Pembroke Pines Charter Middle School

Academic Village Campus

Curriculum Guide

2026-2027

Pembroke Pines Charter Middle School

Academic Village Campus

17195 Sheridan Street
Pembroke Pines, FL 33331
954.538.3700 (main number)
http://academicvillage.pinescharter.net

Charles Dodge, Superintendent
Jonathan Bonilla, Assistant Superintendent
Peter Bayer, Principal
Helen Yanez, Assistant Principal
Jennilee Abolafia, Guidance Counselor

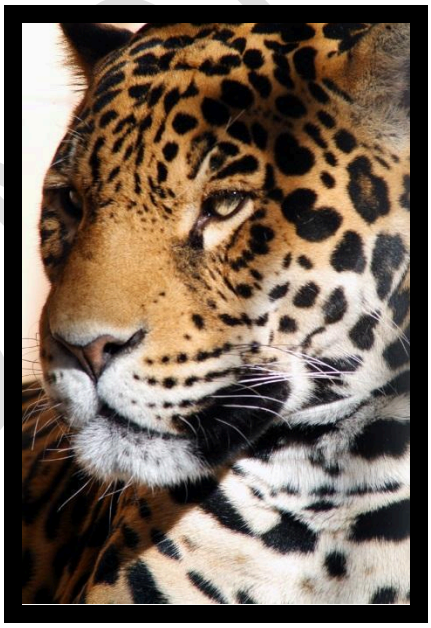
Vision

"Empowering Students for the Possibilities of Tomorrow!"

Mission

The Pembroke Pines Charter Community will provide a challenging educational foundation to prepare students for college success and responsible citizenship.

College – Citizenship - Community



Important Information for Parents and Students

This curriculum guide has been prepared to assist our jaguars with the scope of the curriculum and course selection for the upcoming school year. Please read through the guide carefully as this will serve as a valuable tool when choosing the proper courses.

We believe in providing a challenging curriculum for all our students and maintain a mission to guide our learners to prepare them for college.

Please note the following procedures for course selection:

- Students and parents are expected to attend curriculum night and preview the courses being offered for the upcoming school year.
- Teachers will recommend students for modified placement based on prior standardized test scores and/or conduct.
- Students may be required to take reading as an elective.
- Parents that would like an alternate placement for their child must consult with the subject-related teacher and school counselor.
- All course selections are final pending standardized test scores and promotion status for the current school year.

NOTE: All information in this curriculum guide is subject to change based upon the State of Florida Department of Education.

Middle School Promotion Criteria

Promotion to Grades 7 and 8
Middle school students must meet course requirements for grade level promotion. In order to promote to Grades 7 and 8, students must pass a total of four (4) courses, two (2) of which must be "core" courses. Core courses are those classes that fall within the English, Mathematics, Science, and Social Studies subject areas.

Promotion to Grade 9
For promotion to Grade 9, students must successfully complete:

- 3 courses in Language Arts
- 3 courses in Mathematics
- 3 courses in Science
- 3 courses in Social Studies which must include a course in Civics
- Successful completion of Civics EOC Exam

In addition, students must also pass a semester-length course in Career and Education Planning, including completion of a Personal Education Plan. At the Academic Village, this course is offered through our Civics course.

Course Recovery
Students who fail a core course will have the opportunity for "recovery." Recovery programs are coordinated with our Guidance Counselor.

Grading Scale		Passing Grades
100%-90%	A	Students must pass four core classes (Math, Science, Social Studies, and Language Arts) with a minimum of D average earned for the year. See two examples below:
89%-80%	B	
79%-70%	C	
69%-60%	D	
59%-1%	F	
0%	I	

Example	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	
Student Math Class	B	F	C	D	**Passed Math**
Student Science Class	D	F	F	C	**Failed Science**

Students registered in Algebra and/or Biology must also pass the End-of-Course exams (EOC) to meet high school graduation requirements. Criteria is subject to change based on FDOE Legislative Reform.

Please note: Algebra, Geometry, and Biology EOC is worth 30% of a student's final grade

Florida FAST

The Florida FAST is a progression of learning expectations designed to prepare students for college and career success. All students will be exposed to the Florida BEST and will be assessed on these skills three times a year with the state's new examination, FAST Reading and Math. For more information, including practice tests and support tools for students and parents, please visit https://flfast.org/fast.html.

The Pembroke Pines Charter Cambridge Curriculum is the latest expansion of the high-performing, "A" rated, Pembroke Pines Charter School System. Our middle school students, grades 6-8, will engage in the *Cambridge Advanced Program*. After successful completion of 8th grade, PPCMS students will be academically prepared and given the option to matriculate into Pembroke Pines Charter High School in the AICE Diploma track the following school year.

The Cambridge Advanced Curriculum, modeled after Cambridge's Secondary 1 standards, is a progressive curriculum to prepare students to enter the upper-level Cambridge courses, including the high school distinction of the AICE Diploma. The AICE Diploma will give students a competitive edge into their university of choice. Students who attend the three middle school campuses will be given priority consideration to be enrolled in the upper-level Cambridge courses at Pembroke Pines Charter High School.

The Cambridge Secondary I program is aligned to Florida's academic standards.

Students in the Cambridge Advanced Program should be able to carry an A/B average in the classroom, attain FAST test scores of a 4 or higher, have pleasing teacher recommendations, and satisfactory attendance and discipline records. Students in the Cambridge Advanced Program at the middle school campuses will be highly-motivated learners who are seeking a rigorous curriculum to prepare them for upper-level coursework in high school.

Students exposed to the Secondary I Curriculum will be taking advanced courses in the core areas of English, Mathematics, Science and Social Studies.

Course Requirements

6th Grade All students will take the core subjects, which include Language Arts, Mathematics, Social Studies (US History), and Science. In addition, students will be matriculated in Reading and a wheel elective.

The electives offered are a full year of PE, a full year of STEM, a semester of Debate and Drama. Students will rank their preference of electives.

7th & 8th Grade All students will take the core subjects, which include Language Arts, Mathematics, Social Studies (Civics 7th & World History 8th), Science, and two electives.*

**Students deemed to be struggling with the grade level standards as measured by the FAST will be placed in a reading class in lieu of one elective.*

Summer Reading

Students will be asked to participate in summer reading. Summer reading assignments will be posted on the school's website.

Elective Requirements

Some electives will require students to participate in extracurricular activities, including but not limited to, fundraising, volunteering. Before making a final selection, please review all course requirements with the prospective teacher.

Elective Offerings

Computer Applications I/II (Microsoft Word and PowerPoint)
Digital Information Technology (Microsoft Excel)
Debate
Debate I Honors
Drama
Advanced Drama
Leadership/Student Government
Dance
Spanish I and II

6th Grade Course Descriptions

Language Arts (Required)

Language Arts

This course defines what students should understand and be able to do by the end of 6th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

Cambridge Language Arts

This course defines what students should understand and be able to do by the end of the grade level. Knowledge acquisition should be the primary purpose of any reading approach. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Reading or Critical Thinking Skills (Required)

Reading & Critical Thinking Skills (Advanced Students)

Pembroke Pines Charter Middle School pursues a reading program that combines the Florida Department of Education's Florida

Standards and our charter school objectives of meeting both the specific and diverse needs of our student body. This means implementing a curricular program that addresses the school-wide goals while paying particular attention to individual students' needs.

All 6th grade students are required to take Reading. The classes focus on reading engaging literary selections on a variety of topics. Both novels and informational books are included as well as multimedia materials. Students are encouraged to develop their own reading interests through regular use of the library and to see reading as a lifelong pursuit. Materials are provided at a variety of reading levels to accommodate student needs and an accelerated curriculum is used for qualifying students in 6th grade.

Students who score within the below-average spectrum on state examinations will be required to take reading as an elective for two class periods. Intensive reading is designed for students to focus specifically on improving their performance in phonics, fluency, vocabulary, and comprehension.

The reading course is designed for 6th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

Students in the Critical Thinking Skills are the advanced learners. Students will review the reading skills needed to successfully gain the appropriate skills for mastery in reading all while working in groups in a blended-learning model format.

Math (Required)

<u>Math 6</u>

This course continues development of mathematical concepts that can be used to solve a variety of real-world and mathematical problems. The course will emphasize obtaining fluency of grade level specific

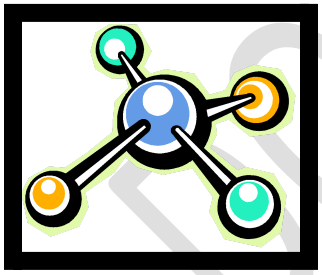
Florida Standards. The content may include, but not limit to, multiplication & division of decimals and fractions, data, analysis, ratios, rates, percent equivalencies, algebraic expressions and equations.

Advanced Math

In grade 6 accelerated math, instructional time will emphasize five areas: (1) performing all four operations with rational numbers with procedural fluency; (2) exploring and applying concepts of ratios, rates, percentages and proportions to solve problems; (3) creating, interpreting and using expressions, equations and inequalities; (4) extending geometric reasoning to plotting points on the coordinate plane, area and volume of geometric figures and (5) extending understanding of statistical thinking to represent and compare categorical and numerical data.

GEM 6 (Pre-Algebra)

GEM 6 is a highly advanced curriculum. The course is designed to prepare the student for Algebra I Honors. Students will cover the Florida Standards of 6th grade as well as those in 7th and 8th grade. There will be emphasis on strengthening and developing skills and concepts needed for success in Algebra I Honors – a high school level course. Instructional time will emphasize five areas: (1) performing all four operations with rational numbers with procedural fluency; (2) exploring and applying concepts of ratios, rates, percentages and proportions to solve problems; (3) creating, interpreting and using expressions, equations and inequalities; (4) extending geometric reasoning to plotting points on the coordinate plane, area and volume of geometric figures and (5) extending understanding of statistical thinking to represent and compare categorical and numerical data.



Science (Required)

6th Grade Comprehensive Science

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 middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations 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 middle 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 (NRC 2006, p. 77; NSTA, 2007).

6th Grade Cambridge Science

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 middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations 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 middle 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 (NRC 2006, p. 77; NSTA, 2007).

The advanced course requires a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Social Studies (Required)

US History

Civic education is essential in the development of informed citizenry who are equipped to participate in civic life and preserve a government of the people, by the people, and for the people. The Civics and Government (CG) standards in this class were revised in 2021 as a result of the House Bill (2019) civics standards review and reflect the following priorities for K-12 Civics and Government teaching and learning in Florida schools.

- Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism.
- Students compare the success of the United States and the success or failure of other nations' governing philosophies to evaluate their past, present and likely future effects.
- Students have a sense of civic pride and participate regularly in all levels of government.

- Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.

The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

Electives

Students in 6th grade will participate in an elective wheel consisting of Debate and Drama, Physical Education, and STEM.

Debate I

This course is focused on the use of correct and effective language and organizational skills in preparing, delivering, and evaluating different types of oral presentations and debate. Students will critique speeches, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed.

The purpose of this course is to develop grade 6 students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings.

Theatre I

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

Physical Fitness

The purpose of this course is to provide a foundation of knowledge and skills necessary for the development of a physically active lifestyle. The course addresses both the health and skill-based components of physical fitness, by providing a variety of movement opportunities which include but are not limited to fitness activities and team sports. This course includes content necessary for optimal development of adolescents such as resiliency education: civic and character education and life skills education as well as substance use and abuse prevention.

STEM

This course is an integrated Science, Technology, Engineering and Mathematics (STEM) course for middle school students. M/J STEM Physical Science includes an integration of standards from science, mathematics, and english/language arts (ELA) through the application to STEM problem solving using physical science knowledge and science and engineering practices. Physical sciences through applications such as aeronautics, robotics, rocketry, mechanical, electrical, and civil engineering, are emphasized in this course. 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 middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations 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 other using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the middle 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 (NRC, 2006, p. 77; NSTA, 2007).

Course Selection Sample
6th Grade

Language Arts
Math
US History
Science
Reading
Elective Wheel: Drama and Debate, STEM, and PE

7th Grade Course Descriptions

Language Arts (Required)

Language Arts

This course defines what students should understand and be able to do by the end of 7th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

Cambridge Language Arts

This advanced course focuses on knowledge acquisition as the primary purpose of any reading approach. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Students will be exposed to a range of fiction genres, poetry, playscripts and non-fiction texts to provide authentic contexts for skills development. Learners develop skills and understanding in four areas: reading, writing, speaking and listening. Students will also learn how to communicate effectively and respond to a range of information, media and texts to:

- become confident communicators, able to apply all four skills effectively in everyday situations

- see themselves as readers, engaging with a range of texts for information and for pleasure, including texts from different times and cultures
- see themselves as writers, using the written word clearly and creatively for a range of different audiences and purposes.

Math (Required)

Math 7

This course continues development of mathematical concepts that can be used to solve a variety of real-world and mathematical problems. Instructional time will emphasize five areas: (1) recognizing that fractions, decimals and percentages are different representations of rational numbers and performing all four operations with rational numbers with procedural fluency; (2) creating equivalent expressions and solving equations and inequalities; (3) developing understanding of and applying proportional relationships in two variables; (4) extending analysis of two- and three-dimensional figures to include circles and cylinders and (5) representing and comparing categorical and numerical data and developing understanding of probability.

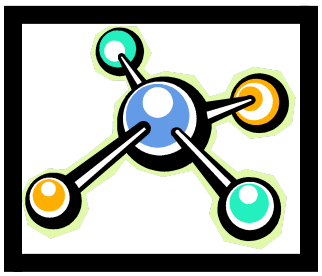
Advanced Math (Pre-Requisite Advanced Math 6th Grade)

In grade 7 accelerated, instructional time will emphasize six areas: (1) representing numbers in scientific notation and extending the set of numbers to the system of real numbers, which includes irrational numbers; (2) generating equivalent numeric and algebraic expressions including using the Laws of Exponents; (3) creating and reasoning about linear relationships including modeling an association in bivariate data with a linear equation; (4) solving linear equations, inequalities and systems of linear equations; (5) developing an understanding of the concept of a function and (6) analyzing two-dimensional figures, particularly triangles, using distance, angle and applying the Pythagorean Theorem. **Please note this is a Pre-Algebra course. Students taking this course will be prepared for Algebra I Honors in 8th grade, a high school level course.**

Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

GEM 7 - Algebra I Honors (Pre-Requisite GEM 6)

GEM 7 is a high-school level course. In Algebra 1 Honors, instructional time will emphasize five areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; (4) building functions, identifying their key features and representing them in various ways and (5) representing and interpreting categorical and numerical data with one and two variables.



Science (Required)

7th Grade Comprehensive Science

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 middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations 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 middle 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 (NRC 2006, p. 77; NSTA, 2007).

7th Grade Cambridge Science

The Cambridge science course is designed for our advanced learners. 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 middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations 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 middle 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 (NRC 2006, p. 77; NSTA, 2007).

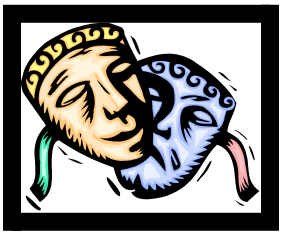
Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Social Studies (Required)

Civics

Civic education is essential in the development of informed citizenry who are equipped to participate in civic life and preserve a government of the people, by the people, and for the people. The Civics and Government (CG) standards in this class were revised in 2021 as a result of the House Bill (2019) civics standards review and reflect the following priorities for K-12 Civics and Government teaching and learning in Florida schools.

- Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism.
- Students compare the success of the United States and the success or failure of other nations' governing philosophies to evaluate their past, present and likely future effects.
- Students have a sense of civic pride and participate regularly in all levels of government.
- Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.



Electives

Computer Applications I/II (Microsoft Word and PowerPoint)

This course is part of an Industry Certification course. **Students participating in this course will be mandated to complete the second year program in 8th grade (Microsoft Office curriculum)**. This core 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 fundamental 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: Word and Powerpoint. Students will become experts in using Microsoft Office and asked to create documents and presentations using the programs described.

Advanced Debate (Teacher Approval)

The course focuses on providing in-depth speaking skills and techniques. Students will focus complex objectives of debate through discussion in which participants articulate, justify, and clarify their positions on an issue. Students engage in both informal and formal debates, including rebuttals, and attempt to refute statements made by the opposing side. By conducting research, students take notes to summarize, to question, and to clarify information. Students gain comprehension skills that are essential for students to become competent readers and writers in all areas of the school curriculum. Students will become more proficient in speaking, researching, reading, and writing skills, and will increase reasoning as well as communication skills.

Drama

The purpose of this course is to provide in-depth experience in the study and practice of theatre arts and literature. The content should include, but not be limited to, the following: overview of the history of theatre and literature of the theatre; introduction to the fundamentals of theatre production, including scenery construction, costuming, lighting, and make up; and the fundamentals of acting. Students will be expected to perform in drama performances throughout the school year.

Advanced Drama (Teacher Approval and Audition Required)

Students with previous theatre experience and instruction continue to study acting, design, and dramatic literature to increase the enjoyment and understanding of what is required to prepare plays for the public. Students explore theatre history, study the great American playwrights, examine the cultural and historical contributions to theatre, and begin to use the information to inform and improve their theatre knowledge and skills. Students begin to use the basic elements of theatre design through practical application and projects. 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.

Leadership & Research

The purpose of this course is to enable students to develop basic knowledge and skills in the research process with emphasis on determining and refining research questions. Students will develop interpersonal skills, relationship building, and teamwork. Students participating in this

class are considered student leaders and hand-selected to represent the jaguar family. Students in this course will also be responsible for implementing several programs on campus, including but not limited to Anti-Bullying, Red Ribbon, and School of Choice Week. Students taking this course will have to complete an application and be approved to enter this course.

In addition, this course will enable students to develop awareness of self and others. Emphasis will be on acquisition of basic skills for thoughtful planning, peer facilitation, effective communication and making healthy choices.

The course content may include:
-research process
-research topics
-research questions and hypotheses
-definition, analysis, and evaluation of research questions
-review of literature and other resources
-formulation of hypotheses
-report formats, styles, and content
-directed investigations
-critical analysis of research
-a major research project, preferably cross-disciplinary
-peer facilitating
-human needs
-self awareness and expression
-peer pressure
-peer and family relationships
-conflict resolution
-goal setting
-social skills
-active listening
-personal choices
-healthy lifestyles
-effects of stress

<u>Dance</u>
Students develop dance technique and movement vocabulary in two or more dance forms. In the process, dancers demonstrate use of class and performance etiquette, analytical and problem-solving skills, and studio practices in a safe dance environment. 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. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

Please note that this course satisfies one semester of the required physical education needed toward middle grades promotion.

Physical Education

The purpose of this course is to provide a foundation of knowledge and skills necessary for the development of a physically active lifestyle. The course addresses both the health and skill-based components of physical fitness, by providing a variety of movement opportunities which include but are not limited to fitness activities and team sports.

Students will develop understanding and competence in the use of strategies in sports, games and individual activities. They will develop critical thinking skills, leadership, cooperation, and competitiveness and improve or maintain health related fitness. The students will participate in a wide variety of activities such as baseball, football, basketball, and soccer.

Reading

This course is designed for 7th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student needs based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student needs and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

The Intensive courses have been designed for the teacher to select and teach only the appropriate standards corresponding to the student's grade and/or instructional level. This course should not be used in place of grade level English language arts courses and is intended to provide intervention for students who have reading deficiencies.

Students who score within the below-average scale on state examinations will be required to take reading as an elective for one class period. Intensive reading is designed for students to focus specifically on improving their performance in phonics, fluency, vocabulary, and comprehension.

Students will also engage in active reading and analysis of literary selections on a variety of topics. Both novels and informational books are included as well as multimedia materials.

Students are encouraged to develop their own reading interests through regular use of the library and to see reading as a lifelong pursuit. Materials are provided at a variety of reading levels to accommodate student needs and an accelerated curriculum is used for qualifying students in 7th grade.

Spanish I

Spanish I is a high school level course. Spanish 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities. **These students taking high school level courses will establish a transferable high school GPA.**

Course Selection Sample
7th Grade

Language Arts
Math
Civics
Science
Physical Education
Spanish I

8th Grade Course Descriptions

Language Arts (Required)

Language Arts

This course defines what students should understand and be able to do by the end of 8th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

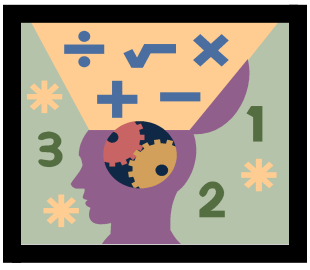
Cambridge Language Arts

This course defines what students should understand and be able to do by the end of the grade level. Knowledge acquisition should be the primary purpose of any reading approach. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully. The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community. Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Finally, the Cambridge Language Arts course is centered on all qualifications listed above but the instruction is at an accelerated pace. The course is compacted and highly integrated with a strong emphasis on literary-based critical thinking, reading, and writing. Students are expected to be able to read independently and complete themed-based projects as assigned. Curriculum will also focus on preparing students for the Pre-AICE curriculum track at the high school.



Mathematics (Required)

Math 8

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students

will continue to review and apply earlier grade-level benchmarks and expectations.

In grade 8, instructional time will emphasize six areas: (1) representing numbers in scientific notation and extending the set of numbers to the system of real numbers, which includes irrational numbers; (2) generate equivalent numeric and algebraic expressions including using the Laws of Exponents; (3) creating and reasoning about linear relationships including modeling an association in bivariate data with a linear equation; (4) solving linear equations, inequalities and systems of linear equations; (5) developing an understanding of the concept of a function and (6) analyzing two-dimensional figures, particularly triangles, using distance, angle and applying the Pythagorean Theorem.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

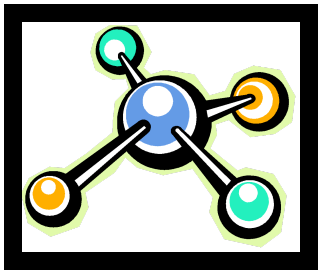
This course continues development of mathematical concepts and processes that can be used to solve a variety of real-world and mathematical problems. There is emphasis on obtaining fluency of grade level specific Florida Standards as well as continuing on to the Florida standards of the succeeding year. **Please note this is a Pre-Algebra course. Students taking this course will be prepared for Algebra I in high school.**

Algebra I Honors (Pre-Requisite Advanced Math 7)

Algebra I Honors is a high-school level course. The course is designed to prepare students with a rigorous and in-depth continuum of Advanced Math 7 (Pre-Algebra). Students will cover the Florida Standards of Algebra I. There will be emphasis on strengthening and developing skills and concepts needed for success in Algebra EOC (end-of-course) exam as this exam is a high school graduation requirement. This course also has a midterm and final exam. Students taking high school level courses will have begun to establish a high school GPA.

GEM 8 - Geometry Honors (Pre-Requisite Algebra I Honors)

Geometry is a high-school level course. The course focuses on measurement and relationship of geometric concepts. The course is designed to prepare students with a rigorous and in-depth continuum of Algebra I Honors. Students will cover the Florida Standards of Geometry. There will be emphasis on strengthening and developing skills and concepts needed for success in Geometry EOC (end-of-course) exam. This course also has a midterm and final exam. Students taking high school level courses will have begun to establish a high school GPA.



Science (Required)

8th Grade Comprehensive Science

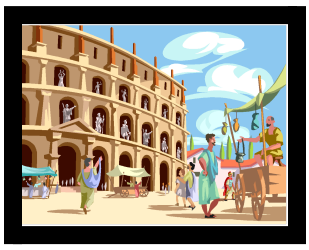
The 7th grade comprehensive science curriculum aligns to the Florida Department of Education's Next Generation Sunshine State Standards and Reading Standards for Literacy in Science. Students are provided with hands-on learning opportunities through lab activities and virtually by conducting experimental inquiry requiring the evaluation of empirical evidence.

8th Grade Cambridge Science

The Cambridge science course is designed for our advanced learners. The purpose of this course is to provide students with the opportunity to make real-life connections through scientific inquiry. Instruction will give students an in-depth analysis of comprehensive science, which includes life, physical, and earth-space topics. Students will examine the nature of matter, laws of energy, energy transformations, matter, waves, motion, and forces. This course will provide increased rigor requiring students to recognize that science involves creativity, and objectivity not just in designing scientific experiments, but also in developing explanations that support the evidence. Hands-on learning and virtual labs are incorporated into instruction to meet the diverse needs of all the learners. Students will discover how science affects their lives. Curriculum will also focus on preparing students for the Pre-AICE curriculum track at the high school.

Biology I Honors – (Pre-Requisite Algebra I Honors and Level 5 on ELA)

Biology is a high-school level course. In Biology I Honors, students will study the creation and development of cells and life matter. Focus will also be on the significance of genetics and study of major organs and tissues in all living species. Students will be exposed to understand the scientific theory behind evolution and natural selection, as well as DNA analysis. Students are expected to perform experiments, collect data, and analyze findings in the content area and identify materials needed to perform high level experimentation. There will be emphasis on strengthening and developing skills and concepts needed for success in Biology EOC as this exam is a high school graduation requirement. This course also has a midterm and final exam. Students taking high school level courses will have begun to establish a high school GPA.



Social Studies (Required)

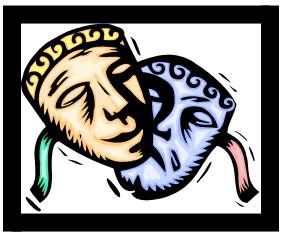
World History & Career Exploration

World History begins with an in-depth, chronological study of the development of the world's ancient civilizations. After an overview of the Early Ages, students will explore the Middle Ages, the Renaissance, the Age of Exploration and other important topics in World History.

Using a multidisciplinary approach, students will focus on critical reading and thinking skills. Students will also be exposed to a variety of careers using the JA Biztown Curriculum as a guide.

World History Advanced & Career Exploration

The advanced track is based on the criteria stated above, but will include a more in-depth, research-based approach to world events. Students will complete projects that are research based and expected to provide an in-depth perspective on global historical events. Students will be required to participate in the History Fair. Students will also be exposed to a variety of careers using the JA Biztown Curriculum as a guide.



Electives

Digital Information Technology (Microsoft Excel)

Digital Information Technology is a high school level course. This course is part of an Industry Certification course. **Students participating in this course must have successfully completed Computer Applications I.** The purpose of this course is to introduce students to Microsoft Word and PowerPoint. Students will become experts in using Microsoft Office and asked to create documents and presentations using the programs described.

Drama

The purpose of this course is to provide in-depth experience in the study and practice of theatre arts and literature. The content should include, but not be limited to, the following: overview of the history of theatre and literature of the theatre; introduction to the fundamentals of theatre production, including scenery construction, costuming, lighting, and make up; and the fundamentals of acting. Students will be expected to perform in drama performances throughout the school year.

Advanced Drama (Teacher Approval and Audition Required)

Advanced Drama is a high school level course. Students with previous theatre experience and instruction continue to study acting, design, and dramatic literature to increase the enjoyment and understanding of what is required to prepare plays for the public. Students explore theatre history, study the great American playwrights, examine the cultural and historical contributions to theatre, and begin to use the information to inform and improve their theatre knowledge and skills. Students begin to use the basic elements of theatre design through practical application and projects. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course also has a midterm and final exam or performance component. Students taking high school level courses will have begun to establish a high school GPA.

Leadership & Research

The purpose of this course is to enable students to develop basic knowledge and skills in the research process with emphasis on determining and refining research questions. Students will develop interpersonal skills, relationship building, and teamwork. Students participating in this class are considered student leaders and hand-selected to represent the jaguar family. Students in this course will also be responsible for implementing several programs on campus, including but not limited to Anti-Bullying, Red Ribbon, and School of Choice Week. In addition, this course will enable students to develop awareness of self and others. Emphasis will be on acquisition of basic skills for thoughtful planning, peer facilitation, effective communication and making healthy choices. Students taking this course will have to complete an application and be approved to enter this course.

The course content may include:
-research process
-research topics
-research questions and hypotheses
-definition, analysis, and evaluation of research questions
-review of literature and other resources
-formulation of hypotheses
-report formats, styles, and content
-directed investigations
-critical analysis of research
-a major research project, preferably cross-disciplinary
-peer facilitating
-human needs
-self awareness and expression
-peer pressure
-peer and family relationships
-conflict resolution
-goal setting
-social skills
-active listening
-personal choices
-healthy lifestyles
-effects of stress

Reading

The purpose of this course is to engage students to read literary selections on a variety of topics. Both novels and informational books are included as well as multimedia materials. Students are encouraged to develop their own reading interests through regular use of the

library and to see reading as a lifelong pursuit. Materials are provided at a variety of reading levels to accommodate student needs and an accelerated curriculum is used for qualifying students in 8th grade.

Students who score within the below-average spectrum on state examinations will be required to take reading as an elective for one class period. Intensive reading is designed for students to focus specifically on improving their performance in phonics, fluency, vocabulary, and comprehension.

Speech & Debate I Honors

Speech & Debate I Honors is a high school level course. The course focuses on providing in-depth speaking skills and techniques. Students taking high school level courses will have begun to establish a high school GPA. Students in this course are also expected to complete a midterm and final exam. Students will focus complex objectives of debate through discussion in which participants articulate, justify, and clarify their positions on an issue. Students engage in both informal and formal debates, including rebuttals, and attempts to refute statements made by the opposing side. By conducting research, students take notes to summarize, to question, and to clarify information. Students gain comprehension skills that are essential for students to become competent readers and writers in all areas of the school curriculum. Students will become more proficient in speaking, researching, reading, and writing skills, and will increase reasoning as well as communication skills.

Dance

Students develop dance technique and movement vocabulary in two or more dance forms. In the process, dancers demonstrate use of class and performance etiquette, analytical and problem-solving skills, and studio practices in a safe dance environment. 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. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

Please note that this course satisfies one semester of the required physical education needed toward middle grades promotion.

Physical Education

Students will develop understanding and competence in the use of strategies in sports, games and individual activities. They will develop critical thinking skills, leadership, cooperation, and competitiveness and improve or maintain health related fitness. The students will participate in a wide variety of activities such as baseball, football, basketball, and soccer.

Spanish I

Spanish I is a high school level course. The course is designed to target Spanish language and culture. The students will develop communicative skills with emphasis on communication in the language. Students taking high school level courses will have begun to establish a high school GPA. Students in this course are also expected to complete a midterm and final exam.

Spanish II

Spanish II is a high school level course. The course is designed as a continuum of Spanish I. Focus will be made of development of Spanish writing skills. Students taking high school level courses will have begun to establish a high school GPA. To register for this course, students have successfully passed Spanish I. Students in this course are also expected to complete a midterm and final exam.

Course Selection Sample
8th Grade

Language Arts
Math
World History
Science
Spanish II
Leadership

End of Document