

2017-2018

Middle School Coursework Grades Six-Eight



This curriculum guide has been prepared to assist each student in selecting the essential classes that will lead to a successful completion of middle school and career path for their future. Although many courses have been included in this guide, some may not be offered at this time as courses will be added as required by student need.

The classes being offered meet all of the requirements as prescribed by the State of Florida and the County School Board. We urge every student to take the time to review this curriculum guide carefully, and involve your teachers and parents in making the best possible selection of classes.

Our staff is dedicated to the success of all our students, and we are happy to welcome you to school. Best wishes for a wonderful, productive, year!

Course availability is based on the number of students eligible for the course. Information included in this Course Guide may change without prior notice and is based on the most current information available at the time of publication.

Philosophy

1. Meeting high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.
2. Promoting enhanced academic success and financial efficiency by aligning responsibility with accountability.
3. Providing parents with sufficient information on whether their child is reading at grade level and whether the child gains at least one year's worth of learning for every year spent at the charter school.

Purpose

1. Improve student learning and academic achievement.
2. Increase learning opportunities for all students with special emphasis on low performing students especially in reading.
3. Create professional opportunities for each teacher, including ownership of learning program at the school site.
4. Encourage the use of innovative learning methods.
5. Require the measurement of outcomes.
6. Expand the capacity of the school system.

Courses are offered based on need. Courses may be altered and/or cancelled without prior notification. The administrative team will make final determinations regarding student placement.

Middle School Grades 6 – 8

Coursework, curriculum and all textbooks are aligned with the NGSSS, FSA and state requirements. In addition, the student-centered curriculum is enhanced with data-driven instruction that is both diagnostic and differentiated. Lessons involve hands-on classroom activities that incorporate relevant life experiences and educationally beneficial homework assignments. The integration of technology into the curriculum enhances the educational experience and allows for real world connections and application of concepts learned.

Classroom teachers provide help sessions, tutorials and test preparation after school. Students are encouraged to take advantage of this additional help to insure their success in core subject areas.

Teachers will NOT “teach the test”. Assessments and student work samples will measure benchmark mastery and will determine individual instructional needs. We feel that students who are exposed to the NGSSS/Florida Standards as a part of their everyday curriculum will ultimately perform more effectively on the test, because the test becomes second nature to them. Students will participate in a multitude of activities designed for creativity, interest, positive performance in the classroom and on the requirements of the Florida department of education.

Grade scale:

In arriving at the academic grades of all students, teachers are expected to carefully distinguish between the academic grade and the student's conduct. All progress reports shall provide some form of evaluation concerning the student's conduct or deportment. In no case shall the student receive an academic grade which is contingent upon his/her conduct.

Grade “A” equals 90% through 100% = Outstanding Progress
Grade “B” equals 80% through 89% = Above Average Progress.
Grade “C” equals 70% through 79% = Average Progress
Grade “D” equals 60% through 69% = Lowest Acceptable Progress
Grade “F” equals 0% through 59% = Failure
Grade “I” equals 0% = Incomplete

The State Grade Point Average, Cumulative is used to determine if the student has met the state high school graduation requirements of a minimum of 24 credits and a 2.0 GPA based on a 4.0 scale.

This grade point average is calculated as specified in Section 1003.437, F.S., by assigning quality points of “A” = 4, “B” = 3, “C” = 2, “D” = 1, “F” = 0, and “Incomplete” = 0 to the letter grades displayed on the automated permanent record (“+” and “-” signs are ignored).

Grades of NG (No Grade Assigned), W P (W withdrew Passing), and WF (Withdrew Failing) are not applicable for inclusion in the Grade Point Average State, Cumulative

Progress Reports

The progress report provides a grade for the student's academic performance in each class or course, the student's conduct and the student's attendance. Student evaluations shall be reported to parents as a formal student progress report at quarter intervals. Each progress report shall contain information regarding a student's performance at grade level or below, behavior and attendance. The final progress report shall contain information regarding a student's promotion or non-promotion.

Interim Progress Reports

Interim progress reports are to be issued near the midpoint of the quarter grading period.

Interim conferences or written progress reports or both are recommended for those students having such need of them

Statewide End of Course Assessments

Middle grade students enrolled in high school Algebra I must take and pass the statewide standardized EOC assessment to earn high school credit. Also the Algebra 1 EOC assessment will constitute a percentage of the student's final course grade (based on individual district requirements).

Middle grade students enrolled in high school Algebra I must pass the statewide standardized EOC assessment to qualify for a standard high school diploma. However, if the middle grades student does not pass the EOC assessment in middle school, the student will have multiple opportunities in high school to retake the course and/or the assessment.

Beginning in 2012-2013, middle grades students enrolled in high school geometry or Biology I must take the statewide, standardized EOC assessment, and the results of the EOC assessment must constitute a percentage of the student's final course grade (based on individual district requirements). Students must pass the course but are not required to pass the EOC assessment to earn high school credit.

Neither middle grade students nor high school students enrolled in high school **geometry** are required to pass the statewide, standardized EOC assessment to qualify for a standard high school diploma scholar designation.

Both middle grade students and high school students enrolled in high school ***Biology I*** must pass the statewide, standardized EOC assessment to qualify for a standard high school diploma scholar designation.



Language Arts

Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.

As students progress from one course to the next, increases occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.

Learning tasks and materials accommodate the individual needs of students.

Technology is integrated into lessons in an effort to help students develop competencies in the language arts.

Course Title: M/J Language Arts I

Course Length: 1 year

Major Concepts/Content: The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature.

Course Title: M/J Language Arts II

Course Length: 1 year

Major Concepts/Content: The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature.

Course Title: M/J Language Arts III

Course Length: 1 year

Major Concepts/Content: The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature.

Course Title: M/J Language Arts I,II and III Advanced

Course Length: 1 year

Major Concepts/Content: The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature.

Special Note: The course requirements for this advanced course are consistent with M/J Language Arts 1. The school/district shall develop a description of additional requirements to provide for in-depth or enriched study of the course requirements.

Course Requirements: Placement of students is determined by performance on state assessments, previous report card grades and teacher recommendation.

Mathematics

Students will participate in grade appropriate Mathematics classes catered to the student's needs. Students are also given the opportunity to take high school level Mathematics courses in order to earn high school credit.

All students will have access to technology when appropriate for curriculum content.

Classroom activities are student-centered, emphasizing concrete experiences and active/experiential learning that transitions towards a more abstract comprehension of the math concept.

All courses have increased emphasis on problem solving, estimation, and real-world applications. Evaluation also includes alternative methods of assessment.

All strands addressed in the NGSSS/FSA are developed across the Grade 6-8 curriculum. Coursework shall integrate Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate for the content and processes of the subject matter.

Course Title: M/J Mathematics I

Course Length: 1 year

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

Course Title: M/J Mathematics II

Course Length: 1 year

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

Course Title: M/J Mathematics III

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

Course Title: M/J Intensive Mathematics

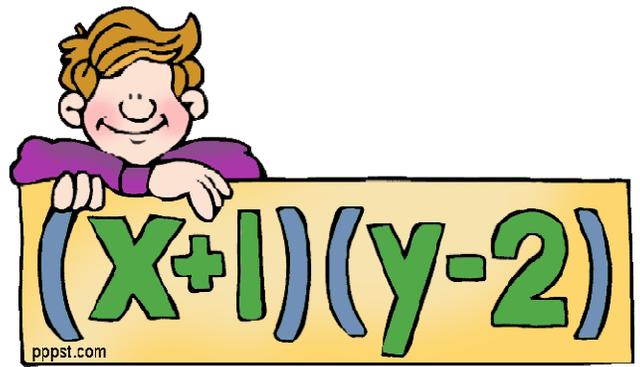
Course Length: 1 year

Major Concepts/Content: The purpose of this course is to enable students to develop mathematics skills and concepts through remedial instruction and practice.

Special Note: This course may be repeated by a student as needed; if repeated, the required level of student proficiency should increase.

The instructional approaches used in this course should be designed to provide effective remedial strategies to meet the needs of each student. Teachers should use results of individual diagnostic assessments to determine appropriate FSA benchmarks for use with each student. State-recommended or district Grade Level Expectations (GLEs) may also be used in this process. It is the responsibility of the district to ensure that identified benchmarks are consistent with the needs of individual students. Students should be given opportunities to develop and apply skills through guided, shared, and independent practice in both mathematics and test-taking.

Course Requirements: The course requirements must be aligned with benchmarks for grades 6-8, or a mixture of the three, as appropriate to the needs of individual students. Placement of students is determined by performance on state assessment, previous report card grades and teacher recommendation.



Course Title: M/J Math Pre-Algebra

Course Length: 1 year

Major Concepts/Content: 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. Students have an opportunity to learn as mathematicians rather than memorizing facts and algorithms. Some students are already good technicians who can follow rules and apply those rules to routine exercises. Students go one step further, analyzing non-routine problems. There is emphasis on strengthening and developing skills and concepts needed for success in Algebra I.

Special Note: This course is for 6th or 7th grade qualified advanced and/or mathematically talented students.

Course Requirements: Teacher recommendation

Course Title: Algebra I Honors

Course Length: 1 year

Major Concepts/Content: The purpose of this course is to develop the algebraic concepts and processes that can be used to solve a variety of real-world and mathematical problems. Students have an opportunity to learn as mathematicians rather than memorizing facts and algorithms. Some students are already good technicians who can follow rules and apply those rules to routine exercises. Students go one step further, analyzing non-routine problems.

Special Note: This course has been designed for 7th or 8th grade qualified advanced and/or mathematically talented students who have successfully passed the Pre-Algebra course.

Course Requirements: Placement is determined by successful completion of Pre-Algebra, teacher recommendation

Course Title: Geometry Honors

Course Length: 1 year

Major Concepts/Content: The purpose of this course is to develop the geometric relationships and deductive strategies processes that can be used to solve a variety of real-world and mathematical problems.

Special Note. This course is designed for 8th grade advanced and/or mathematically talented students.

Course Requirements: Placement is determined by the completion of Algebra 1, teacher recommendation

****Students taking Algebra 1 Honors and Geometry Honors may earn high school credit after the successful completion of an End of Course Exam provided by the state of Florida**

Reading

Students are provided with a separate Reading Course that engages them with literature in an effort to enhance and further develop higher levels of reading comprehension.

Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.

Learning tasks and materials accommodate the individual needs of students. Technology is available for students to develop competencies in reading and language arts.

Course Title: M/J Reading I, II, III

Course Length: 1 year

Major Concepts/Content: The purpose of this course is to enable students to develop and strengthen reading skills through



integrated experiences in the language arts strands. Emphasis will be on inference, application, and analysis of content from varied texts.

Course Requirements: Placement of students is determined by performance on FSA

Course Title: M/J Reading I, II, III Advanced

Course Length: 1 year

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

Course Requirements: Placement of students is determined by performance on FSA

Course Title: M/J Intensive Reading

Course Length: 1 year

NOTE: In those instances when this course is repeated for credit, the content should be differentiated based on reliable and valid assessment data. If students are making adequate progress (accelerated growth) in a given intervention, that intervention should be continued. If students are not making adequate progress, a new intervention should be implemented.

Basic Assumptions for Reading Education:

- Students entering the middle grades who are not reading on grade level have a variety of reading intervention needs. No single program or strategy can be successful in remediating the needs of all students. Therefore, it is necessary to implement a combination of research-based programs and strategies that have been proven successful in accelerating the development of reading skills in older struggling readers.
- Instruction for struggling readers should be explicit and systematic. It should provide direct explanations (modeling) and systematic practice opportunities (guided instruction), as well as carefully managed cumulative review to insure mastery.
- True intensive intervention can only be provided through increased instructional time in classes that are below average in size. The intensity of the intervention should be determined using the most recent data available from reliable and valid assessments.
- Due to the extensive intervention needs of students in the middle grades, it is necessary to provide small group instruction on a daily basis. In order to facilitate small group instruction of three to five students per group, class sizes should aim for no more than fifteen students. Students in need of intervention need highly-qualified reading instructors who have demonstrated success in remediating the reading difficulties of older struggling readers. Highly-qualified instructors should have at minimum reading certification or reading endorsement, as well as extensive staff development training in motivating adolescent struggling readers. The use of a reading coach is an effective practice for increasing the proficiency of teachers.
- Instruction and materials accommodate the individual needs of students, resulting in differentiated instruction based on reliable and valid assessment data.
- Technology is available for students to support and enhance development of competencies in reading.
- Given the relationship between reading fluency and reading comprehension, activities targeted at increasing both rate and accuracy will be included on a daily basis for those students showing deficiency in these areas. These activities might include: read-aloud, repeated reading, partner reading, reader's theater, and timed readings. Additionally, fluency should be monitored on a frequent basis, while keeping the focus of the monitoring on comprehension of the text being read through use of follow-up questions, as well as retell.
- The amount of specific practice ("test prep") should be limited, given most students' vast experiences with the test and the relatively small role that knowledge of test format plays in student test performance.

Major Concepts/Content: The purpose of this course is to provide instruction that enables students to develop and strengthen reading skills and develop independent reading endurance.

Special Note: This course may be repeated by a student as needed; if repeated, the required level of student proficiency should increase.

The instructional approaches used in this course should meet the needs of each student based on results of individual diagnostic assessments and progress monitoring.

Course Requirements: Placement of students is determined by performance on FSA, previous report card and teacher recommendation.



Social Studies

Social Studies classes are designed to introduce students to studies within the United States and outside our country's boundaries. Students are introduced to ancient and contemporary cultures around the world.

Students live in a multi-culturally diverse environment. Knowledge of the customs and traditions of those cultures is imperative, to develop students who are to become tolerant members of society.

Course Name: M/J United States History

Course Length: 1 year

Major Concepts/Content: The purpose of this course is to enable

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

Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings.

Course Title: M/J United States History, Advanced

Course Length: 1 year

Major Concepts/Content: The purpose of this course is to enable students to understand the development of the United States within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings. The format will expose students to Advanced Placement Standards and work products will reflect mastery by means of portfolio in required course work.

Special Note: Placement is determined by performance, report card grades and teacher recommendation.

Course Title: M/J Civics

Course Length: 1 year

Major Concepts/Content: The purpose of this course is to prepare students to perform effectively as informed citizens of their community, state and nation by providing them with the knowledge and skills necessary to function in a complex, pluralistic and democratic society. Specific content to be covered will include an understanding of the American Constitutional government, the free enterprise system, and the structure and function of local, state and national governments within that constitutional and economic framework.

Course Title: M/J Civics Advanced

Course Length: 1 year

Major Concepts/Content: The purpose of this course is to prepare students to perform effectively as informed citizens of their community, state and nation by providing them with the knowledge and skills

necessary to function in a complex, pluralistic and democratic society. Specific content to be covered will include an understanding of the American Constitutional government, the free enterprise system, and the structure and function of local, state and national governments within that constitutional and economic framework. The format will expose students to Advanced Placement Standards and work products will reflect mastery by means of portfolio in required course work.

Special Note: Placement is determined by performance, report card grades and teacher recommendation.

Course Title: M/J World Cultures

Course Length: 1 year

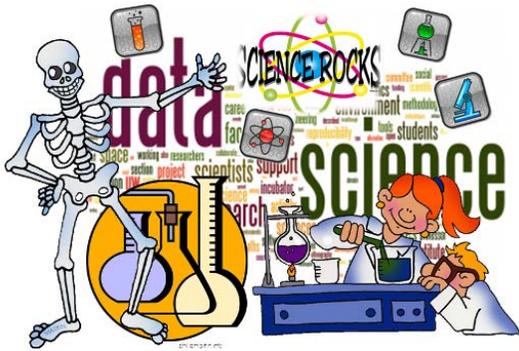
Major Concepts/Content: The purpose of this course is to enable students to understand that the world is comprised of many diverse cultural groups who have made significant contributions to our past and present. Students will understand the shared characteristics among various cultural groups.

Course Title: Advanced World Cultures

Course Length: 1 year

Major Concepts/Content: The purpose of this course is to enable students to understand that the world is comprised of many diverse cultural groups who have made significant contributions to our past and present. Students will use problem solving, research and critical thinking skills as they examine the shared characteristics among various cultural groups. The format will expose students to Advanced Placement Standards and work products will reflect mastery by means of portfolio in required course work.

Course Requirements: Placement is determined by student performance, report card grades and teacher recommendation.



Science

The goal of the Science course series is to give exposure to a variety of science disciplines through participation in exploratory experiences and activities throughout 6th, 7th and 8th grade. Students should have the opportunity to achieve all Science benchmarks for grades 6-8 by the end of the third year.

Course Name: M/J Comprehensive Science I and Advanced
Course Length: 1 year

Major Concepts/Content: The purpose of this course is to provide in-depth opportunities to study concepts of Life Science and its applications to everyday life.

Course Name: M/J Comprehensive Science II and Advanced

Course Length: 1 year

Major Concepts/Content: The purpose of this course is to provide in-depth opportunities to study concepts of Physical Science and its applications to everyday life.

Course Title: M/J Comprehensive Science III and Advanced

Course Length: 1 year

Major Concepts/Content: The purpose of this course is to provide opportunities for the study of general concepts, theories, and processes relating to the Earth/Space Sciences, and their applications through exploratory investigations and activities.

Special Note: Placement determined by performance, report card grades and teacher recommendation.

Course Name: Physical Science Honors

Course Length: 1 year

Major Concepts/Content: This course is designed as an interactive, 21st century course focusing on basic physics and chemistry. Topics include forces and motion, energy through waves, electricity and magnetism, the matter around us, chemical bonding and reactions.

Special Note: Placement determined by performance, report card grades, teacher recommendation. High school credit class.

Course Name: Biology I Honors

Course Length: 1 year

Major Concepts/Content: The purpose of this course is to provide an exploratory, laboratory and real-life experience in the applications of biological sciences. Laboratory investigations which include the use of scientific research, measurement, laboratory technologies and safety procedures are an integral part of this course.

Special Note: Placement determined by performance, report card grades, teacher recommendation. High school credit upon passing EOC.

Course Name: Physical Science Honors

Course Length: 1 year

Major concepts/Content:

While the content focus of this course is consistent with the Physical Science course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. 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. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Special Note: Placement determined by performance, report card grades, teacher recommendation. High school credit upon passing EOC.

Spanish

Course content requirements for the three-course sequence that includes M/J Spanish, Beginning, Spanish I and Spanish II are required for each middle school student. Two years of Foreign Language I and above may be transferred as a high school credit.

Course Title: M/J Spanish, Beginning

Course Length: 1 year

Major Concepts/Content: The purpose of this course is to enable students to begin to acquire proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing



skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

Course Title: Spanish I, II

Course Length: 1 year

Major Concepts/Content: The purpose of this course is to enable students to continue to acquire proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course

Spanish for Spanish Speakers

Course content requirements for the two-course sequence M/J Spanish for Spanish Speakers, Beginning & Intermediate are equivalent to Spanish for Spanish Speakers I. Course content requirements for the three-course sequence that includes M/J Spanish for Spanish Speakers, Beginning Intermediate, and Advanced, may be equivalent to the two-course sequence Spanish for Spanish Speakers I and Spanish for Spanish Speakers II. It is each district school board's responsibility to determine high school foreign language placement policies for those students who complete the M/J Spanish for Spanish Speakers sequences in middle school.

Course Title: M/J Spanish for Spanish Speakers, Beginning

Course Length: 1 year

Major Concepts/Content: The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their home language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. The values and practices of Spanish culture(s) will be reflected throughout the course.

Course Title: M/J Spanish for Spanish Speakers, Intermediate

Course Length: 1 year

Major Concepts/Content: The purpose of this course is to enable students whose heritage language is Spanish to continue to enhance proficiency in their home language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. The values and practices of Spanish culture(s) will be reflected throughout the course.

Course Title: M/J Spanish for Spanish Speakers, Advanced

Course Length: 1 year

Major Concepts/Content: The purpose of this course is to enable students whose heritage language is Spanish to enhance proficiency in their home language by reinforcing skills in listening and speaking, and emphasizing reading and writing, including the elements of Spanish grammar. The values and practices of Spanish culture(s) will be reflected throughout the course.

Electives

Electives are an integral part of the curriculum and allow students to enhance the core subject studies with enrichment activities. Electives for the students have been chosen to provide a well-rounded selection designed to introduce students to the arts and technology.

Elective classes are one semester except in the areas of Business and Technology where classes may be one year in length. (In some cases, students may receive credit that is transferable to high school.) Electives include Art, Music, Physical Education, Technology and Foreign Language.

Course Title: M/J Art/2-D1

Course Length: 1 year

Major Concepts/Content: The purpose of this course is to enable students to communicate ideas and concepts through two-dimensional media using basic knowledge of drawing, painting, and printmaking techniques. Composition and artistic expression should be emphasized.

Course Title: M/J Art/2-D2

Course Length: 1 year

Major Concepts/Content: The purpose of this course is to enable students to communicate ideas and concepts through two-dimensional media using intermediate-level knowledge of drawing, painting, and printmaking techniques. Composition, artistic expression, and principles

of design should be emphasized.

Special Note: Participation in Art/2 D-1. Required for students completing Art Portfolio for high school art programs.

Course Title: M/J Graphic Art & Design

Course Length: 1 year

Major Concepts/Content: The purpose of this course is to give the career student in the visual arts a working understanding of visual design.

Special Note: Teacher Recommendation required.

Course Title: M/J Chorus

Course Length: 1 year

Major Concepts/Content: The purpose of this course is to provide students with the opportunities to develop skills in vocal production, to participate in music ensemble, and to develop musicianship skills including reading. The content should include, but not be limited to, vocal performance techniques, interpretation of music notation, and understanding of music fundamentals.

Course Title: M/J General Music

Course Length: 1 year

Major Concepts/Content: The purpose of this course is to introduce music making through exploration of various performance media such as singing, keyboard, listening, video recording and computer-generated sounds.



Course Title: M/J Beginning Band



Course Length: 1 year

Major Concepts/Content: The purpose of this course is to provide students with the opportunities to develop performance skills on a band instrument, to participate in a musical ensemble, and to develop musicianship skills including reading. The content should include, but not be limited to, instrumental performance techniques, interpretation of musical notation, and understanding of music fundamentals. Instruments must be rented or purchased, by the student, for this course.

Course Title: M/J Band 1, 2

Course Length: 1 year

Major Concepts/Content: The purpose of this course is to provide students with varied performance experiences in band/instrumental ensemble. The content will include instrumental performance techniques, interpretation of music notation and an understanding of music fundamentals. Instruments must be rented or purchased, by the student, for this course.

Special Note: Participation in Beginning Band and Teacher Recommendation Required

Course Title: M/J Physical Fitness 6, 7, 8

Course Length: Semester

Major Concepts/Content:

The purpose of this course is to enable students to improve physical fitness through participation in games, sports, gymnastics, dance, and individual and developmental activities; and to evaluate physical activities in terms of fitness values.

Special Note: Required all three years.



Technology and Business



Career Education programs provide students with opportunities to develop occupational interests and acquire skills throughout their secondary and postsecondary educational careers that will lead to gainful employment. Middle School Career Education programs focus on transferable skills that apply academic course content in relevant, meaningful ways. Students completing these programs at the middle school level are more motivated to learn and have a clearer understanding of high school career options and educational pathways to attain lifelong career goals.

Course Title: M/J Computer in Business App I, I (Grade 6) I, II, III, IV (Grade 7/8)

Course Length: 1 semester

Major Concepts/Content. The purpose of this course is to enable students to develop knowledge and skills in computer applications.

Course Title: Career Research and Decision Making (Grade 6)

Course Length: 1 semester

Major Concepts: The purpose of this course is to enable students explore different careers and interests that may evolve into careers. Students will create electronic career portfolios (ePEP) and track required coursework needed to meet their career and educational goals along with the focus required to meet these goals. (Required)

Course Title: M/J Engaged Citizenship through Service Learning II, III (Grade 7, 8)

Course Length: 1 semester

Major concepts/content.

This course provides an introduction to service-learning and civic responsibility. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 20 hours' duration.