl.us">missy.kennedy@stjohns.k12.fl.us</a>  904-547-8309</p> <p>Stellar Academy of Engineering  Jaime Combs  <a href="mailto:jaime.combs@stjohns.k12.fl.us">jaime.combs@stjohns.k12.fl.us</a>  (904) 547-8306</p> <p>Navy ROTC  Captain Scott LaRochelle  <a href="mailto:Scott.LaRochelle@stjohns.k12.fl.us">Scott.LaRochelle@stjohns.k12.fl.us</a>  904-547-8361</p>	<p><b>Ponte Vedra High School</b>  Academy of Biotechnology &amp; Medical Research  Mary Ellen Asplen  <a href="mailto:mariellen.asplen@stjohns.k12.fl.us">mariellen.asplen@stjohns.k12.fl.us</a>  (904) 547-7376</p> <p>Academy of Information Technology  Mary Ellen Asplen  <a href="mailto:mariellen.asplen@stjohns.k12.fl.us">mariellen.asplen@stjohns.k12.fl.us</a>  (904) 547-7376</p> <p>Academy of International Business and Marketing  Mary Ellen Asplen  <a href="mailto:mariellen.asplen@stjohns.k12.fl.us">mariellen.asplen@stjohns.k12.fl.us</a>  (904) 547-7376</p>	<p><b>St. Johns Technical High School</b>  Cynthia Williams  <a href="mailto:Cynthia.Williams@stjohns.k12.fl.us">Cynthia.Williams@stjohns.k12.fl.us</a>  (904) 547-8500</p> <p>Academy of Coastal and Water Resources  Linda Krepp  <a href="mailto:Linda.krepp@stjohns.k12.fl.us">Linda.krepp@stjohns.k12.fl.us</a>  (904) 547-8130</p> <p>Academy of Culinary Arts  Linda Krepp  <a href="mailto:Linda.krepp@stjohns.k12.fl.us">Linda.krepp@stjohns.k12.fl.us</a>  (904) 547-8130</p> <hr/> <p><b>St. Augustine High School</b>  Advanced International Certificate of Education (AICE)  Dena Bechtle  <a href="mailto:dena.bechtle@stjohns.k12.fl.us">dena.bechtle@stjohns.k12.fl.us</a>  (904) 547-8533</p> <p>St. Johns County Academy of Future Teachers  Katie Maltby  <a href="mailto:katie.maltby@stjohns.k12.fl.us">katie.maltby@stjohns.k12.fl.us</a>  (904) 547-8538</p> <p>St. Johns County Aerospace Academy  Katie Maltby  <a href="mailto:katie.maltby@stjohns.k12.fl.us">katie.maltby@stjohns.k12.fl.us</a>  (904) 547-8538</p> <p>St. Johns County Center for the Arts  Jeff Dodd  <a href="mailto:jeff.dodd@stjohns.k12.fl.us">jeff.dodd@stjohns.k12.fl.us</a>  (904) 547-8538</p> <p>Army ROTC  CWO. Anthony Castiglione  <a href="mailto:Anthony.Castiglione@stjohns.k12.fl.us">Anthony.Castiglione@stjohns.k12.fl.us</a>  (904) 547-8526</p>
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**PROGRAMS OF EMPHASIS**

**Definition:** Programs of Emphasis are defined as multi-year, specialized programs that are available to students at their home zone school. Students must apply for a Program of Emphasis and may transfer out of the program only at the end of a semester when credit is awarded (high school). Middle school students may transfer out of the program only at the end of a report card period.

<p><b><u>Fruit Cove Middle School</u></b>          Pre-AP Program          Kelly Jacobson, Principal  <a href="mailto:kelly.jacobson@stjohns.k12.fl.us">kelly.jacobson@stjohns.k12.fl.us</a></p>	<p><b><u>Landrum Middle School</u></b>          The Pre-AP Program          Placement          Ryan Player, Principal  <a href="mailto:ryan.player@stjohns.k12.fl.us">ryan.player@stjohns.k12.fl.us</a>          904-547-8410</p>	<p><b><u>Liberty Pines Academy</u></b>          Pre-AP Program          Traci Hemmingway, Principal  <a href="mailto:traci.hemmingway@stjohns.k12.fl.us">traci.hemmingway@stjohns.k12.fl.us</a></p>
<p><b><u>R.J. Murray Middle School</u></b>          Cambridge Advanced Studies          Program – 6<sup>th</sup>-8<sup>th</sup>          Program affiliated with          Cambridge University          , Principal            904-547-8480            Center for the Arts at          R. J. Murray Middle School          Tom Schwarm, Principal  <a href="mailto:tom.schwarm@stjohns.k12.fl.us">tom.schwarm@stjohns.k12.fl.us</a>          904-547-8480</p>	<p><b><u>Pacetti Bay Middle School</u></b>          (ISP) International Scholars          Programme – an advanced          academic program          Jay Willets, Principal  <a href="mailto:jay.willets@stjohns.k12.fl.us">jay.willets@stjohns.k12.fl.us</a>          904-547-8760</p>	<p><b><u>Gamble Rogers Middle School</u></b>          Advancement Via Individual          Determination (AVID)          Greg Bergamasco, Principal  <a href="mailto:Greg.bergamasco@stjohns.k12.fl.us">Greg.bergamasco@stjohns.k12.fl.us</a></p>
<p><b><u>Sebastian Middle School</u></b>          Academy for College &amp; Career          Educational Success at Sebastian          (ACCESS)          Advancement via Individual          Determination (AVID)          Wayne King, Principal  <a href="mailto:wayne.king@stjohns.k12.fl.us">wayne.king@stjohns.k12.fl.us</a>          904-547-3841</p>	<p><b><u>Switzerland Point Middle School</u></b>          Pre-AP Program Placement          Kirstie Gabaldon, Principal  <a href="mailto:kirstie.gabaldon@stjohns.k12.fl.us">kirstie.gabaldon@stjohns.k12.fl.us</a>          904-547-8623</p>	<p><b><u>Valley Ridge Academy</u></b>          IB-Middle Years Programme-          Candidate School          Sandra McMandon, Principal  <a href="mailto:sandra.mcmandon@stjohns.k12.fl.us">sandra.mcmandon@stjohns.k12.fl.us</a></p>



## SCHEDULING PROCEDURES

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Students are scheduled according to academic criteria for placement, availability of seats, and the logistics created by the scheduling formats of the individual schools. All students will be scheduled into a general academic program. Placement into exploratory / elective course will vary by school. Scheduling decision for these courses will be made through the guidance department at each school.

St. Johns County School District employs teachers certified by the Florida Department of Education. The school administration will decide the instructor for each course section. Students and parents expected to abide by the school's choice of instructor. Course content is consistent in all sections with the same course number description.

Every effort is made to ensure that each child has a schedule that meets the academic needs of the student and also provides some enrichment activities. (FCAT scores, student performance, and diagnostic assessments will be among the criteria used to determine student needs.) On occasion, problems may occur with a student's schedule. Each school has different procedures for rectifying any problems that may occur. Please contact the school's guidance department with any questions.

\*The beginning of the school year is a very busy time for school guidance departments. Patience is appreciated while counselors try to get all students settled into their schedules.



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## PROMOTION AND RETENTION

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Placement, retention and promotion are done strictly according to the St. Johns County Student Progression Plan. The SJCS D Progression Plan is done in accordance with state statute, state board policy and St. Johns County School District Board Rules. The plan can be found on the District website: <http://www.stjohns.k12.fl.us/cs/>.

## STATE GRADING SCALE

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

### HIGH SCHOOL WEIGHTED COURSES - GRADING SCALE

Students taking weighted high school courses should refer to the Student Progression Plan at <http://www.stjohns.k12.fl.us/cs/>

### GRADE POINT AVERAGE (GPA) CALCULATION

The grade point average (GPA) is an important academic measure. Essentially, the GPA is a numerical average of the student's letter grades. The GPA is calculated after each semester, or it may be cumulative for all courses taken by the student. The GPA is calculated on a 4.0 un-weighted scale. On an **un-weighted scale**, letter grades are given the following values:

A= 4, B=3, C=2, D=1, F=0.

### HONOR ROLL

Middle School Honor Roll, as defined by the St. Johns County School District, is comprised of students who earn the grades of A or B for a particular grading period. Students who earn Honor Roll will receive the St. Johns County School District Honor Roll Card.

### PARTICIPATION IN INTERSCHOLASTIC EXTRACURRICULAR STUDENT ACTIVITIES

The term "extracurricular" means any school-authorized or education-related activity occurring **during** or **outside** the regular instructional school day. Interscholastic extracurricular activities in our middle schools are open to students in grades 6, 7, and 8.

In order to participate in an interscholastic extracurricular student activity, a student must earn a 2.0 GPA during each participatory grading period. Each student must also attend school the day of the extracurricular activity to participate. If a student's GPA falls below a 2.0, the student is still considered part of the interscholastic activity/team but is not permitted to participate in practices or competitions until his/her grade point average reaches 2.0 or higher. Participation in supplemental instruction programs is strongly recommended for students affected by this requirement. Out of school suspension forfeits the student's eligibility to play for the next two games. Principals may increase the number of forfeited games at their discretion.

## **ADVANCED COURSE CRITERIA**

### **Grade Forgiveness of High School Credit by Middle School Students [1003.428 \(4\) \(d\) F.S.](#)**

Middle school students who have taken high school courses may receive grade forgiveness if they have earned a grade or the numerical equivalent of a C, D or F. In such cases, the district forgiveness policy must allow the replacement of the grade with a grade or the numerical equivalent of a C or higher, earned subsequently in the same or comparable course. For a grade of A or B, the course and grade cannot be forgiven; it will appear on the student's high school transcript, and will be used in the calculation of high school grade point average and for Bright Futures.

### **Eligibility for Honor Roll in Middle School**

Middle school honor roll, as defined by the St. Johns County School District, is comprised of students who earn the grades of A or B for a particular grading period. Students who earn honor roll may receive the St. Johns County School District Honor Roll Card.

### **Advanced Course Placement Criteria**

The following criteria represent consensus of all middle school and district administrators:

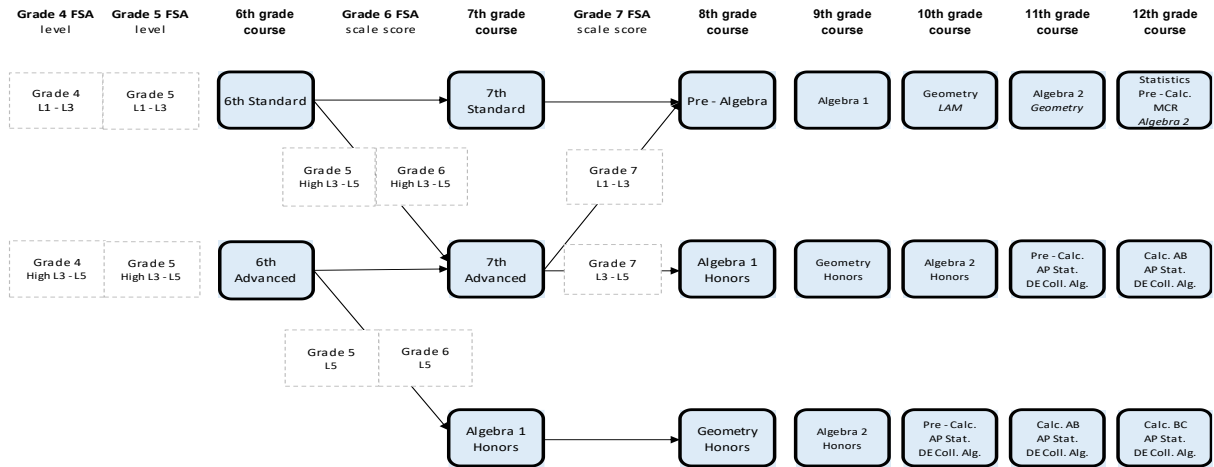
- Grades - A grade of "C" or better in the previous honors or advanced course OR a grade of "A" in the previous standard course OR
  - FSA- Level 4 or 5 in appropriate area and not less than a Level 3 in any area
    - ❖ On Mathematics and reading FSA for placement in honors or advanced mathematics classes.
    - ❖ On Reading FSA for placement in honors or advanced English, social studies, science or foreign language;
- OR**
- In the case of extenuating circumstances, petition may be made on a case-by-case basis to the principal (or designee) for review of criteria to ensure proper course placement.

### **Middle School Mathematics Placement Criteria**

It is important to understand the content of advanced math courses when considering acceleration by "skipping" 7<sup>th</sup> grade math advanced before taking Algebra I Honors. The 6<sup>th</sup> grade math advanced course is an accelerated course; it contains all the 6<sup>th</sup> grade standards and half the 7<sup>th</sup> grade standards. Similarly, the 7<sup>th</sup> grade math advanced course is an accelerated course and contains the remaining half of the 7<sup>th</sup> grade standards and all the 8<sup>th</sup> grade math advanced standards. If a student "skips" the 7<sup>th</sup> grade advanced course there are topics that are not taught again, but are a foundation for both algebra I and geometry. Therefore students given the opportunity to choose this progression will be given district developed supplemental summer work on the algebraic content to be completed before entering Algebra I Honors.

Specific math placement criteria were developed to aid in the math progression in middle school and are shown in the math course progression chart that follows.

## SJCS Middle School Math Progression



Performance on the placement test, summer work, FSA scores and teacher recommendation may be considered in student placement. Student placement is at the discretion of the principal. Consistent with school board rules and in accordance with state statute [\[1012.28 \(5\) F.S.\]](#), the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

### ***Assessment, Instructional Support, and Progress Monitoring***

In all middle school courses that do not have a state assessment, students will take a district/teacher-made midterm and it will count as 10% of the first semester grade and a district final exam that will be 10% of the second semester grade. The district assessment calendar is available at <http://www.stjohns.k12.fl.us/planning/>.

#### **State Assessments** [1008.25\(2\)\(b\)1 F.S.](#), [1008.22 F.S.](#)

Participation in the statewide testing program, which consists of the FSA, State End-of Course (EOC) assessments and alternate assessments, is mandatory for all K-12 students attending public schools. The assessment of reading shall be administered annually in grades 3-10 and includes writing in grades 4-10, math in grades 4-10, and science in grades 5 and 8.

Middle school students take the state End-of Course (EOC) assessment in Civics and it will be 30% of the final grade in the course. Middle school students taking algebra I, geometry, biology or U.S. history must take the EOC and it will be 30% of the final grade in the course. The requirement that a middle grade student enrolled in Algebra I, Geometry or Algebra II must have the EOC assessment results constitute 30% of the final course grade is not applicable for the 2014-2015 school year only. These students are not required to take the corresponding standard subject and grade-level FS assessment ([SB 7031-2014](#)). Passing the Algebra I EOC is a graduation requirement. Students with disabilities may qualify for an EOC waiver



## Art - Visual Arts

### **0101005 M/J Exploring Two-Dimensional Art**

Term: 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 application of 21st-century skills. This course incorporates hands-on activities and consumption of art materials.

### **0101100 M/J Visual Art 1**

Term: Semester

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

### **0101110 M/J Visual Art 2**

Term: Semester

Students investigate contemporary and historical art themes using 2D and 3D media, skills and techniques; while engaging in the art production process within a studio arts environment. Projects may include but are not limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Students create new meaning from various media formats, and communicate artistic ideas through the intentional use

of the elements of art within their work. Students interpret meaning in their artwork and the artwork of others through discussion, on various artistic concepts, viewpoints, and themes; drawing their own conclusions and employing this knowledge both expressively and technically.

### **0101120 M/J Visual Art 3**

Term: Semester

Students use 2-D and 3-D media, skills & techniques toward a desired project outcome within a studio art environment through the exploration of contemporary or historical art viewpoints.

### **0101010 M/J Two-Dimensional Studio Art 1**

Term: Year

Students explore media and techniques used to create a variety of 2-D artworks in drawing, painting, printmaking, and collage. Students practice, sketch, and manipulate the structural elements of art. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

### **0101020 M/J Two-Dimensional Studio Art 2**

Term: Year

Students refine techniques used to create a variety of two-dimensional (2-D) artworks in drawing, painting, printmaking, and collage. Investigation of artworks from Western and non-Western cultures helps students to expand their understanding and appreciation of the role of art in global culture. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

### **0101026 M/J Two-Dimensional Studio Art 3**

Term: Year

Students extend to an advanced level techniques used to create a variety of 2-D artworks through developing skills in drawing, painting, printmaking, and collage. Students manipulate the structural elements of art to promote creative risk-taking in 2-D artwork. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

### **0101035 M/J Exploring Three-Dimensional Art**

Term: Semester

Students learn to translate their two-dimensional skills into 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. These student

artists develop perceptual, creative, technical, and problem-solving skills in a sculptural context. Students focus on safety procedures for process, media, and techniques. This course incorporates hands-on activities and consumption of art materials.

#### **0101040 M/J Three Dimensional Studio Art 1**

Term: Year

Students begin an exploration of the structural elements of art used when creating 3-D forms. Additive and subtractive processes are used to manipulate and construct sculptural or ceramic forms in media that may include, but are not limited to clay, wood, plaster, found objects, and paper maché, with consideration of the workability, durability, cost, and toxicity of the media used. Student artists examine the effects of attention to detail, size, position, overlapping, visual pattern, and texture, and these considerations will be reflected in the surface and structural qualities of completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

#### **0101060 M/J Three-Dimensional Studio Art 3**

Term: Year

Students make creative use of a set of combined relationships with innovative treatment of space to produce utilitarian forms or aesthetic structures. Student artists may work in, but are not confined to, content in green or environmental design, sculpture, ceramics, or installation art, creating maquettes, casting, and carving. Students in the 3-D art studio focus on safety procedures for process, media, and techniques. This course incorporates hands-on activities and consumption of art materials.

#### **0100060 M/J Introduction to Art History**

Term: Semester

Students take an inquiry-based approach to exploring, researching, and analyzing works of art across time and cultures. Through the study of art exemplars and project-based activities, students learn to identify the functions, forms, media, styles of art, cultural ideas, and themes related to a variety of time periods and geographical places, and will express their own interpretations in a variety of ways. The course lays a foundation for the art criticism process, examining and comparing how artists have solved visual problems and made meaning across time, place, and culture. Career options related to art history and criticism are also explored. This course incorporates hands-on activities and consumption of art materials.

#### **0100070 M/J Art in World Cultures**

Term: Semester

Students explore art from around the world through

project-based activities. Based on directed investigation, students reinterpret selected forms to promote understanding of themes, purposes, symbolism, and traditional formal characteristics. Students compare various cultural responses in art to universal themes, gaining respect for diverse perspectives and the rich heritage shared by cultures from around the world. This course incorporates hands-on activities and consumption of art materials.

#### **0102040 M/J Creative Photography 1**

Students explore the aesthetic foundations of art using beginning photography techniques. This course may include color and/or black and white photography via digital media and/or traditional photography. Processes and techniques for image capture and printing may include handcrafted pinhole cameras, hand tinting photographs, mixed media, photo collage, cross-processing, emerging technologies and new media. Content covers the basic mechanics of a camera, compositional foundations, printing images, and evaluating a successful print. Student photographers use art criticism to evaluate, explain, and measure artistic growth in personal or group works.

## **Career and Professional Education**

#### **0200000 Computer Science Discoveries**

Term: Year

This course introduces students to computer science as a vehicle for problem solving, communication, and personal expression. It focuses on the visible aspects of computing and computer science and encourages students to see where computer science exists around them and how they can engage with it as a tool for exploration and expression. Centering on the immediately observable and personally applicable elements of computer science, the course asks students to look outward and explore the impact of computer science on society. Students should see how a thorough student-centered design process produces a better application, how data is used to address problems that affect large numbers of people, and how physical computing with circuit boards allows computers to collect, input and return output in a variety of ways.

#### **0200010 Computer Science Discoveries 1**

Term: Semester

This course introduces students to computer science as a vehicle for problem solving, communication, and

personal expression. It focuses on the visible aspects of computing and computer science and encourages students to see where computer science exists around them and how they can engage with it as a tool for exploration and expression.

### **0200020 Computer Science Discoveries 2**

Term: Semester

This course introduces students to computer science as a vehicle for problem solving, communication, and personal expression. It focuses on the visible aspects of computing and computer science and encourages students to see where computer science exists around them and how they can engage with it as a tool for exploration and expression. Centering on the immediately observable and personally applicable elements of computer science, the course asks students to look outward and explore the impact of computer science on society. Students should see how a thorough student-centered design process produces a better application, how data is used to address problems that affect large numbers of people, and how physical computing with circuit boards allows computers to collect, input and return output in a variety of ways.

### **0500000 M/J Personal, Career and School Development Skills 1**

Term: Semester

This course provides students who have been designated as at-risk of dropping out of middle school with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community.

### **0500010 M/J Personal, Career and School Development Skills 2**

Term: Semester

This course provides students who have been designated as at-risk of dropping out of middle school with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community.

### **0500020 M/J Personal, Career and School Development Skills 3**

Term: Semester

The purpose of this course is to provide students who have been designated as at-risk of dropping out of middle school with varied experiences in continuing to achieve success in school, personal growth through individual and group processes, and improved attitudes and behaviors towards learning, self, school and community.

### **1700060 Career Exploration and Decision Making**

Term: Semester

The purpose of this course is to enable students to explore careers/career clusters and make informed career choices. Activities enable students to increase self-awareness and develop the skills needed to successfully plan for postsecondary education and the workplace.

### **7801010 Access Visual and Performing Arts: 6-8**

Term: Semester

The purpose of this course is to provide ESE students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

### **8021400 Fundamentals of Agriculture, Food and Natural Resource Services**

Term: Yearlong

This course is designed to develop competencies in the area of agriculture service. This includes: the global impact of agrivusiness, communications, landscaping, food science, floral design, companion animal care, as well leadership skills. Laboratory-based activities are an integral part of this course. These include safe use and application of appropriate technology, scientific testing and observation equipment.

### **8100120 Introduction to Agriscience**

Term: Semester

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

### **8260400 Fundamentals of Telecommunications**

Term: Semester

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in Telecommunications.

### **8600010 M/J Introduction to Technology**

Term: Semester

The purpose of this course is to give students an introduction to the areas of technology and to introduce students to the design and problem solving



processes using manipulative skills cooperatively with others in team activities.

### **8600020 M/J Exploring Technology**

Term: Semester

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

### **8600050 Exploration of Aerospace Technology**

Term: Semester

The purpose of this course is to give students an opportunity to explore the area of aerospace technology and its associated careers. Students will be given the opportunity to solve technological problems using a variety of tools, materials, processes and systems while gaining an understanding of the effects of aerospace technology on our everyday lives.

### **8600060 Exploration of Engineering Technology**

Term: Semester

The purpose of this program is to provide students with a foundation of knowledge and technically oriented experiences in the study of the applications of technology and its effect upon our lives and the choosing of an occupation. The content and activities will also include the study of safety, and leadership skills. This program focuses on transferable skills and stresses understanding and demonstration of the technological tools, machines, instruments, materials, processes and systems in business and industry.

### **8600070 Exploration of Robotics Technology**

Term: Semester

The purpose of this program is to provide students with a foundation of knowledge and technically oriented experiences in the study of the applications of technology and its effect upon our lives and the choosing of an occupation. The content and activities will also include the study of safety, and leadership skills. This program focuses on transferable skills and stresses understanding and demonstration of the technological tools, machines, instruments, materials, processes and systems in business and industry.

### **8600094 Exploration of Green Construction and Architecture**

Term: Semester

The purpose of this course is to give students an opportunity to explore the area of green construction and architecture technology and its associated careers. Students will be given the opportunity to solve technological problems using a variety of tools, materials, processes and systems while gaining an

understanding of the effects of green construction and architecture technology on our everyday lives.

## **Computer Education**

### **8207310 Digital Information Technology**

Term: Yearlong

This course is designed to provide an introduction to information technology concepts. Industry Certification in Microsoft Office may be earned upon completion of the course, along with one high school credit.

### **8209350 Introduction to Arts/AV Technology and Communication**

Term: Semester

This course is designed to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Arts, A/V Technology & Communication career cluster. The content includes but is not limited to technology literacy, importance of Arts and AV, the role of science, math, reading, w, history, and technology in Arts and AV, and Digital Media. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures.



### **8200520 M/J Computer Applications in Business 1**

Term: Semester

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business, Management, and Administration career cluster. The content includes but is not limited to instruction in intermediate keyboarding, intermediate word processing, intermediate electronic presentation, intermediate internet, introductory spreadsheet, and soft skills for business applications. These competencies provide

the skills necessary to ensure increased productivity and efficient utilization of equipment.

### **8200210 M/J Computer Applications in Business 2**

Term: Semester

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business, Management, and Administration career cluster. The content includes but is not limited to instruction in advanced keyboarding, advanced word processing, advanced hardware, advanced internet, intermediate spreadsheet, introductory digital design, and soft skills for business applications. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.

### **8200220 Computer Applications in Business 1 and Career Planning**

Term: Semester

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business, Management, and Administration career cluster. The content includes but is not limited to instruction in intermediate keyboarding, intermediate word processing, intermediate electronic presentation, intermediate computer hardware, intermediate internet, introductory spreadsheet, and soft skills for business applications.

### **8600250 M/J Exploration of Energy and Power Technology**

Term: Semester

The purpose of this course is to give students an opportunity to explore the area of power and energy technology and its associated careers. Students will be given the opportunity to solve technological problems using a variety of tools, materials, processes and systems while gaining an understanding of the effects of power and energy technology on our everyday lives.

### **9009110 Information & Communications Technology (ICT) Essentials 1**

Term: Year

The purpose of this course is to provide students with the computer, digital, and information technology skills necessary for success in their future academic and occupational goals. In addition to fundamental computer information, the content includes but is not limited to digital technologies associated with web development, multimedia, word processing, spreadsheet, database, Internet communications, cybersecurity, and computer programming. Instruction

and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

### **9009120 Information & Communications Technology (ICT) Essentials 2**

Term: Year

This course builds on the previous course and provides greater depth and more complex concepts and the skills/knowledge to master these concepts. Students will be provided opportunities to extend their skills with various software applications by creating more complex documents and using more complex functions. Students will also be exposed to structured programming and the creation of a more complex computer program. For the programming instruction, the use of Alice from Carnegie Mellon University is encouraged as it is a highly engaging program, includes instructional materials, and is available at no cost.

### **9009130 Information & Communications Technology (ICT) Essentials 3**

Term: Year

This course builds on the previous two courses and provides greater depth and more complex concepts and the skills/knowledge to master these concepts. In addition to working with network concepts, students will be provided opportunities to further extend their skills with various software applications by creating more complex documents and using more complex functions and technologies. Students will continue their exposure to computer programming and the creation of more complex computer programs. For the programming instruction, the use of Alice from Carnegie Mellon University is encouraged as it is a highly engaging program, includes instructional materials, and is available at no cost.

### **9260350 Introduction to Manufacturing and Career Planning**

Prerequisite: None

Term: Semester

Beginning with a broad overview of the manufacturing career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the manufacturing career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills.

## **Dance**



**0300000 M/J Dance 1**

The purpose of this course is to enable students to develop fundamental knowledge and skills in two or more dance styles, recognize choreographic processes, enhance aesthetic awareness and make connections between dance and other subject areas.  
Term: Semester (Nine week at LP)

**0300010 M/J Dance 2**

The purpose of this course is to enable students to increase fundamental knowledge and skills in two or more dance styles, apply choreographic processes, enhance aesthetic awareness and make connections between dance and other subject areas.  
Term: Yearlong (Nine week at LP)

**0300020 M/J Dance 3**

The purpose of this course is to enable students to develop basic knowledge and skills in three or more dance styles, apply and assess choreographic processes, increase aesthetic awareness and make connections between dance and other subject areas.  
Term: Yearlong

**0300030 M/J Dance 4**

The purpose of this course is to enable students to increase basic knowledge and skills in three or more dance styles, apply and assess choreographic processes, increase aesthetic awareness and make connections between dance and other subject areas.  
Term: Yearlong

## Drama – Theatre Arts

**0400000 M/J Theatre 1**

The purpose of this course is to enable students to develop fundamental knowledge and skills in the elements of theatre arts.  
Term: Semester

**0400010 M/J Theatre 2**

The purpose of this course is to enable students to increase fundamental knowledge and skills in the elements of theatre arts, with an emphasis on performance.  
Term: Yearlong/Semester

**0400020 M/J Theatre 3**

The purpose of this course is to enable students to develop basic knowledge and skills in the elements of theatre arts, with an emphasis on design and



technical elements.

Term: Yearlong

**0400035 M/J Basic Theatre (MC)**

Students learn the basics of theatre arts by exploring a character through such activities as pantomime, improvisation and effective speaking using articulation, projection and breathing. Students also explore elements of technical theatre by exploring the use of such elements as costumes, props and scenery. Students practice writing for the theatre and explore various theatre roles and functions. Public performances may serve as a culmination of specific instructional goals.

Term: Semester

**0400040 M/J Acting 1**

Through simple scripted scenes, performance projects, and/or practical application, students learn to identify what makes performances believable and explore the tools used to create, articulate, and execute them.

Term: Semester (7<sup>th</sup> grade)

**0400045 M/J Acting 2**

Students with previous experience students will continue to build skills and knowledge in acting through analysis, discussion, and classroom performance.

Term: Semester

**0400110 M/J Technical Theatre: Design and Production**

The purpose of this course is to enable students to develop fundamental skills in stagecraft and apply them through practical experiences.

Term: Year

**0400200 M/J Musical Theatre 1**

Student's coursework focuses on basic acting, basic vocal performance, basic dance/movement, non-dance movement, and staging, which transfer readily to musical theatre literature. Students will survey the current trends in musical theatre. Students will explore the unique staging and technical demands of musicals. 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.

Term: Year

## Exceptional Student Education

**7800010 Therapeutic Instructional Support**

The purpose of this course is to provide instructional support for students with disabilities who require

counseling and mental health treatment in either individual or small group settings in order to achieve the Annual Goals and Short-Term Objectives or Benchmarks specified in each student's Individual Educational Plan (IEP).

**7813030 Music 6-8**

The purpose of this course is to enable students with disabilities to develop an awareness and appreciation for music.

**7815010 Physical Education: 6-8**

The purpose of this course is to provide opportunities for students with disabilities to develop motor skills and to participate in various physical activities that may be modified to meet individual needs.

Term: Yearlong

**7820020 Health: 6-8**

The purpose of this course is to provide a general knowledge of the concepts of health to enable students with disabilities to function at their highest levels, participate effectively in the community and prepare for a career.

Term: Semester

**7821030 Career Education: 6-8**

The purpose of this course is to develop the knowledge and skills to enable students with disabilities to design and begin to implement personal plans for achieving their desired post-school outcomes.

Term: Semester

**785502 Hospital & Homebound Instructional Services: 6-8**

The purpose of this course is to enable the student with disabilities to acquire skills when served in a hospital or homebound setting, in order to achieve the Annual Goals and Short-Term Objectives or Benchmarks specified in each student's Individual Educational Plan (IEP)

**7863000 Social Personal: 6-8**The purpose of this course is to provide instruction related to environmental, interpersonal and task-related behavior of students with disabilities.

**7863010 Unique Skills: 6-8**

Part 1 The purpose of this course is to enable students with disabilities to acquire skills that are needed to achieve the maximum level of independent functioning.

Term: Yearlong/Semester

**7863060 Orientation and Mobility: 6-8**

The purpose of this course is to provide instruction in skills involving orientation and mobility. Orientation is the collection and organization of information concerning the environment and one's relationship to it. Mobility is the ability to move efficiently within that environment.

**7863080 Unique Skills Vision: 6-8**

The purpose of this course is to provide instruction for students who have visual impairments which affect their ability to function in the home, community or educational setting.

Term: Yearlong/Semester

**7863090 Learning Strategies: 6-8**

The purpose of this course is to provide instruction that enables students with disabilities to acquire and use strategies and skills to enhance their independence as learners in educational and community settings.

Term: Semester



**7866030 Speech Therapy: 6-8**

The purpose of this course is to provide students exhibiting communication disorders that negatively impact their ability to benefit from the educational process appropriate instruction in the communication skills necessary for academic learning, social interaction and vocational success.

**7866040 Language Therapy: 6-8**

The purpose of this course is to provide students exhibiting language disorders that negatively impact their ability to benefit from the educational process appropriate instruction in language skills, both oral and written, necessary for academic learning

**7866050 Occupational Therapy: 6-8**

The purpose of this course is to provide instruction to students with disabilities whose physical, motor or neurological deficits result in significant dysfunction in daily living or academic learning skills to the extent that they require adaptation of the school environment or curriculum in order to benefit from an educational program.

**7866070 Physical Therapy: 6-8**

The purpose of this course is to provide instruction to students with disabilities who have physically disabling conditions, including sensor motor or neuromuscular deficits that substantially limit one or more major life activities and require adaptation of the

school environment or curriculum in order to benefit from an educational program.

### **7812015 Access M/J Grade 6 Mathematics**

The purpose of this course is to provide instruction in mathematics concepts and procedures to enable students with disabilities to function at their highest levels, participate effectively in the community and prepare for a career.

Term: Yearlong



### **7812020 Access M/J Grade 7 Mathematics**

The purpose of this course is to provide instruction in mathematics concepts and procedures to enable students with disabilities to function at their highest levels, participate effectively in the community and prepare for a career.

Term: Yearlong

### **7812030 Access M/J Grade 8**

The purpose of this course is to provide instruction in mathematics concepts and procedures to enable students with disabilities to function at their highest levels, participate effectively in the community and prepare for a career.

Term: Yearlong

### **7820015 Access M/J Comprehensive Science 1**

The purpose of this course is to provide instruction in science concepts and procedures to enable students with disabilities to function at their highest levels, participate effectively in the community and prepare for a career.

Term: Yearlong

### **7820016 Access M/J Comprehensive Science 2**

The purpose of this course is to provide instruction in science concepts and procedures to enable students with disabilities to function at their highest levels, participate effectively in the community and prepare for a career. This course is a continuation of M/J Science I.

Term: Yearlong

### **7820017 Access M/J Comprehensive Science 3**

The purpose of this course is to provide instruction in science concepts and procedures to enable students with disabilities to function at their highest levels, participate effectively in the community and prepare for a career.

This course is a continuation of M/J Science 2.

Term: Yearlong

### **7855030 Academic Skills 6-8**

The purpose of this course is to provide a reporting mechanism for schools which offers instruction in programs for students with disabilities. This course may be used instead of the individual subject area courses.

Term: Yearlong

## **Foreign Languages**

### **0704000 M/J American Sign Language Beginning**

This course introduces students to the target language and its culture. Students will learn beginning receptive and expressive signing skills and be introduced to culture, connections, comparisons, and communities during this one-year course.

Term: Yearlong

### **0708000 M/J Spanish, Beginning**

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.

Term: Semester

### **0708010 M/J Spanish, Intermediate**

The purpose of this course is to enable students to continue 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.

Term: Semester

### **0708020 M/J Advanced Spanish**

M/J Spanish Advanced is a continuation of M/J Intermediate Spanish. Students apply their knowledge of the language and its culture. Students will be able to engage in listening and speaking activities, and demonstrate understanding of reading and writing selections on familiar topics. Culture, connections, comparisons, and communities are included in this course.

Term: Yearlong

### **0708100 M/J Exploratory Spanish**

The purpose of M/J Exploratory Spanish is to provide opportunities for exposure and self-development through the study of Spanish language and culture with content that includes exploration of basic Spanish language principles, cultural concepts related to the Spanish-speaking world, and comparisons between the students' own language and culture and that of Spanish-speaking countries. This course is an effective introduction to M/J Beginning Spanish.

Term: Semester

### **0708340 Spanish 1**

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.

Term: Yearlong

### **0708532 Pre-AICE Spanish 1**

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.

Term: Yearlong

### **070880 Florida's Preinternational Baccalaureate Spanish 1**

**Term: Yearlong**

With the purpose to prepare students for the International Baccalaureate Diploma Programme, Florida's Pre-IB Spanish 1 introduces students to the target language and its culture through all 3 modes of communication and cross-cultural understanding with an emphasis on both proficient communication and an introduction to reading and writing.

## **Health**

### **0800000 M/J Health 1**

This course covers multiple health topics including: heredity's influence on health, adolescent health concerns, appropriate health care to promote personal health, personal goal setting.

## **Language Arts**

### **1001010 M/J Language Arts 1**

Basic Assumptions for Language Arts Education: Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences. Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies. Learning tasks and materials accommodate the individual needs of students. Technology is available for students to develop competencies in the language arts.

Term: Yearlong

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

Basic Assumptions for Language Arts Education: Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences. Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies. Learning tasks and materials accommodate the individual needs of students. Technology is available for students to develop competencies in the language arts.

Term: Yearlong

### **1001025 M/J English 1 Cambridge Lower Secondary**

6th Grade Pre-AICE (Checkpoint) English Lang. Arts Cambridge Secondary I English provides a challenging and comprehensive set of learning objectives for English that detail what learners should know and be able to do in each year. Each stage in the sequence includes the strands of phonics, spelling and vocabulary, grammar and punctuation, reading, writing, and speaking and listening which are aimed at preparing students for success in the next grade level.

Term: Yearlong

### **1001055 M/J English 2 Cambridge Lower Secondary**

7th Grade Pre-AICE (Checkpoint) English Lang. Arts Cambridge Secondary II English provides a challenging and comprehensive set of learning objectives for English that detail what learners should know and be able to do in each year. Each stage in the sequence includes the strands of phonics, spelling and vocabulary, grammar and punctuation, reading, writing, and speaking and listening which are aimed at preparing students for success in the next grade level.

Term: Yearlong

**1001085 M/J English 3 Cambridge Lower Secondary**

8th Grade Pre-AICE (Checkpoint) English Lang. Arts Cambridge Secondary III English provides a challenging and comprehensive set of learning objectives for English that detail what learners should know and be able to do in each year. Each stage in the sequence includes the strands of phonics, spelling and vocabulary, grammar and punctuation, reading, writing, and speaking and listening which are aimed at preparing students for success in the next grade level.

Term: Yearlong

**1001040 M/J Language Arts 2**

Basic Assumptions for Language Arts Education: Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences. Technology is available for students to develop competencies in the language arts.

Term: Yearlong

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

Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences. Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies. Learning tasks and materials accommodate the individual needs of students. Technology is available for students to develop competencies in the language arts.

Term: Yearlong

**1001070 M/J Language Arts 3**

Basic Assumptions for Language Arts Education: Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences. Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies. Learning tasks and materials accommodate the individual needs of students. Technology is available for students to develop competencies in the language arts.

Term: Yearlong

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

Basic Assumptions for Language Arts Education: Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences. Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies. Learning tasks and materials accommodate the individual needs of students. Technology is available for students to develop competencies in the language arts.

Term: Yearlong

**1002000 M/J Language Arts 1 Through ESOL**

Basic Assumptions for Language Arts Education: Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences. Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies. Learning tasks and materials accommodate the individual needs of students. Technology is available for students to develop competencies in the language arts.

Term: Yearlong

**1002010 M/J Language Arts 2 Through ESOL**

Basic Assumptions for Language Arts Education: Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences. Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies. Learning tasks and materials accommodate the individual needs of students. Technology is available for students to develop competencies in the language arts.

Term: Yearlong

**1002020 M/J Language Arts 3 through ESOL**

Basic Assumptions for Language Arts Education: Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences. Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to

the next, increases should occur in the complexity of materials and tasks and in The students' independence in the application of skills and strategies. Learning tasks and materials accommodate the individual needs of students. Technology is available for students to develop competencies in the language arts.  
Term: Yearlong

### **1006000 M/J Journalism 1**

The purpose of this course is to enable students to develop basic skills in the production of print or electronic journalistic media.  
Term: Yearlong

### **1006010 M/J Journalism 2**

The purpose of this course is to enable students to develop intermediate-level skills in the production of print or electronic journalistic media.  
Term: Semester

### **1008010 M/J Reading 1**

The purpose of this course is to increase reading fluency and endurance through integrated experiences in the language arts. This course incorporates reading and analysis of literary and informational selections to develop critical and close reading skills. At the end of 6th grade students are expected to read and comprehend texts in the 6-8 grade complexity band proficiently and read texts at the high end of the band with support. Students enrolled in the course should be consistently challenged with increasingly complex text.  
Term: Yearlong

### **1008020 Advanced Reading**

The purpose of this course is to enable students to develop and strengthen advanced reading skills through integrated experiences in the language arts strands. Emphasis will be on inference, application, synthesis and analysis of content from varied texts.  
Term: Yearlong/Semester

### **1008040 M/J Reading 2**

The purpose of this course is to develop and strengthen reading through the integration of reading, writing, listening, speaking, viewing and critical thinking.  
Term: Yearlong/Semester



### **1008050 M/J Reading 2 Advanced**

The purpose of this course is to enable students to develop and strengthen advanced reading skills through integrated experiences in the language arts strands. Emphasis will be on inference, application, synthesis and analysis, plus the evaluation of content

from varied texts.  
Term: Yearlong/Semester

### **1008070 M/J Reading 3**

The purpose of this course is to develop and strengthen reading through the integration of reading, writing, listening, speaking, viewing and critical thinking.  
Term: Yearlong/Semester

### **1008080 Advanced Reading 3**

The purpose of this course is to enable students to develop and strengthen advanced reading skills through integrated experiences in the language arts strands. Emphasis will be on inference, application, analysis, evaluation, and synthesis of content from varied texts.  
Term: Yearlong/Semester

### **1000010 M/J Intensive Reading**

The purpose of this course is to provide instruction that enables students to develop and strengthen reading skills and develop independent reading habits.  
Term: Yearlong/Semester

### **1000020 M/J Intensive Reading and Career Planning**

Students entering the middle grades who are not reading on grade level have a variety of reading intervention needs.  
\*Must be paired with a second semester of M/J Intensive Reading  
Term: Yearlong/Semester

### **1000000 Intensive Language Arts**

The purpose of this course is to implement a combination of research-based programs and strategies that have been proven successful in accelerating the development of reading and writing skills in older struggling readers.  
Term: Yearlong

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

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

### **1009030 M/J Writing 1**

The purpose of this course is to enable students to develop and use developmental writing and language skills in a variety of writing formats for argumentative, informative, and literary analysis purposes to ensure preparation for college and career readiness.



Term: Yearlong (6<sup>th</sup> grade course for level 1s & 2s to block with Language Arts I to provide more time for reading & writing instruction)

### **1009040**

The purpose of this course is to enable students to develop and use developmental writing and language skills in a variety of writing formats for argumentative, informative, and literary analysis purposes to ensure preparation for college and career readiness.

Term: Yearlong (7<sup>th</sup> grade course for level 1s & 2s to block with Language Arts I to provide more time for reading & writing instruction)

### **1009050 M/J Writing 3**

The purpose of this course is to develop and use writing and language skills in a variety of writing formats for expository, argumentative, informative, and literary analysis purposes to ensure writing preparation for college and career readiness.

Term: Yearlong (8<sup>th</sup> grade course for level 1s & 2s to block with Language Arts I to provide more time for reading & writing instruction)

## **Library Media**

### **1100000 M/J Library Skills/Information Literacy (MC)**

The purpose of this course is to provide instruction in the production of non-print media.

Term: Semester

## **Mathematics**

### **1204000 M/J Intensive Mathematics (MC)**

The purpose of this course is to enable students to develop mathematics skills and concepts through remedial instruction and practice.

The content should include mathematics content that has been identified by screening and individual diagnosis of each student's need for remedial instruction as specified in his/her progress monitoring intervention plan.

Term: Yearlong

### **1205010 M/J Grade 6 Mathematics**

The purpose of this course is to focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and

equations; (4) developing understanding of statistical thinking.

Term: Yearlong

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

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

Term: Yearlong

### **1205040 M/J Grade 7 Mathematics**

The purpose of this course is to focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Term: Yearlong

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

The purpose of this course is to focus on five critical areas: (1) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; (2) drawing inferences about populations based on samples; (3) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (4) grasping the concept of a function and using functions to describe quantitative relationships; and (5) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Term: Yearlong

### **1205070 M/J Grade 8 Pre-Algebra**

The purpose of this course is to focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an

association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Term: Yearlong

### **1200320 Algebra 1 Honors**

This course is a rigorous study designed for the student who excels in both ability and performance in mathematics. The critical areas of this course deepen and extend understanding of the number system and of linear and exponential relationships by contrasting them with each other and by applying linear models to statistical data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The standards for these critical areas fall into three reporting categories: Algebra and Modeling; Functions and Modeling, and; Statistics and the Number System. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of real-world scenarios. Students must participate in the End-of-Course examination.

Term: Yearlong

### **1206320 Geometry Honors**

This course is designed for the student who excels in both ability and performance in college preparatory mathematics. This is a rigorous study in which students will explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The standards for this course fall into three critical areas (reporting categories):

Congruence, Similarity, Right Triangles and Trigonometry; Circles, Geometric Measurement and Geometric Properties with Equations, and; Modeling with Geometry. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of real-world scenarios. Extensive out-of-class preparation is required. This course emphasizes the relationship between Algebra and Geometry in preparation for Algebra 2 Honors.

Term: Yearlong

## **Music**

### **1301090 Course Title: M/J Music Appreciation I**

The purpose of this course is to provide the knowledge needed to develop the skills necessary for musical discrimination. The content should include, but not be limited to the following: -development of aural skills-knowledge of varied musical styles-appropriate vocabulary

Term: Semester

### **1301060 Course Title: M/J Guitar 1**

The purpose of this course is to enable students with little or no experience to develop basic guitar skills and knowledge, including simple and full-strum chords, strumming patterns, playing/singing simple melodies, foundational music theory, parts of the guitar, and ensemble 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. Term: Yearlong

### **1301070 Course Title: M/J Guitar 2**

The purpose of this course is to enable students with previous experience to expand basic guitar skills and knowledge, adding simple and full-strum chords, barre and power chords, and strumming patterns; adding more complex lead sheets and 1st-position chromatics; and building ensemble skills. Guitarists transfer between tablature and standard notation, study the work of significant musicians, and explore electric guitars, basses, and amplifiers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Term: Yearlong

### **1301070 Course Title: M/J Guitar 3**

The purpose of the course is to enable students with previous experience to strengthen their guitar skills and knowledge, review barre and power chords; add strumming and finger-picking patterns; playing in 5th position; working with major scales; and building ensemble skills. Guitarists expand their tablature and standard-notation reading skills, add to their knowledge of significant musicians, and explore electric guitars, basses, and amplifiers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support,

extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Term: Yearlong

### **1302000 M/J Band 1**

The purpose of this course is to enable students to develop fundamental skills on wind or percussion instruments through the refinement and performance of middle/junior high band literature.

Term: Yearlong

### **1302010 M/J Band 2**

The purpose of this course is to enable students to develop basic skills on wind or percussion instruments through the refinement and performance of middle/junior high band literature.

Term: Yearlong

### **1302020 M/J Band 3**

The purpose of this course is to enable students to develop intermediate-level skills on wind or percussion instruments through the refinement and performance of middle/junior high band literature.

Term: Yearlong

### **1302030 M/J Band 4**

The purpose of this course is to enable students to develop proficient skills on wind or percussion instruments through the refinement and performance of middle/junior high band literature.

Term: Yearlong



### **1302040 M/J Orchestra 1**

The purpose of this course is to enable students to develop fundamental skills on string or other orchestral instruments through the refinement and performance of middle/junior high orchestra.

Term: Yearlong

### **1302080 M/J Instrumental Techniques 1**

The purpose of this course is to allow students with little or no instrumental experience to develop musicianship, technical proficiency, and performance skills. Beginning musicians focus on development of skills and techniques through scales, etudes, and solo literature. Yearlong

### **1302110 M/J Instrumental Ensemble 1**

The purpose of this course is to allow students with little or no instrumental ensemble experience develop musicianship and performance skills as they study,

rehearse, and perform high-quality ensemble literature in diverse styles. Yearlong

### **1302120 M/J Instrumental Ensemble 2**

Students with previous instrumental ensemble experience build musicianship and performance skills through the study, rehearsal, and performance of high-quality ensemble literature. Student musicians self-assess and collaborate as they study musical styles and time periods. 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. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase).

Term: Yearlong

### **1302142 M/J Band III and Career Planning**

The purpose of this course is to enable students to develop basic skills on wind or percussion instruments through the refinement and performance of middle/junior high band literature. It is also designed to assist students in exploring careers in music and to make tentative decisions about his or her career plan for the future.

Term: Yearlong

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

The purpose of this course is to enable students to develop fundamental vocal musicianship, technical skills and aesthetic awareness through the study and performance of varied middle/junior high choral literature.

Term: Semester

### **1303010 M/J Chorus 2**

The purpose of this course is to enable students to develop basic vocal musicianship, technical skills and aesthetic awareness through the study and performance of varied middle/junior high choral literature.

Term: Yearlong

### **1303020 M/J Chorus 3**

The purpose of this course is to enable students to develop intermediate-level vocal musicianship, technical skills and aesthetic awareness through the study and performance of varied middle/junior high choral literature.

Term: Yearlong

### **1303100 M/J Vocal Ensemble**

The purpose of this course is to enable students to develop fundamental performance techniques in a small ensemble setting using varied middle/junior high

choral literature. Emphasis will be placed on healthy vocal production, vocal independence, expressiveness and stylistic authenticity.

Term: Yearlong

### **1303150 M/J Music Technology**

Students investigate the fundamental applications, tools, history, and aesthetics of music technology. Student musicians explore traditional, current, and emerging technologies; and use them to explore, capture, create, arrange, manipulate, reproduce, and distribute music. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day.

## **Peer Counseling**

### **1400000 M/J Peer Counseling 1**

The purpose of this course is to enable students to develop awareness of self and others. Emphasis will be on acquisition of basic skills for effective communication and peer facilitation

Term: Yearlong

## **Physical Education**

### **1508000 M/J Fitness Gr 6**

This fitness course is designed for 6th grade students and intended to be 18 weeks in length. The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success.

Term: Semester

### **1508010 M/J Educational Gymnastics/Dance Gr. 6**

This course is designed for 6th grade students and intended to be 18 weeks in length. The purpose of this course is to provide students with the knowledge, skills, and values necessary to design and perform educational gymnastics and dance sequences in a variety of settings. "Educational" gymnastics is intended to have an emphasis on body awareness, body management, maximum participation, high success rates, and open-ended responses from students. Integrating fitness throughout the content is critical to the success of the course.

Term: Semester

### **1508020 M/J Team Sports Grade 7**

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

Term: Semester

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

This course is designed for 8th grade students and intended to be 18 weeks in length. The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of offensive and defensive strategies and tactics, and appropriate social behaviors within both competitive and non-competitive activity settings. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

Term: Semester

### **1508060 M/J Comprehensive PE-Grades 6/7**

This course is designed for 6th and 7th grade students and intended to be 18 weeks in length. The purpose of this course is to provide a foundation of knowledge, skills, and values necessary for the development of a physically active lifestyle. The course content provides exposure to a variety of movement opportunities and experiences which includes, but is not limited to: Fitness Activities, Educational Gymnastics and Dance, and Team Sports. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

Term: Semester

### **1508070 M/J Comprehensive PE-Grades 7/8**

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

Term: Semester

## Research and Critical Thinking

### 1700000 M/J Research 1

The purpose of this course is to enable students to develop fundamental knowledge of the steps in the research process.

Term: Yearlong/Semester

### 1700010 M/J Research 2

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

Term: Yearlong/Semester

### 1700060 Career Research and Decision Making

The purpose of this course is to enable students to explore careers/career clusters and make informed career choices. Activities enable students to increase self-awareness and develop the skills needed to successfully plan for postsecondary education and the workplace.

Term: Yearlong/Semester

### 1700100 M/J Critical Thinking

The purpose of this course is to enable students to develop learning strategies, critical-thinking skills and problem-solving skills to enhance their performance in academic and nonacademic endeavors.

Term: Yearlong/Semester

### 1700110 M/J AVID 6<sup>th</sup> grade

The purpose of this course is to provide students with an opportunity to experience success in academically rigorous courses and improve attitudes and behaviors towards learning, self, school and community.

Term: Yearlong

### 700120 M/J AVID 7<sup>th</sup> grade

The purpose of this course is to provide students with an opportunity to experience success in academically rigorous courses and improve attitudes and behaviors towards learning, self, school and community.

Experiences include study skills instruction, tutoring of students, mentioning, and exploring colleges and universities.

Term: Yearlong

### 1700130 M/J AVID 8<sup>th</sup> grade

The purpose of this course is to provide students with an opportunity to experience success in academically rigorous courses and improve attitudes and behaviors

towards learning, self, school and community.

Experiences include study skills instruction, tutoring of students, mentioning, and exploring colleges and universities. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarship information.

Term: Yearlong

## Science

### 2000320 Biology 1 Honors

Co-requisite: Geometry

Honors or higher

Credit: 1 Weight: 0.5

Students will explore concepts of biology in depth.

Topics include: Molecular and cellular biology, classification, heredity and evolution, ecosystems. Required science course for HS graduation, not offered at all middle schools. Students who complete this course will take the state end of course exam which comprises 30% of their grade for the year.

Term: Year

### 2002040 M/J Comprehensive Science 1

The purpose of this course is to provide opportunities to study concepts of the life, earth/space, and physical sciences, and their applications to everyday life.

Term: Yearlong

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

The purpose of this course is to provide opportunities to study concepts of the life, earth/space and physical sciences, and their applications to everyday life. This course includes additional, rigorous standards from high school science courses.

Term: Yearlong

### 2002056 M/J Science 1 Cambridge Secondary 1

This curriculum framework covers four content areas: scientific enquiry, biology, chemistry and physics. Scientific enquiry is about considering ideas, evaluating evidence, planning investigative work, and recording and analysing data. The scientific enquiry objectives underpin biology, chemistry and physics, which are focused on developing confidence and interest in scientific knowledge.

Offered at Murray Middle School only.

Term: Yearlong

### 2002086 M/J Science 2 Cambridge Secondary

This curriculum framework covers four content areas: scientific enquiry, biology, chemistry and physics. Scientific enquiry is about considering ideas, evaluating evidence, planning investigative work, and recording and analysing data. The scientific enquiry objectives underpin biology, chemistry and physics,



which are focused on developing confidence and interest in scientific knowledge.

Offered at Murray Middle School only.

Term: Yearlong

### **2002070 M/J Comprehensive Science 2**

The purpose of this course is to provide opportunities to study concepts of the life, earth/space and physical sciences, and their applications to everyday life.

Term: Yearlong

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

The purpose of this course is to provide opportunities to study concepts of the life, earth/space and physical sciences, and their applications to everyday life. This course includes additional, rigorous standards from high school science courses.

Term: Yearlong

### **2002100 M/J Comprehensive Science 3**

The purpose of this course is to provide opportunities to study concepts of the life, earth/space and physical sciences, and their applications to everyday life.

Term: Yearlong

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

The purpose of this course is to provide opportunities to study concepts of the life, earth/space and physical sciences, and their applications to everyday life. This course includes additional, rigorous standards from high school science courses.

Term: Yearlong

### **2002115 M/J Science 3 Cambridge Secondary 1**

This curriculum framework covers four content areas: scientific enquiry, biology, chemistry and physics.

Scientific enquiry is about considering ideas, evaluating evidence, planning investigative work, and recording and analysing data. The scientific enquiry objectives underpin biology, chemistry and physics, which are focused on developing confidence and interest in scientific knowledge. Environmental awareness and history of science are also part of the curriculum.

Term: Yearlong

### **2003320 Physical Science Honors**

Prerequisite: Meet Honors Criteria and Teacher Recommendation

Co-requisite: Algebra 1 Honors

Credit: 1.0

The purpose of this course is to provide opportunities to study the concepts of matter, energy and forces and their applications through exploratory investigations and activities.

Term: Yearlong

## **Social Studies**

### **2100010 M/J United States History**

The purpose of this course is to enable students to understand the development of the United States within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. A major component of this course will include the study of state and federal government and civic education.

Term: Yearlong

### **2100020 M/J United States History, Advanced**

The purpose of this course is to enable students to understand the development of the United States within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. A major component of this course will include the study of state and federal government and civic education. This course will include all standard course requirements as well as additional district requirements.

Term: Yearlong



### **2100015 M/J United States History & Career Planning**

The purpose of this course is to enable students to understand the development of the United States

within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society.

Term: Yearlong

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

The purpose of this course is to enable students to understand the development of the United States within the context of history by examining connections to the past to prepare for the future as participating **members of a democratic society. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures**, and humanities to solve problems in academic, civic, social, and employment settings. This course will also meet the civic education and career-planning requirement. Term: Yearlong

### **2109010 M/J World History**

The purpose of this course is to enable students to understand the development of the world community within the context of history by examining their connections to the past to prepare for the future as participating members of a global society. Students will use knowledge of history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings.

Term: Yearlong

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

The purpose of this course is to enable students to understand the development of the world community within the context of history by examining their connections to the past to prepare for the future as participating members of a global society. Students will use knowledge of history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. This course will include all standard course requirements as well as additional district requirements.

Term: Yearlong

### **2106010 M/J Civics**

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 U.S. citizens; and methods of active participation in our political system.

The course is embedded with strong geographic and economic components to support civic education.

Term: Yearlong

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

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 U.S. citizens; and methods of active participation in our political system.

The course is embedded with strong geographic and economic components to support civic education. Students will develop and demonstrate their advanced skills through participation in a capstone and/or extended research-based paper/project.

Term: Yearlong

## **High School Information and Opportunities for Students**

All St. Johns County School District middle school students will have opportunities during their middle school careers to learn about the options and opportunities afforded to them in high school.

### **MIDDLE SCHOOL BLITZ**

This is a presentation that delivers a brief description of the Programs of Study, Programs of Emphasis and other specialty programs available at each high school. A team of high school representatives will attend an eighth grade assembly at each middle school to present the programs. This event, held in conjunction with the High School Showcase, is held prior to high school registration.

### **HIGH SCHOOL SHOWCASE**

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This event is sponsored by the St. Johns County School District Career and Technical Education Department and various business partners. The event is usually held in December, prior to high school registration and after the Middle School Blitz. Eighth grade students attend this event for the purpose of gathering information on high school Programs of Choice and specialty programs.

Students are encouraged to attend during evening hours with parents / guardians to gather information needed to select a high school and program of enrollment. Career and accelerated academies, along with specialty programs, set up display booths where staff and student representatives meet with parents and eighth grade students to assist in the decision making process concerning high school registration. For more information please visit our web site <http://academies.stjohns.k12.fl.us/>.

### **ST. JOHNS COUNTY HIGH SCHOOL COURSE CATALOG**

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For more information about high schools in St. Johns County, please visit <http://www.stjohns.k12.fl.us/cs/>. Click on → Course Catalogs on the left under Curriculum and Instruction. The high school course catalog contains information about graduation options and tracks, Programs of Study, Programs of Emphasis, and other courses of study.

### **GRADE FORGIVENESS OF HIGH SCHOOL CREDIT BY MIDDLE SCHOOL STUDENTS**

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High school level courses taken below grade 9 are included in student's cumulative GPA and may be used to satisfy high school graduation requirements and Bright Futures award requirements.

Middle school students who have taken high school courses may receive grade forgiveness if they have earned a grade or the numerical equivalent of C, D or F. In such case, the district forgiveness policy must allow the replacement of the grade or the numerical equivalent of C or higher, earned subsequently in the same or comparable course. For a grade of A or B the course and grade cannot be forgiven and will appear on the student's high school transcript and will also be used in the calculation of the high school grade point average and for Bright Futures. ([Section 1003.428\(4\)\(d\), F.S.](#))