

# Tuskawilla Middle School



## Curriculum Guide 2023-2024

# 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  
Cynthia Woods, Assistant Principal  
Christopher Scott, School Administration Manager  
Stephanie Lyons – Dean of Students

## 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. 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 21<sup>st</sup> 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.

7. 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.

8. 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.

### 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:

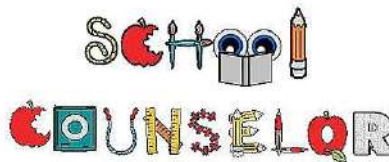
- Medical treatment by a licensed physician\*
- Observance of a religious holiday
- Law enforcement order or court subpoena
- Death of a family member
- Natural disaster
- Traffic accident directly involving the student
- Extraordinary circumstances or situations, pre-arranged and with Principal permission.

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:

Mrs. Hernandez – Last Names A-L

Ms. Barrett – Last Names M-Z

For questions regarding 6<sup>th</sup> grade registration, please contact Ms. Barrett or Mr. Garrett

### 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 teacher or friends. Schedule-related problems should be discussed with the assigned school 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
<b>Mathematics</b>	- Math 1 Advanced - RAMP 6	- Math 2 Advanced - Algebra 1 Honors	- Pre-Algebra - Algebra 1 Honors - Geometry 1 Honors
<b>Language Arts</b>	- Language Arts 1 Advanced - Language Arts 1 Gifted & Talented	- Language Arts 2 Advanced - Language Arts 2 Gifted & Talented	- Language Arts 3 Advanced - Language Arts 3 Gifted & Talented
<b>Science</b>	- Comprehensive Science 1 Advanced - Comprehensive Sci 1 Gifted & Talented	- Comprehensive Science 2 Advanced - Comprehensive Sci 2 Gifted & Talented	- Comprehensive Science 3 Advanced - Comprehensive Science 3 Gifted & Talented - Environmental Science Honors
<b>Social Studies</b>	- World History Advanced	- Civics Advanced	- 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 6<sup>th</sup> 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 7<sup>th</sup> 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 8<sup>th</sup> 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.

## TWMS Pathways to Lake Howell HS



### Pathway to LHHS Entrepreneurship Academy

6 <sup>th</sup> grade		7 <sup>th</sup> grade		8 <sup>th</sup> grade	
Course	Length	Course	Length	Course	Length
Learning Pathways	Semester	iChallenge	Semester	ECl: Innovate	Semester
ECl: Explore	Semester	ECl: Create	Semester	iConnect (optional)	Semester
		iConnect (optional)	Semester		



### Pathway to AA Degree in Business

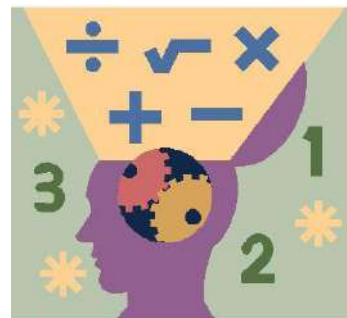
6 <sup>th</sup> grade		7 <sup>th</sup> grade		8 <sup>th</sup> grade	
Course	Length	Course	Length	Course	Length
G/A ELA	1 year	G/A ELA	1 year	G/A ELA	1 year
Math or RAMP 6	1 year	Math or Algebra Hon	1 year	Algebra Hon or Geo Hon	1 year
G/A Science	1 year	G/A Science	1 year	Environmental Science Honors	1 year
G/A SS	1 year	G/A SS	1 year	PreAP USH	1 year
Learning Pathways	Semester	iChallenge	Semester	ECl: Innovate	Semester
ECl: Explore	Semester	ECl: Create	Semester		



## Mathematics

**Math 1 Advanced**      **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.



**RAMP 6**                      **1205050G**                      **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 RAMP in the 4th and/or 5th grade or those students who showed academic excellence on the 5<sup>th</sup> grade FAST 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. RAMP 6 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 could be eligible for Algebra 1 Honors in seventh grade and Geometry Honors in the eighth grade.

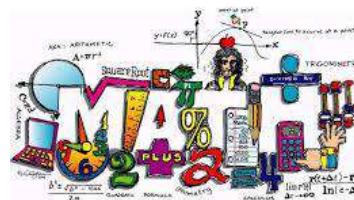
**Mathematics 2 Advanced**      **1205050**    **Grade 7**                      **Year**

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 Honors      1200320      Grades 7-8      Year**

Prerequisites for rising 7<sup>th</sup>: 7<sup>th</sup> Grade Accelerated recommended

Prerequisite for rising 8<sup>th</sup>: FAST Level 3 or higher

Grade 7-8: 1 High School Credit

This course includes a rigorous, in-depth study of all of the topics included in Algebra I, as well as inverses of linear functions, solving systems of linear and quadratic equations, division of polynomials, and simplifying and performing operations with rational expressions and equations.

**Geometry Honors      1206320      Grade 8      Year**

Prerequisite: Algebra I

1 High School Credit

This course includes a rigorous, in-depth study of all the practical applications of geometric skills and concepts in the real world, along with, but not limited to, coordinate geometry, proofs involving geometric concepts, and applying those concepts to modeling situations. Emphasis is placed on using transformations, proving, and using the Law of Sines and the Law of Cosines to solve problems.

**Language Arts**

**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. Students who are Gifted or score a FAST ELA score of 5 will be placed in Gifted and Talented ELA.



**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. Students who are Gifted or score an FAST ELA score of 5 will be placed in Gifted and Talented ELA.

**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. Students who are Gifted or score an FAST ELA score of 5 will be placed in Gifted and Talented ELA.



## **Social Studies**

**World History Advanced    2109020    Grade: 6    Year**



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).

Teachers will 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 Advanced    2106020    Grade: 7    Year**

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.
- Providing extensive text-based research and writing opportunities (claims and evidence).

Teachers will 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 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**

<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
Art 2D – Drawing/Painting	Art 2D – Drawing/Painting	Art 2D – Drawing/Painting
Art 3D – Ceramics	Art 3D – Ceramics	Art 3D – Ceramics
Band	Band	Band
Beginning Spanish	Beginning Spanish	Beginning Spanish
Chorus	Chorus	Chorus
ECl: Explore (required)	ECl: Create (required)	ECl: Innovate
Guitar	Guitar	Guitar
Intermediate Spanish*	iChallenge	iChallenge
Intro to Theater	iConnect	iConnect
Keyboarding/Piano	Intermediate Spanish*	Intermediate Spanish*
Learning Pathways (required)	Keyboarding/Piano	Keyboarding/Piano
Orchestra	News Crew/TV Production*	News Crew/TV Production*
Physical Education (required)	Orchestra	Orchestra
Scientific Critical Thinking*	Physical Education (required)	Physical Education (required)
Robotics 1	Production Theater*	Production Theater*
TV Production*	Student Government*	Student Government*
Virtual School Elective	Robotics 1	Robotics 1
Yearbook*	Robotics 2*	Robotics 2*
	Scientific Critical Thinking*	Scientific Critical Thinking*
	Teacher Assistant	Spanish 1*
	Virtual School Elective	Teacher Assistant
	Yearbook*	Virtual School Elective
		Yearbook*

\*Restrictions. Please see descriptions on follow-up pages.

## 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.



### **Intermediate Spanish Grades 6,7,8 0708010 1 Semester**

This course is designed to go deeper into communication skills in the target language. Conversational vocabulary and grammar are expanded upon. Students go deeper into the culture and customs of various Spanish-speaking countries.

### **Spanish I 0708340M 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.

### **Student Government Grades 7, 8 2104010 Year**

*Description Coming Soon!*

## 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 21<sup>st</sup>-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 – Beginning Chorus – 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 2 – Concert Chorus – Grade 7/8 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 – Tuskawilla Voices – Grade 7/8 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.

**Chorus 4 – Pop/A Capella Grade 7/8 1303030 Semester (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 2/3 – Intermediate/Advanced 1302050 Year (Teacher selection only)**

Intermediate/Advanced Orchestra (Intermezzo & Sinfonia 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.

**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.

**Intro to Theatre    0400035    Semester**

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

**Production Theatre    0400000    Semester**

Students continue to build skills and knowledge as they explore aspects of theatre. Students explore theatre history, study the great American playwrights, examine the cultural and historical contributions to theatre, and improve their theatre knowledge and skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. **Note: This course is by application only.**

**Additional Electives**

**Scientific Critical Thinking (Odyssey of the Mind)    1700000E    Year**

Scientific Critical Thinking is a creative problem-solving program. Team members work together at length to solve a predefined long-term problem and present their solution to the problem at a competition. This involves some form of performance that can be combined with multiple other skills such as set design, writing, art, song writing, construction, etc. Even if you don't feel acting is your strong suit, there are many other skills that are needed aside from just acting. Each problem presents a unique experience that allows for a variety of students with different abilities to help and put the solution together. There are also components such as building a structure to support weight or even building a self-propelled vehicle. There are many different types of problems for teams to choose from.

**Robotics 1    Grades 6-8    1700000ER1    Year**

The purpose of this course is to provide hands-on, minds-on program that uses challenges based on real world scientific problems to engage students in research, problem-solving, and engineering. Students will design, build and program LEGO mind storm robots to complete challenging missions on an obstacle course. Students selected for the competition team will be required to attend at least two competition events.

**Robotics 2    Grades 7-8    1700000ER2    Year**

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



**TV Production/News Crew    Grades 6-8                      0500000ET1/2                      Semester/Year**

This class is designed to introduce students to video editing and producing techniques. A video project is the product of creativity, writing, rewriting, collaboration, the use of light, the use of space, camera shots and angles, color, audio and the composition of color and editing. Students will parse video projects into its creative parts and learn how the video is created and produced. News Crew is for the full school year.

**Physical Education    1508060 6/7 1508070 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.

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

Application must be submitted.

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.

**Teacher Assistant                      0500000ET                      Grade 7-8 only                      Semester**

Application must be submitted.

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.

**Virtual School Elective                      333333S                      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. NOTE: For the 2023-2024 school year, SCPS will provide a full-time virtual instruction option to all students in grades K-12 through Seminole County Virtual School. Enrollment will be open at 9:00 am on Wednesday, March 22, 2023 and will close at 9:00 am on Friday, July 21, 2023. For more information, please see your certified school counselor or visit <https://virtuelschool.scps.k12.fl.us>.

## Middle School Career & Technical Education Courses

Are you 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!

### **Learning Pathways                      9100110                      6<sup>th</sup> grade                      Semester**

This course provides students with the opportunity to engage in strength/interest identification and career exploration. Through focused projects and activities, students will investigate and apply workplace skills, align strengths and interests with college and career pathways, and develop a personalized career and education plan including both short and long-term goals. **This course provides an opportunity to earn digital tool certificates.**

### **iChallenge: Basic Coding & Gaming Essentials    9009200    7<sup>th</sup> & 8<sup>th</sup> grades                      Semester**

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). Students should know that it is recommended to be at grade level with reading comprehension before signing up for this class. **This course provides an opportunity to earn digital tool certificates.**

### **iConnect: Your Pathway to Technology & Communication    8200520    7<sup>th</sup> & 8<sup>th</sup> grades                      Semester**

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 digital tool certificates.**

