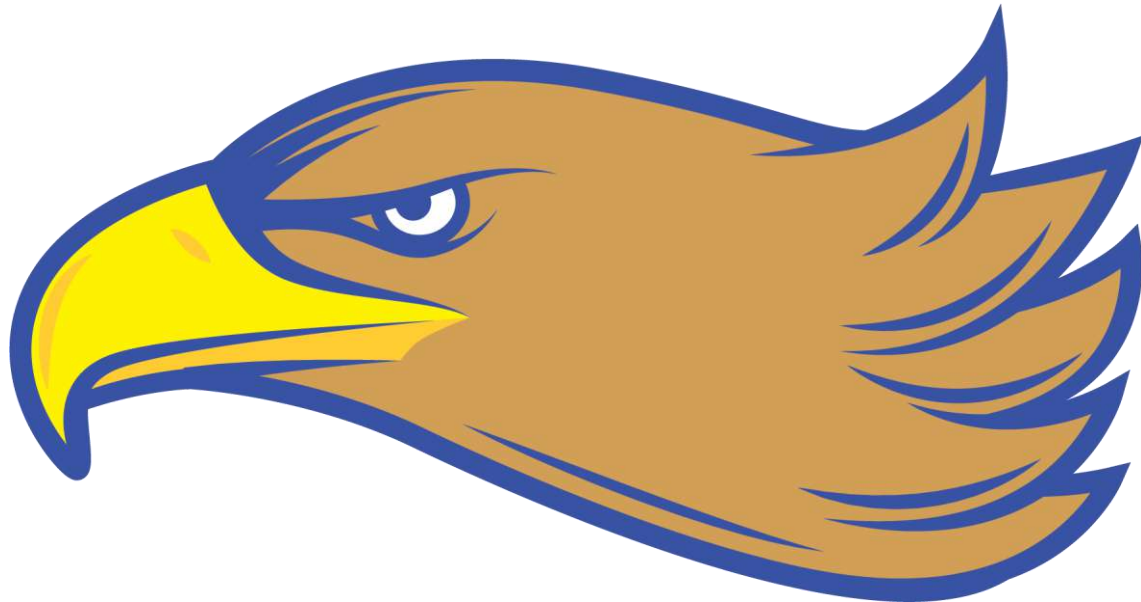


Tuskawilla Middle School



Curriculum Guide 2021-2022

ECI

explore. create. innovate.

TUSKAWILLA MIDDLE SCHOOL

1801 Tuskawilla Road
Oviedo, FL 32765
407-746-8550

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TUSKAWILLA MIDDLE SCHOOL ADMINISTRATION

Randy Shuler, Principal

Ryan Garrett, Assistant Principal

Yaschika Mims, Assistant Principal

Dr. Jessica Webb, Assistant Principal

Christopher Scott, School Administration Manager

Jazmyne Longley, School Administration Manager

ADMISSIONS AND TRANSFERS

Admissions

Upon initial enrollment or transfer from one attendance zone to another in Seminole County Public Schools, proof of residence must be presented. All addresses are subject to verification by the School Board. The following documents shall be required:

a. **owned residence:** (1) a copy of the recorded deed or agreement for the deed or a certified copy of declaration of homestead exemption and (2) A copy of a current electric bill or initial order for service, and (3) one of the following current documents: auto registration, driver's license, voter's registration, Florida ID.

b. **rented or leased residence:** (1) a copy of the lease, rental agreement, or a notarized letter from the landlord and (2) a copy of a current electric bill or initial order for service, and (3) one of the following current documents: auto registration, driver's license, voter's registration, or Florida ID.

c. **divorced parents:** a certified copy of the final judgment of divorce, court custody order, a court guardianship order, or other such documents establishing the right of custody.

d. **separated parents:** a notarized statement that the child actually lives in the home of the parent designated in the child's school records as the residential parent.

e. **students NOT residing with parents:** submit form 893 and a letter stating why student is living with the residential adult.

First Entry to the State of Florida Schools:

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

- Proof of date of birth for students
- A certificate showing a physical examination with at least 3 components performed within one year prior to enrollment (height, weight, blood pressure, etc.).
- A valid DH 680 Florida Certificate of Immunization transcribed by a health professional
- Students also need to have up-to-date immunizations. **Seminole County policy does not grant a 30-day extension to obtain required immunizations or a physical.**

Entry to Seminole County Public Schools from Schools within the State:

Before admission to Seminole County Public Schools from other Florida counties, a student

must have a Florida Certificate of Immunization on file.

Transfers

1. Any student who transfers from an in-state public or non-public school or out-of-state public or non-public school shall be admitted upon presentation of the following data:

a. an official letter or transcript from a proper school authority which shows a record of attendance, academic information, and grade placement of the student;

b. proof of immunization;

c. proof of date of birth;

d. proof of a medical examination completed within the last twelve months (first time entry to Florida Public Schools only).

MIDDLE SCHOOL STUDENT PROGRESSION PLAN INFORMATION

1. Middle School Instructional Program – Florida Standards serve as the foundation of the middle school curriculum for the Seminole County Public Schools. Student mastery of subject area content consists of such things as teacher observation, classroom assignments, tests, and exams.
2. Florida Standards Assessments – Middle school students are required to participate in the state's accountability testing program. Student performance in the areas of reading, writing, and mathematics is assessed in grades 6-8. Student performance in science is assessed in grade 8 through the Florida Comprehensive Assessment Test.
3. Core Academic Program Requirements – Middle school students are required to receive 3 years of instruction in language arts, math, science, and social studies.
4. Additional Instructional Program Requirements – Middle school students have the opportunity to participate in regularly scheduled physical education classes, as well as exploratory, enrichment and elective classes.
5. Grouping for Instruction – Developmentally-appropriate and pedagogically-sound strategies of grouping students for instruction shall be used to

enhance the academic achievement of all students. When scheduling parameters, permit, the grouping of students should provide opportunities for the regrouping of students during the school day.

6. Advanced Courses – Advanced courses are open for enrollment to any student who desires to self-select a more rigorous and challenging curriculum. Students who choose to enroll in advanced classes must commit to doing the additional tasks and assignments associated with the more intensive curriculum.

7. Virtual Courses – SCPS students are eligible to take virtual courses through Seminole County Virtual School. Virtual school provides flexible options to meet the demanding schedule of the 21st century student. Part-time virtual classes are available through ePathways (blending schedules with virtual courses and face-to-face courses) either at the zoned school during the school day in a virtual learning lab or outside the school day.

8. Remediation – Students who are not performing at grade level will be provided support through an academic support class and/or enrolled in intensive reading, language arts, or math classes. Exploratory, enrichment, and elective classes will be given first consideration for schedule changes for academic support classes.

9. Student Promotion – Middle school students must earn a yearly 2.0 Grade Point Average on a 4.0 scale to be promoted. All courses taken in a school year, including courses taken for high school credit, shall be included in the calculation of the cumulative-to-date GPA.

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

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authority which shows a record of attendance, academic information, and grade placement of the student;

- b. proof of immunization;
- c. proof of date of birth;

d. proof of a medical examination completed within the last twelve months (first time entry to Florida Public Schools only).

Attendance

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

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

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

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

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

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



GUIDANCE INFORMATION

Our counselors are:

Ms. Barrett - 6th Grade: ESE, Gifted

Mr. Lohrman - 7th & 8th Grades: 504, ELL

For questions regarding 6th grade registration, please contact Ms. Barrett.

Schedule Change Policy

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

Grading Policy

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

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

*GPA Value=Grade Point Average (GPA) Value

Any middle school student enrolled in a high school credit course will be graded in accordance with high school grading policies.

SPECIAL SUPPORT SERVICES

E.S.O.L

The purpose of the ESOL program is to provide English instruction for students whose native language is not English. If a parent indicates on the student entry form that a language other than English is used most often in the home, the student will be

given an English Proficiency Test (EPT) in order to determine the eligibility for the program. Once entered in the program, students are placed on one of three levels. A student may remain in the program for as long as needed. Dismissal from the program is based on achieving a passing score on a required exit exam.

EXCEPTIONAL STUDENT SUPPORT SERVICES

Exceptional student support services are available for the exceptional student in order to fully meet his/her needs and expectations. All exceptional student support services require staffing eligibility as determined by a student study team. Additional information on specific services or placement is available from the guidance office upon request.

INTENSIVE READING AND MATHEMATICS COURSES

Based upon their performance on the state assessments and various other data points, students may be enrolled in and complete full-year intensive reading or mathematics courses. These courses use scientifically-based interventions and reflect differing levels of intensity (instructional time and class size) based on the student’s reading level.

ACADEMIC INTERVENTION CLASSES

These classes are provided as a means of additional support for those students who may be falling behind in their academic coursework. The classes provide an opportunity for students to receive assistance with their work as well as strategies to help them to organize their assignments and manage their work load.

ACADEMIC GRADE LEVEL OFFERINGS

Subject	Grade 6	Grade 7	Grade 8
Mathematics	Math 1 GEMS/Pre-Algebra	Math 2 Algebra 1 Honors	Pre-Algebra Algebra 1 Algebra 1 Honors Geometry 1 Honors
Language Arts	Language Arts 1 Advanced Language Arts 1	Language Arts 2 Adv Language Arts 2	Language Arts 3 Advanced Language Arts 3
Science	Comprehensive Science 1 Adv Comprehensive Sci 1	Comprehensive Science 2 Adv Comprehensive Sc 2	Comprehensive Science 3 Adv Comprehensive Sci 3
Social Studies	World History Advanced World History	Civics Advanced Civics	U.S. History Pre-AP U.S. History



The Tuskawilla Career Exploration & Entrepreneurship Program

ECI is Tuskawilla Middle School's Career Exploration and Entrepreneurship Program with a foundation in design thinking and problem-based learning. Considering the number of college-level courses in high school and high-school credit courses in middle school today, it's almost too late to wait until high school to begin looking at careers. Middle school is that time where students need the opportunity to explore their interests to ignite their passion that might lead to a purposeful career. How many of us have known people who have gone to college, finished degrees and decided they didn't really want to do that anymore? Wouldn't it be better if they had the chance to try on different careers to find their interests earlier? ECI was built with this vision in mind.

- In 6th grade, all students take a Career Exploration class in which they investigate a variety of careers to find a match for their personal strengths.
- In 7th grade students will create projects exploring career options of their choosing under the umbrellas of Design, Medical, Service and Technology where they do hands-on activities to discover what is new and innovative.
- In 8th grade students will work to develop a Business Model Canvas in which they will solve an industry problem, taking that solution from ideation to pitch moment.

ECI directly feeds into Lake Howell High School's Entrepreneurship Academy and their AA in Business offered through Seminole State. ECI is not just a program, it is a culture here at Tuskawilla Middle School.

6th grade: Career Exploration – 1700010 (Semester)

This course will be divided into modules in which students will explore service, medical, business, technology, and design. Students will be presented with real-world scenarios in which they are to utilize problem-solving, collaboration, creativity, and teamwork. Self-exploration is highlighted. Guest speakers from the five key areas will present.

7th grade: Content & Creation – 1700020 (Semester)

When registering for this course, students will select a key area/ career cluster in which they will learn basic concepts and current issues. They will be exploring their personality, talents, and interests while learning basic content in areas of interest. Student career clusters include: Architecture, Fashion & Interior Design, Artistry, Recipe Creation, Web Design, Gaming, App Development, Anatomy, Nursing, EMS, Health & Wellness, Surgical Fields, Military, Police, Fire, Volunteerism, Politics, Hospitality, and more. Students will investigate:

- Critical content and current issues in the various fields of study
- Career pathways, education requirements, and job landscape for the area of focus
- How to find a “niche” in the area of interest: What makes you special?
- Business partners and guest speakers from each key area will present issues facing the various fields as well as pathways available within them.

8th grade: Innovation Incubator – 1700060 (Semester)

Throughout the “Innovate” phase, our eighth graders will become more familiar with entrepreneurship within their chosen scope of interest. In this course students will work with a team to solve a problem. Their solution to that problem will be either a product or a service that they will develop over time. Students will experience fundamentals of Entrepreneurship through hands-on project based-learning – students earn Digital Tool certs in a variety of areas.

ADVANCED COURSE PROFILE

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

An advanced student is someone who typically...

- ✓ makes schoolwork a priority.
- ✓ is able to set aside time each night for schoolwork, including projects.
- ✓ is well-organized and able to handle several tasks at once.
- ✓ will review and study for tests.
- ✓ has done well in advanced classes before.
- ✓ has a support system that is encouraging of academics.
- ✓ does not feel challenged in standard classes.
- ✓ has performed well on state assessments.

If this sounds like you, please consider taking advanced courses.

Grade 6 – Mathematics
Grade 6 – GEMS Pre-Algebra
Grade 7 – Mathematics 2
Grade 7 – Algebra I Honors*
Grade 8 – Algebra I*
Grade 8 – Algebra I Honors*
Grade 8 – Geometry I Honors*

**Student will earn high school credit with successful completion of these courses.*

If you make the commitment to take an advanced course, you must remain in that class for at least the first nine weeks.

Students with a Gifted EP will be placed in the appropriate courses.

Grade 6 – Language Arts 1 Advanced
Grade 7 – Language Arts 2 Advanced
Grade 8 – Language Arts 3 Advanced

Grade 6 – Advanced Comprehensive Science 1
Grade 7 – Advanced Comprehensive Science
Grade 8 – Advanced Comprehensive Science

Grade 6 – Advanced World History
Grade 7 – Advanced Civics
Grade 8 – U.S. History
Grade 8 – Pre-AP U.S. History

Academic Electives:
Grade 8 – Spanish I*
Grade 8 – Ecology*
Grade 8 – DIT (Digital Information Technology)*

TWMS Pathways to Lake Howell HS



Pathway to LHHS Entrepreneurship Academy

6 th grade		7 th grade		8 th grade	
Course	Length	Course	Length	Course	Length
iJourney	Semester	iChallenge	Semester	DIT	1 year
ECl: Explore	Semester	ECl: Create	Semester	ECl: Innovate	Semester
		iConnect (optional)	Semester	iConnect (optional)	Semester



Pathway to AA Degree in Business

6 th grade		7 th grade		8 th grade	
Course	Length	Course	Length	Course	Length
G/A ELA	1 year	G/A ELA	1 year	G/A ELA	1 year
Math or GEMS	1 year	Math or Algebra Hon	1 year	Algebra Hon or Geo Hon	1 year
G/A Science	1 year	G/A Science	1 year	G/A Science	1 year
G/A SS	1 year	G/A SS	1 year	PreAP USH	1 year
iJourney	Semester	iChallenge	Semester	DIT	1 year
ECl: Explore	Semester	ECl: Create	Semester	ECl: Innovate	Semester

For more information on the AA Degree in Business offered at Lake Howell, visit: <http://www.lakehowell.scps.k12.fl.us/Home/QuickLinks/Business-amp-Entrepreneurship>

Mathematics

Math 1 1205020 Grade 6 Year

This course is designed to continue the development of mathematical concepts and processes that can be used to solve real-world problems. The curriculum includes understanding graphs, the structure and properties of rational numbers and equivalent representation of numbers including fraction, decimals, percent, and numbers with exponents, and absolute value. Emphasis is placed on the use of expressions, equations, formulas, data analysis, and integers. Pi, graphing proportional relationships, simple interest, solids, probability, and patterns in Algebra are introduced. This course is designed to prepare students for advanced mathematics courses.



GEMS Pre-Algebra 1205050 Grade 6 Year

This course is a highly accelerated, rigorous course of study intended to serve the needs of 6th grade students who are mathematically talented and highly motivated. It is designed to be an option for those students who successfully completed PRIMES in the 4th and/or 5th grade or those students who showed academic excellence on the 5th grade FSA Math Assessment.

The purpose of this course is to develop the mathematical concepts and processes that can be used to solve a variety of real-world and mathematical problems. GEMs Mathematics teaches sixth, seventh, and eighth grade mathematics topics through peer collaboration and hands-on, project-based exploration, and independent study.

There is emphasis on developing and strengthening skills and concepts necessary for success in Algebra 1 Honors. Students will be required to complete a virtual component as part of this course. Students who are successful in this program have the opportunity to be eligible for Algebra 1 Honors in seventh grade and Geometry Honors in the eighth grade.

Mathematics 2 1205050 Grade 7 Year

This course is designed to continue the development of concepts and processes. There is more of an emphasis on developing an understanding and application of proportionality and similarity to find surface area and volume. Students will focus on the identification and plotting of ordered pairs to help them make predictions about the effects of transformations in the coordinate plane. They will construct and analyze data sets in the form of scatter plots. Other content will include solving linear equations and both graphing and analyzing systems of linear equations. This course is designed to prepare students for advanced mathematics courses.

Pre-Algebra 1205070 Grade 8 Year

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

Algebra I 1200310 8 Year

Prerequisite for 8th: FSA Level 3

1 High School Credit

This course is designed to provide the foundation for future secondary mathematics courses and develop skills needed to solve mathematical problems. Topics shall include, but are not limited to, functions, systems of linear equations, and linear inequalities, working with polynomials, operations with radical

Language Arts

Language Arts I 1001010 Grade 6 Year

The sixth-grade language arts curriculum reinforces reading skills through fiction, nonfiction, poetry, and drama. Students will enhance writing skills through expressive, narrative, and informative writing. Oral communication skills will be practiced through participation in the Tropicana Speech Contest.



Advanced Language Arts I 1001020 Grade 6 Year

The advanced language arts curriculum in sixth grade is designed to be fast paced for those students who are reading and writing at or above grade level, and who enjoy the many facets of language arts. An integral part of the curriculum is the utilization of a wide range of writing activities that emphasize reading of fiction and nonfiction. Oral communication skills will be practiced through participation in the Tropicana Speech Contest.

Language Arts 2 1001040 Grade: 7 Year

Reading skills will be reinforced through fiction, nonfiction, poetry, and drama. Students continue to build writing skills through expository and persuasive writing, and literary responses. Students will also use various activities to practice oral communication skills.

Advanced Language Arts 2 1001050 Grade: 7 Year

The advanced language arts curriculum in seventh grade is designed to be fast paced for those students who are reading and writing at or above grade level. Reading skills will be reinforced through fiction, nonfiction, poetry, and drama. Students explore a wide range of writing activities that emphasize critical thinking. Students will also use various activities to practice oral communication skills.

Language Arts 3 1001070 Grade: 8 Year

Students will read a variety of genres (short stories, novels, drama, poetry, nonfiction) for content and meaning while practicing reading strategies. Students will enhance their writing skills through persuasive and expository writing, producing a variety of finished products, including poems, summaries, reviews, and essays. Students will be expected to recognize occasion, audience, and purpose when speaking formally and informally.

Advanced Language Arts 3 1001080 Grade: 8 Year

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

Science

Comprehensive Science 1 (Comp 1)

2002040

Grade 6

Year

2002050 (Advanced)



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

Comprehensive Science 2 (Comp 2)

2002070

Grade 7

Year

2002080 (Advanced)

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

Comprehensive Science 3 (Comp 3)

2002100

Grade 8

Year

2002110 (Advanced)

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



Social Studies

World History

2109010

Grade 6

Year

2109020 (Advanced)

Students will study the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.



A variety of instructional materials and strategies will ensure that all students learn through inquiry and by building upon individual strengths. Students will read, write, graph, and apply technology skills as they explore the world in which we live. Students will be challenged academically through individual, small group, and large group instruction.

Instructional Practices will include:

- Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
- Making close reading and rereading of texts central to lessons.
- Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
- Requiring students to support answers with evidence from the text.
- Providing extensive text-based research and writing opportunities (claims and evidence).

Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

Civics

2106010

Grade 7

Year

2106020 (Advanced)

In Civics students will investigate the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. Additional content may include the distinctive characteristics of our diverse American culture. Included in this year long course is a review of North American geography and fundamentals of the U.S. economic system.

A variety of instructional materials and strategies will ensure that all students learn through inquiry and by building upon individual strengths. Students will read, write, graph, and apply technology skills as they explore the nature of government. Students will be challenged academically through individual, small group, and large group instruction. Instructional Practices will include:

- Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
- Making close reading and re-reading of texts central to lessons.
- Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
- Requiring students to support answers with evidence from the text.
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American History
2100010 Grade 8 **Year**
2100020 (Advanced)

In 8th grade students will investigate American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

A variety of instructional materials and strategies will ensure that all students learn through inquiry and by building upon individual strengths. Students will read, write, graph, and apply technology skills as they explore the history of our country. Students will be challenged academically through individual, small group, and large group instruction.

Specific Instructional Practices will include:

- Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
- Making close reading and rereading of texts central to lessons.
- Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
- Requiring students to support answers with evidence from the text.
- Providing extensive text-based research and writing opportunities (claims and evidence).

Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic method type discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

Pre-AP U.S. History **2100020P** **Grade 8** **Year**

This course is designed for the highly motivated student who wishes to pursue Advanced Placement courses in high school. Students will explore the events of U.S. History using documents, images, cartoons, and other primary sources along with secondary text. With a more rigorous focus on document-based inquiry, the students will examine and analyze the political, economic, technological, and social developments of the United States from the period of colonial settlement through Reconstruction. This course is designed to give students an in-depth view of U.S. History and includes the development of complex skills in reading, writing, and research. Writing in a historical context will be emphasized and students will be expected to engage in extended research (e.g., History Fair project, Mock Trial, participatory citizenship projects for competitive evaluations, or other teacher-directed projects) and produce writing of significance on a frequent basis.

ELECTIVE COURSE OFFERINGS

Grade 6	Grade 7	Grade 8
Art 2D – Drawing/Painting Band Beginning Spanish Chorus ECI: Explore Guitar iJourney (required) Keyboarding/Piano Orchestra Physical Education (required) Virtual School	Art 2D – Drawing/Painting Art 3D – Ceramics Band Beginning Spanish Chorus ECI: Create iChallenge* iConnect*/** Guitar Keyboarding/Piano Orchestra Physical Education (required) Virtual School	Art 3D – Ceramics Band Beginning Spanish Chorus Digital Information Technology** Ecology** iChallenge* iConnect*/** Guitar Keyboarding/Piano ECI: Innovate Military Exploration (S2 only) Orchestra Physical Education (required) PIT Crew Spanish I** Student Assistant Virtual School

*iChallenge or iConnect must be taken in 7th or 8th grade

** For High School Credit

Academic Electives

Beginning Spanish Grades 6,7, 8 0708000 1 Semester

This course is designed to emphasize basic communication skills in the target language. Conversational vocabulary and grammar are taught. Students are given a basic introduction to the culture and customs of various Spanish-speaking countries.



Spanish I 0708340 Year

Grade 8: 1 High School Credit

This course is designed to emphasize speaking and listening skills with students' oral participation in the target language. Reading and writing are introduced, and basic grammar structures taught. Students will learn the culture and customs of various Spanish-speaking countries. Interested students should have a strong background in Language Arts

Ecology 2000380 Year

Grade 8: 1 High School Credit

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

Fine & Performing Arts

Art 2-D 0101005 1 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. Opportunities are provided for creative decision-making in the context of the structural elements of art and the organizational principles of design. This course incorporates hands-on activities and consumption of art materials.

Art 3-D 0101035 1 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 for creative expression. These student artists develop perceptual, creative, technical, and problem-solving skills in a sculptural context as they design and produce works of art with personal expression. Students in M/J Exploring Three-Dimensional Art focus on use of safety procedures for process, media, and techniques. This course incorporates hands-on activities and consumption of art materials.

For all Performing Arts Classes listed below:

Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. **Performances are an integral part of the curriculum.**

Band 1 (Beginning Band) 1302000 Year

Students with little or no instrumental experience develop foundational instrumental technique, foundational music literacy, and aesthetic musical awareness through rehearsal, performance, and study of high-quality band literature. Instrumentalists work on the fundamentals of music notation, sound production, instrument care and maintenance, and personal and group rehearsal strategies. All students start in beginning band and all students who are new to the Tuskawilla Middle School band program will be placed in the beginning band. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Band 2 (Concert Band) 1302010 Year (Teacher selection only)

For students with at least one year of experience. No audition is required.

Band 3 (Symphonic Band) 1302020 Year (Teacher selection only)

For students who have played for at least one year and are advanced on their instrument. An audition is required for this class.

Instrumental Ensemble (Jazz Band) 1302110 Year (Teacher selection only)

For students with at least one-year experience on their instrument and want to learn how to play Jazz music. An audition is required for this class.



Chorus I – Grade 6 Boys/Girls 1302000 Year

Students with little or no choral experience develop beginning vocal technique and skills, critical and creative thinking skills, and an appreciation of music from around the world and through time. All students start in beginning chorus and all students who are new to the Tuskawilla Middle School choral program will be placed in the beginning chorus class. All other students will be placed in a chorus class, based on the Choral Director's recommendation.

Chorus 1 – Boys Chorus 1302000BB Year

Beginning-Advanced Chorus class available to all boys. No previous experience necessary

Chorus 2 – Grade 7/8 Girls 1303010 Year (Teacher selection only)

Intermediate Chorus is open to all students in 7th and 8th grade who have already taken at least one (1) semester of Chorus. No audition required.

Chorus 3 – Grade 7/8(Boys & Girls) 1303020 Year (Teacher selection only)

Advanced Chorus which is available to 7th and 8th graders who have already taken at least one (1) semester of Chorus. Audition and membership dues required.

Orchestra 1 – Beginning 1302040 Year

Students who have little or no experience on violin, viola, cello, bass, or harp explore high-quality music literature written or transcribed for string orchestra. Study includes the development of foundational instrumental ensemble techniques, performance skills, music literacy, and aesthetic awareness. All students start in beginning chorus and all students who are new to the Tuskawilla Middle School orchestra program will be placed in the beginning orchestra class. All other students will be placed in a chorus class, based on the Orchestra Director's recommendation.

Orchestra 2 – Intermediate 1302050 Year (Teacher selection only)

Intermediate Orchestra (Intermezzo Orchestra) - For students who have prior experience playing in an orchestra or who have played at least one year. This orchestra continues to expand our music theory and vocabulary, works on bowing techniques, and expands our music repertoire.

Orchestra 3 – Advanced 1302060 Year (Teacher selection only)

For students who have prior experience or who have played for at least one year. An audition is required for this class. This orchestra explores advanced playing techniques and repertoire.

Exploring Music Performance – Piano Keyboarding 1 1300080 Semester

Students with little or no experience on a piano keyboard will develop foundational skills and knowledge, including music theory, technique, musicianship and ensemble skills. Students also explore different genres of music and learn about the benefits of music study.

Exploring Music Performance – Guitar 1 1300000 Semester

Students with little or no experience on a guitar will develop foundational skills and knowledge, including music theory, technique, musicianship and ensemble skills. Students also explore different genres of music and learn about the benefits of music study.

Physical Education

Physical Education 1508600 6/7 1508700 7/8 Semester – All students must take 1 semester

This course enables students to participate in various individual and team sport activities. Students will gain an appreciation for movement education and physical activity. Lifelong physical activity is promoted during the course. Students are instructed in activities such as basketball, volleyball, flag football, middleball, ultimateball, pillow polo, soccer, softball, ping pong, shuffleboard, and badminton. Students will develop an understanding of the importance of physical activity. Students are to have fun and enjoy physical activity in a safe and healthy environment. Enjoyment of physical activity is encouraged throughout the course.

Additional Electives

Military Exploration 1700000D Grade 8 only Semester 2 only

The purpose of this course is to instill in students the value of citizenship, military service as a possible career, promote patriotism and develop a high degree of personal honor, self-reliance, self-discipline, and leadership. This program will be taught by instructors from the Lake Howell High School NJROTC Program and will be offered only during 7th period during the 2nd half of the school year.

For more information on the Lake Howell NJROTC Unit, please visit:

<https://sites.google.com/a/navyjrotc.us/lake-howell-njrotc/>

PIT Crew – Peer Inclusion Team 1400000 Grade 7-8 only Year

Application must be submitted to guidance

This course is designed to provide reciprocal academic and social benefits to students with disabilities and their peers without disabilities. Students enrolled in the course will learn and apply knowledge and skilled practices in the areas of academic engagement, communication, social barriers, leadership, problem solving, and other disability related topics such as historical perspectives, inclusion, person-first language, and presumed competence.

Student Assistant 0500000ET Grade 8 only Semester

Application must be submitted to guidance

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

Digital Information Technology 8207310 Grade 8 only Year

This high school credit course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamentals computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Digital Information Technology includes the exploration and use of databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards. **This course will prepare all students to take certification exams in Microsoft Office software applications.**

Virtual School 8888888 Semester

Seminole County Schools recognizes today's students learn in different ways, at different rates, and on different schedules. Our schools now offer the flexibility to accommodate today's students and families through a variety of educational pathways.

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

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

Notice: For the 2021-22 school year, SCPS will provide a full-time virtual instruction option to students in grades K-12 through Seminole County Virtual School. Enrollment will be open from April 5 to July 20, 2021. For more information, please see your certified school counselor or visit <http://virtualschool.scps.k12.fl.us>

Middle School iSeries Courses

Are ready to experience a series of courses that are on the cutting edge of education? Discover the ePathways EDGE through these blended learning electives with the potential to change your life by helping you choose your education pathway! What is blended learning? Blended courses incorporate part online learning through eCampus and part collaborative learning with your peers and explained by your instructor. These courses were built especially for students in grade 6-8 by SCPS teachers and staff, and each year students provide feedback on how to make the course better!

*******All middle school student MUST complete at least two of the three courses listed below by the end of 8th grade (iJourney is REQUIRED along with EITHER iChallenge or iConnect).*******

iJourney 6th grade 9100110 Semester

"There is no greater journey than the one that you must take to discover all of the mysteries that lie within you: (Michelle Sandlin). This is your chance to have the choice and freedom you've ALWAYS dreamed of to go wherever you want in life! On this journey you will get to explore yourself (hence the title "I" Journey), get to know your interests, and figure out where it is you want to go both in school and in life! You will discover the many educational pathways offered in Seminole County Public Schools that lead to careers and make a plan for your prosperous future. **This course provides an opportunity to earn one digital tool certificate.**

iChallenge 7th & 8th grades

One Semester 9009350A

Are you ready for your future? By the year 2020 there will be 1.4 million computing jobs and only 400,000 Computer Science students. With so many opportunities in Computer Science, choose iChallenge and learn about this growing field and how it will impact your future, regardless of the career you choose! This coding and game-based course will allow you to earn a digital tool certificate and prepare you to take the AP Computer Science Principles in high school. This class uses a combination of online learning teacher instruction, and project-based learning. You will have the ability to choose projects that excite you, with topics you want to learn more about relating to coding and Computer Science. "Coding is today's language of creativity. All our children deserve a chance to become creators instead of consumers of computer science" (Maria Klawe). **This course provides an opportunity to earn one digital tool certificate.**

iConnect 8300330 7th & 8th grades semester 0.5 High School credit

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



Digital Information Technology 8207310 Grade 8 only Year

This high school credit course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today’s business and academic environments. Emphasis is placed on developing fundamentals computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Digital Information Technology includes the exploration and use of databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards. **This course will prepare all students to take certification exams in Microsoft Office software applications.**

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Notice: For the 2018-19 school year, SCPS will provide full-time virtual instruction options to students in grades K-12. Enrollment will be open from Mon., April 2, 2018 to Tues., August 7, 2018. For more information, please see your school counselor or visit <http://virtualschool.scps.k12.fl.us>

WIN

As part of the full block schedule, an 8th period has been created which meets twice a week for 87 minutes. This 8th period is called WIN (What I Need). The WIN class period is structured to provide monitoring, mentoring, support, extension for all students. The majority of students on campus will be scheduled with one of their content area teachers during the WIN class period. Once every four weeks students will receive more specific interventions through a WIN Intervention Team, which consists of a reading teacher, a math teacher, a support facilitator and a paraprofessional.

