

2017 - 2018

**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

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

FRUIT COVE MIDDLE SCHOOL

Lynn O'Connor, Principal
Marquez Jackson, Assistant Principal
Joe Lay, Assistant Principal
3180 Race Track Road
Jacksonville, Florida 32259
(904) 547-7880

Guidance: Cathleen Harrill, Maureen Murray

PACETTI BAY MIDDLE SCHOOL

Jay Willets, Principal
Twila Powers, Assistant Principal
Drew Chiodo, Assistant Principal
245 Meadowlark Lane
St. Augustine, Florida 32092
(904) 547-8760

**Guidance: Tony Canoura, Laura Granados,
Kristin Johns**

GAMBLE ROGERS MIDDLE SCHOOL

3180
Greg Bergamasco, Principal
Debbie Donlan, Assistant Principal
6250 US 1 South
St. Augustine, FL 32086-7685
(904) 547-8700

**Guidance: Barbara Seaton,
Ashley Wimpelberg**

PATRIOT OAKS ACADEMY

Allison Olson, Principal
Ashely McCormick, Assistant Principal
Jeffrey Stoddard, Assistant Principal
475 Longleaf Pine Parkway
St. Johns, FL 32259
(904) 547-4059

Guidance: Mildred Sierra, Sandy Watson

LANDRUM MIDDLE SCHOOL

Ryan Player, Principal
Jesse Gates, Assistant Principal
Gina Middaugh, Assistant Principal
230 Landrum Lane
Ponte Vedra Beach, FL 32082-2831
(904) 547-8410

Guidance: Valerie Golden, Liza White

SEBASTIAN MIDDLE SCHOOL

Wayne King, Principal
Angela Hensley, Assistant Principal
2955 Lewis Speedway
St. Augustine, FL 32084-3635
(904) 547-3840

Guidance: Leanne Fortune, Angela Fusco

LIBERTY PINES ACADEMY

Traci Hemingway, Principal
Craig Davis, Assistant Principal
Elizabeth Haas, Assistant Principal
Jessica McCool, Assistant Principal
10901 Russell Sampson Rd.
St. Johns, Florida 32259
(904) 547-7900

Guidance: Patricia McElhone, Sarah Vance

SWITZERLAND POINT MIDDLE SCHOOL (SP)

Kirstie Gabaldon, Principal
Wayne Beck, Assistant Principal
Stacy Stackhouse, Assistant Principal
777 Greenbriar Road
St. Johns, Florida 32259-8336
(904) 547-8650

Guidance: Caryn Patterson, Shelley Helfinstine

MURRAY MIDDLE SCHOOL

Tom Schwarm, Principal
Melissa Lime, Assistant Principal
150 N. Holmes Blvd.
St. Augustine, Florida 32084
(904) 547-8470

Guidance: Deborah Karably, Dorrie Lombardi

VALLEY RIDGE ACADEMY

Sandra McMandon, Principal
Julie Hudson, Assistant Principal
James Lee, Assistant Principal
Debra Allred, Assistant Principal
105 Greenleaf Drive
Ponte Vedra, Florida 32081
(904) 547-4090

**Guidance: Ellen Dail, Erica MacNaught,
Dawn Anzualda**

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.st.johns.k12.fl.us for the District's Parent Resource Guide, High School Course Catalog, Academy web site or contact those listed below.

<p><u>Bartram Trail High School</u> VyStar Academy of Business & Finance Michelle Kisch michelle.kisch@stjohns.k12.fl.us (904) 547-8380</p> <p>Design Academy Michelle Kisch michelle.kisch@stjohns.k12.fl.us (904) 547-8380</p> <p>Academy of Information Technology Michelle Kisch michelle.kisch@stjohns.k12.fl.us (904) 547-8380</p> <p>Air Force ROTC Col. Tony LeFevra Tony.LeFevra@stjohns.k12.fl.us</p> <p>Chief Iben Phillips iben.Phillips@stjohns.k12.fl.us (904) 547-8340</p>	<p><u>Nease High School</u> Communications Academy Jaime Combs jaime.combs@stjohns.k12.fl.us (904) 547-8306</p> <p>Hospitality and Tourism Jaime Combs jaime.combs@stjohns.k12.fl.us (904) 547-8306International</p> <p>Baccalaureate (IB) Kim Hollis kim.hollis@stjohns.k12.fl.us 904-547-8309</p> <p>Stellar Academy of Engineering Jaime Combs jaime.combs@stjohns.k12.fl.us (904) 547-8306</p> <p>Navy ROTC Captain Scott LaRochelle Scott.LaRochelle@stjohns.k12.fl.us 904-547-8361</p>	<p><u>St. Augustine High School</u> Advanced International Certificate of Education (AICE) Dena Bechtle dena.bechtle@stjohns.k12.fl.us (904) 547-8530</p> <p>St. Johns County Academy of Future Teachers Katie Maltby katie.maltby@stjohns.k12.fl.us (904) 547-8538</p> <p>St. Johns County Aerospace Academy Katie Maltby katie.maltby@stjohns.k12.fl.us (904) 547-8538</p> <p>St. Johns County Center for the Arts Jeff Dodd jeff.dodd@stjohns.k12.fl.us (904) 547-8538</p> <p>Army ROTC CWO. Anthony Castiglione Anthony.Castiglione@stjohns.k12.fl.us (904) 547-8526</p>
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CAREER ACADEMIES AND PROGRAMS CHOICE

<p><u>Pedro Menendez High School</u> The FMAEF Academy of Architectural & Building Sciences Christine Danner christine.danner@stjohns.k12.fl.us (904) 547-8681</p> <p>VyStar Academy of Business and Finance Christine Danner christine.danner@stjohns.k12.fl.us (904) 547-8681</p> <p>Flagler Hospital Academy of Medical and Health Careers Christine Danner christine.danner@stjohns.k12.fl.us (904) 547-8681</p>	<p><u>St. Johns Technical High School</u> Cynthia Williams Cynthia.Williams@stjohns.k12.fl.us (904) 547-8500</p> <p>Academy of Coastal and Water Resources Linda Krepp Linda.krepp@stjohns.k12.fl.us (904) 547-8130</p> <p>Academy of Culinary Arts Linda Krepp Linda.krepp@stjohns.k12.fl.us (904) 547-8130</p>	<p><u>Creekside High School</u> Academy of Emerging Technology Angie Hensley daryl.cullipher@stjohns.k12.fl.us (904) 547-7309</p> <p>Academy of Environmental and Urban Planning Angie Hensley daryl.cullipher@stjohns.k12.fl.us (904) 547-7309</p>
<p>International Baccalaureate (IB) Vicki Murphy vicki.murphy@stjohns.k12.fl.us (904) 547-8660 ext. 25484</p>		<p><u>Ponte Vedra High School</u> Academy of Biotechnology & Medical Research Mary Ellen Asplen mariellen.asplen@stjohns.k12.fl.us (904) 547-7376</p> <p>Academy of Information Technology Mary Ellen Asplen mariellen.asplen@stjohns.k12.fl.us (904) 547-7376</p> <p>Academy of International Business and Marketing Mary Ellen Asplen mariellen.asplen@stjohns.k12.fl.us (904) 547-7376</p>

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><u>Bartram Trail High School</u> Advanced Scholars Program (ASP) – an advanced academic program; Honors, AP and DE courses Trevor Abbs, Assistant Principal 904-547-8351 trevor.abbs@stjohns.k12.fl.us</p> <p>Turf Management Program Ronnie Griffin ronald.griffin@stjohns.k12.fl.us 904-547-8349</p>	<p><u>Landrum Middle School</u> The Pre-AP Program Placement Ryan Player, Principal ryan.player@stjohns.k12.fl.us 904-547-8410</p>	<p><u>Pacetti Bay Middle School</u> (ISP) International Scholars Programme – an advanced academic program Jay Willets, Principal jay.willets@stjohns.k12.fl.us 904-547-8760</p>
<p><u>R.J. Murray Middle School</u> Checkpoint Program – 6th-8th Program affiliated with Cambridge University Tom Schwarm, Principal tom.schwarm@stjohns.k12.fl.us 904-547-8480</p> <p>Center for the Arts at R. J. Murray Middle School Tom Schwarm, Principal tom.schwarm@stjohns.k12.fl.us 904-547-8480</p>	<p><u>Sebastian Middle School</u> Academy for College & Career Educational Success at Sebastian (<i>ACCESS</i>) Advancement via Individual Determination (<i>AVID</i>) Wayne King, Principal wayne.king@stjohns.k12.fl.us 904-547-3841</p>	<p><u>Switzerland Point Middle School</u> The Pre-AP Program Placement Kirstie Gabaldon, Principal @stjohns.k12.fl.us 904-547-8623</p>

SCHEDULING PROCEDURES

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 are expected to abide by the school's choice of instructor. Course content is consistent in all sections with the same course number and 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.



PROMOTION AND RETENTION

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 students earning 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 FSA for placement in honors or advanced mathematics.
 - ❖ 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.

Midterm performance and teacher recommendation may be considered in student placement.

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.

Middle School Mathematics Placement Criteria

It is important to understand the content of advanced math courses when considering acceleration by "skipping" 7th grade math advanced before taking Algebra I Honors. The 6th grade math advanced course is an accelerated course; it contains all the 6th grade standards and half the 7th grade standards. Similarly, the 7th grade math advanced course is an accelerated course and contains the remaining half of the 7th grade standards and all the 8th grade math advanced standards. If a student "skips" the 7th 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 and are shown in the math course progression chart that follows.

2017 – 2018 Middle School Math Course Progression Criteria

A student in:	Meeting the following criteria				Recommended placement	State Assessment
	Previous year FSA Math score	Previous year FSA ELA score	Placement Test	Grade in class		
Mathematics – Grade 5 5012070	≥ 4	≥ 3	n/a	A or B	Grade 6 Accelerated. 1205040GA	Grade 7 FSA
Grade 6 Mathematics 1205010	n/a	n/a	n/a	Passing	Grade 7 Mathematics 1205040	Grade 7 FSA
Grade 6 Mathematics 1205010	≥ 4	≥ 3	passing grade	A or B	Grade 7 Mathematics, Adv. 1205050	Grade 8 FSA
Grade 6 Mathematics, Adv. 1205040GA	n/a	n/a	n/a	Passing	Grade 8 Pre-Algebra 1205070	Grade 8 FSA
Grade 6 Mathematics, Adv. 1205040GA	5	≥ 4	passing grade	A	Algebra 1 Honors 1200320	Algebra I EOC
Grade 7 Mathematics 1205040	n/a	n/a	n/a	Passing	Grade 8 Pre – Algebra, 1205070	Grade 8 FSA
Grade 7 Mathematics, Adv. 1205050	n/a	n/a	n/a	C or D	Grade 8 Pre – Algebra, 1205070	Grade 8 FSA
Grade 7 Mathematics, Adv. 1205050	≥ 4	≥ 3	passing grade	A or B	Algebra 1 Honors 1200320	Algebra I EOC
Grade 8 Pre-Algebra 1205070	n/a	n/a	n/a	Passing	Algebra I Honors 1200320	Algebra I EOC

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.

0101000 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.

Career and Professional Education

0500000 M/J Personal, Career and School Development Skills I

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 II

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 III

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.

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.

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.

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.

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 I

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 II

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 III

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 IV

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 I

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 (7th grade)

0400045 M/J Acting II

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

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: 6-8The 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 Mathematics I

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 Mathematics II

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.

This course is a continuation of M/J Mathematics I.

Term: Yearlong

7812030 Access Pre-Algebra

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.

This course is a continuation of M/J Mathematics II.

Term: Yearlong

7820015 Access M/J Comprehensive Science I

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 II

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 III

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 II.

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

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 I

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 I

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

0708800 Pre IB Spanish I

Term: Yearlong

070880 Florida's Preinternational Baccalaureate Spanish I

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 I

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 I

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 I, 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 I Cambridge 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 II Cambridge 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 III Cambridge 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 II

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 II, 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 III

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 III, 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 I 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 II 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 III 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 I

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 II

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 II

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 II 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 III

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

1009030 M/J Writing I

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 (6th 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 (7th grade course for level 1s & 2s to block with Language Arts I to provide more time for reading & writing instruction)

1009050 M/J Writing III

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 (8th 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 Mathematics I

The purpose of this course is to continue the development of mathematical concepts and processes that can be used to solve real-world and mathematical problems.

Term: Yearlong

1205020 M/J Mathematics I, Advanced

The purpose of this course is to continue the development of mathematical concepts and processes that can be used to solve real-world and mathematical problems.

Term: Yearlong

1205040 M/J Mathematics II

The purpose of this course is to continue the development of mathematical concepts and processes that can be used to solve real-world and mathematical problems.

Term: Yearlong

1205050 M/J Mathematics II, Advanced

The purpose of this course is to continue the development of mathematical concepts and processes that can be used to solve real-world and mathematical problems.

Term: Yearlong

1205070 M/J Mathematics III

The purpose of this course is to continue the development of mathematical concepts and processes that can be used to solve real-world and mathematical problems.

Term: Yearlong

1205080 M/J Mathematics III, Advanced

The purpose of this course is to continue the development of mathematical concepts and processes that can be used to solve real-world and mathematical problems.

Term: Yearlong

1200320 Algebra I Honors

The purpose of this course is to develop the algebraic concepts and processes that can be used to solve a variety of real-world and mathematical problems. Upon successful completion of course and exit examination, one high school math credit will be awarded.

Term: Yearlong

1206320 Geometry Honors

The purpose of this course is to develop geometry concepts and deductive strategies that can be used to solve a variety of real world and mathematical problems.

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 I

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 II

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 III

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 I

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 II

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 III

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 IV

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 I

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

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

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

1303000 M/J Chorus I

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 II

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 III

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

Peer Counseling

1400000 M/J Peer Counseling I

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

1508100 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

1508200 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

1508500 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

1508600 M/J Comprehensive-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

1508700 M/J Comprehensive-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 I

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 II

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 6th 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 7th 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 8th 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 I Honors

Students will explore concepts of biology in depth.

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

Term: Year



2002040 M/J Comprehensive Science I

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 I, 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.

Environmental awareness and some history of science are also part of the curriculum.

Offered at Murray Middle School only.

Term: Yearlong

2002086 M/J Science 2 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 some history of science are also part of the curriculum.

Offered at Murray Middle School only.

Term: Yearlong

2002070 M/J Comprehensive Science II

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

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

2002080 M/J Comprehensive Science II, 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 III

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 III, 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 some history of science are also part of the curriculum.

Term: Yearlong

2003310 Physical Science

Prerequisite: Teacher Recommendation

This purpose of this course is to provide students with the introductory concepts of physics and chemistry.

This is a course offered in some schools in the 8th grade. Students who take this course in middle school are required to take the 8th grade Statewide Science Assessment at the end of the year.

Term: Yearlong

2003320 Physical Science Honors

Prerequisite: Meet Honors Criteria and Teacher Recommendation

Credit: 1.0

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



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

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

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

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.](#))