



Curriculum Guide 2026-2027

Educating students to their full potential.

Rigor. Relevance. Respect.

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Course Selection Instructions

During the spring of each school year, Emerald Coast Middle School students and their parents are given the opportunity to select coursework for the following year. It is extremely important that you make certain you meet the prerequisites and select courses that align with your interests and future educational and career objectives. This guide is designed to assist you in making these decisions by providing course descriptions, prerequisites, and middle school course requirements. In order to complete registration successfully, please follow the steps below.

1. Read the curriculum guide carefully.
2. Review the list of middle school course requirements and determine which requirements have been met and which courses need to be taken before exiting 8th grade.
3. Select courses that align with your interests and educational and career goals for the future. Course selection is a commitment on the part of the student and parent to complete the schedule of classes chosen. Thus, students and parents should remember to carefully weigh the student's past performance, teacher recommendations, ability, motivation and extra-curricular activities when selecting courses.
4. Teacher signatures must be obtained for advanced coursework, high school coursework and various other courses as indicated in the curriculum guide. Students will not be placed in such courses without receiving the required teacher signatures.

Important: ECMS Administration reserves the right to make schedule changes or close courses based on enrollment and state-mandated class size regulations.

Middle School Requirements: Grades 6 – 8

Academic Requirements

Subject Area	Credit Requirements	State Assessments
English Language Arts	Three (3) credits	ELA Florida State Assessment (FSA)
Mathematics	Three (3) credits	Grade 6 & 7 FSA; Grade 8 FSA, Algebra I EOC or Geometry EOC
Science	Three (3) credits	Grade 8 Florida State Science Assessment
Social Studies	Three (3) credits; one course of Civics	Civics EOC
Physical Education	One and one-half (1 ½) credits	
Career and Education Planning	One (1) credit	

Students in grades K-8 are eligible to waive the physical education requirement if the student is enrolled or required to enroll in a remedial course or the student's parent indicates in writing to the school that: 1) the parent requests that a student enroll in another course from among those offered as options by the school district; or 2) the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

Each student's performance on a statewide, standardized end of course civics education assessment shall constitute 30% of the final course grade.

Promotion and Placement – Middle Grades

- A student shall earn three academic course credits each year to be promoted from grade six or seven. Academic credits include English language arts, mathematics, science and social studies. Prior to being promoted from grade 8, a student must have earned three academic credits in each of the following areas; English Language Arts, mathematics, science, and social studies. These credits are inclusive of courses completed in grades six and seven. Additionally, students must have earned 1.5 physical education credits (one semester per year) prior to exiting the middle grades. A middle school student who has experienced accelerated placement because of exceptionally high achievement will be required to earn two credits in each of the four academic areas before being promoted from the 8th grade.
- Students are required to complete a Personalized Education Plan (PEP) before being promoted from Grade 8.

High School Course Information

Grades earned in high school credit courses, whether taken in middle school or high school, become part of the student's high school transcript and are calculated into the student's high school GPA. It is of utmost importance that the student and parents understand that enrollment in a high school course will mean increased rigor, coursework and time requirements. The student must take this course seriously and be committed to working hard for the duration of the course in order to achieve a successful outcome. Additional information regarding high school coursework is provided below.

GPA: Grade-Point-Average is a number calculated based on the points earned when taking a class. Each letter grade is assigned a point value and based on the letter grade received; a student will have a resulting GPA. GPA is used to determine class rank, scholarships and awards, as well as being a minimum requirement to enroll in colleges or vocational programs.

Grade Forgiveness: Students that take a high school credit in middle school and earn a grade of "C" or below may retake the course for grade forgiveness.

Guidance and Counseling Services

Emerald Coast Middle School strives to provide services to help our students have the most successful and rewarding school experience possible. A list of services available through the Guidance Department to ECMS students and parents is provided below.

- Short-term individual counseling
- Registration of new students
- Course selection and scheduling
- Maintenance and transfer of student records
- Conference scheduling
- Testing information

Sports

Below is a list of sports and teams at ECMS in which students may participate. All sports at ECMS require a tryout. Before a student may try out for a sport, a completed sports physical must be completed and on file. Tryout dates for all sports are listed on the ECMS website. Per FHSA Rules, students must be in Grades 6 through 8 and maintain a minimum 2.0 GPA to be eligible to participate and compete.

- Baseball
- Basketball – Boys’ & Girls’
- Cheerleading
- Cross Country – Boys’ & Girls’
- Dance Team
- Football
- Golf – Boys’ & Girls’
- Soccer – Boys’ & Girls’
- Softball
- Tennis – Boys’ & Girls’
- Track and Field – Boys’ & Girls’
- Volleyball

Extracurricular Clubs & Organizations

An extracurricular activity is any school-authorized or education-related activity occurring during or outside the regular instructional school day. Such activities may include, but are not limited to, sports, music festivals, speech, debate, art and drama competitions, academic competitions and approved club activities. Minimum eligibility requirements are specified below. However, selection criteria may vary. For details regarding a specific extracurricular activity, contact the sponsor. The minimum eligibility criteria for participation in extracurricular activities are:

- Students must maintain a cumulative GPA of 2.0 or above on a 4.0 scale in the courses required for graduation.
- Eligibility for the first semester of a school year will be based on the previous year’s policy. In middle and high school, students must maintain a cumulative grade point average of 2.0 or above on a 4.0 scale, or its equivalent, through the end of the previous semester.

- Students exempt from attending a full school day must maintain the same GPA requirements.
- A student must maintain satisfactory conduct. No student shall be eligible to participate in any extra-curricular activity if the student is being supervised by either the Florida Department of Juvenile Justice or the Florida Department of Corrections. This supervision includes, but is not limited to, pre-trial and post-trial (or plea) supervision.
- The failure of a student to pay for lost or damaged instructional materials may include suspension of the pupil from participation in extracurricular activities.
- A student who transfers to another school during the school year will be eligible to participate in extra-curricular activities at the new school providing the transfer has occurred prior to the beginning of practice for the activity.

ECMS offers a wide variety of extracurricular activities. A list of extracurricular activities offered at ECMS is provided below.

- Academic Team
- Band
- Color Guard
- Junior Beta Club
- Cross Country
- Robotics
- Student Council
- FCA

Online Coursework Options

Students have an option to take courses online. Students interested in pursuing this option should contact the ECMS Guidance Department. A description of options is provided below.

Florida Virtual School

The Florida Virtual School offers online curricula. For more information, visit <https://www.flvs.net/>

Course Level Expectations

Core

- Expected to meet minimum requirements of the Florida Standards

Advanced

- Grade of A in core coursework or grade of B or above in advanced coursework
- FSA and state-mandated EOC scores level 3 and above
- 4th STAR Assessment predicts FSA Level 3 and above
- Teacher Recommendation
- Solid work ethic
- Good attendance

Middle School Course Offerings

Language Arts

M/J Language Arts 1

1001010

Full Year Course

Grade 6

The purpose of this course is to provide grade 6 students, using texts of appropriate complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose.

M/J Language Arts 2

1001040

Full Year Course

Grade 7

The purpose of this course is to provide grade 7 students integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness using texts of high complexity. Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose.

M/J Language Arts 2, Advanced

1001050

Full Year Course

Grade 7

Prerequisite: See Course Level Expectations

The purpose of this course is to provide grade 7 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. Academic rigor is more than simply assigning to students a greater quantity of work. 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. Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose.

M/J Language Arts 3

1001070

Full Year Course

Grade 8

The purpose of this course is to provide grade 8 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose.

**M/J Language Arts 3, Advanced
1001080**

Full Year Course

Grade 8

Prerequisite: See Course Level Expectations

The purpose of this course is to provide grade 8 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. Academic rigor is more than simply assigning to students a greater quantity of work. 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. Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose.

Exceptional Student Education

Access M/J Language Arts 1

7810011

Full Year Course

Grade 6

Prerequisite: Specified in IEP

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities. Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels

of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

Access M/J Language Arts 2

7810012

Full Year Course

Grade 7

Prerequisite: Specified in IEP

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities. Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

Access M/J Language Arts 3

7810013

Full Year Course

Grade 8

Prerequisite: Specified in IEP

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing

levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities. Access points in the subject areas of science, social studies, art, dance, physical education, theater, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

Mathematics

M/J Grade 6 Mathematics 1205010

Full Year Course Grade 6

In Grade 6, instructional time should focus on four critical areas: 1. Connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; 2. Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; 3. Writing, interpreting, and using expressions and equations; and 4. Developing understanding of statistical thinking. Students in Grade 6 also build on their work with area in elementary school by reasoning about relationships among shapes to determine area, surface area, and volume. They find areas of right triangles, other triangles, and special quadrilaterals by decomposing these shapes, rearranging or removing pieces, and relating the shapes to rectangles. Using these methods, students discuss, develop, and justify formulas for

areas of triangles and parallelograms. Students find areas of polygons and surface areas of prisms and pyramids by decomposing them into pieces whose area they can determine. They reason about right rectangular prisms with fractional side lengths to extend formulas for the volume of a right rectangular prism to fractional side lengths. They prepare for work on scale drawings and constructions in Grade 7 by drawing polygons in the coordinate plane.

M/J Grade 6 Mathematics Advanced 1205020

Full Year Course Grade 6

Prerequisite: See Course Level Expectations

In this Grade 6 Advanced Mathematics course, instructional time should focus on six critical areas: 1. Connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; 2. Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; 3. Writing, interpreting, and using expressions and equations; 4. Developing understanding of statistical thinking; 5. Developing understanding of and applying proportional relationships; and 6. Developing understanding of operations with rational numbers and working with expressions and linear equations. Students in Grade 6 also build on their work with area in elementary school by reasoning about relationships among shapes to determine area, surface area, and volume. They find areas of right triangles, other triangles, and special quadrilaterals by decomposing these shapes, rearranging or removing pieces, and relating the shapes to rectangles. Using these methods, students discuss, develop, and justify formulas for areas of triangles and parallelograms. Students find areas of polygons and surface areas of prisms and

pyramids by decomposing them into pieces whose area they can determine. They reason about right rectangular prisms with fractional side lengths to extend formulas for the volume of a right rectangular prism to fractional side lengths. They prepare for work on scale drawings and constructions in Grade 7 by drawing polygons in the coordinate plane.

**M/J Grade 7 Mathematics Advanced
1205050**

Full Year Course

Prerequisite: Students must be entering Grade 6 and have Teacher Recommendation.

In this Grade 7 Advanced Mathematics course, instructional time should focus on five critical areas: (1) solving problems involving scale drawings and informal geometric constructions and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; (2) drawing inferences about populations based on samples; (3) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation and solving linear equations and systems of linear equations; (4) grasping the concept of a function and using functions to describe quantitative relationships; and (5) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence and understanding and applying the Pythagorean Theorem.

**M/J Grade 7 Mathematics
1205040**

**Full Year Course
Grade 7**

In Grade 7, instructional time should focus on four critical area: 1. Developing understanding of and applying proportional relationships; 2. Developing understanding of operations with rational numbers and

working with expressions and linear equations; 3. Solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and 4. Drawing inferences about populations based on samples.

**M/J Pre-Algebra
1205070**

Full Year Course

Prerequisite: Student must be entering Grade 8 or by Teacher Recommendation Grade 8 and recommended students in Grade 7

In Grade 8, instructional time should focus on three critical areas: 1. Formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; 2. Grasping the concept of a function and using functions to describe quantitative relationships; 3. Analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Exceptional Student Education

**Access M/J Mathematics 1
7812015**

**Full Year Course
Grade 6**

Prerequisite: Specified in IEP

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foster high expectations for students with significant cognitive disabilities. Access points in the subject areas of science, social studies, art, dance, physical education, theater, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

Access M/J Mathematics 2
7812020

Full Year Course
Grade 7

Prerequisite: Specified in IEP

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Access Pre-Algebra
7812030

Full Year Course
Grade 8

Prerequisite: Specified in IEP

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Science

M/J Comprehensive Science 1
2002040

Full Year Course
Grade 6

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).

**M/J Comprehensive Science 2
2002070**

Full Year Course

Grade 7

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).

**M/J Comprehensive Science 2, Advanced
2002080**

Full Year Course

Grade 7

Prerequisite: See Course Level Expectations

Other Requirements: Quarterly

Independent Project

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).

**M/J Comprehensive Science 3
2002100**

Full Year Course

Grade 8

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).

**M/J Comprehensive Science 3, Advanced
2002110**

Full Year Course

Grade 8

Prerequisite: See Course Level Expectations

Other Requirements: Science Fair Project

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).

Exceptional Student Education

**Access M/J Comprehensive Science 1
7820015**

Full Year Course

Grade 6

Prerequisite: Specified in IEP

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities. Access points in the subject areas of science, social

studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

**Access M/J Comprehensive Science 2
7820016**

Full Year Course

Grade 7

Prerequisite: Specified in IEP

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**Access M/J Comprehensive Science 3
7820017**

Full Year Course

Grade 8

Prerequisite: Specified in IEP

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disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities. Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

Social Studies

**M/J World History and Career Planning
2109015**

Full Year Course

Grade 6

The primary content for this course pertains to the world's earliest civilizations, from the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history, including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

M/J Civics

2106010

Full Year Course

Grade 7

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.

M/J Civics, Advanced

2106020

Full Year Course

Grade 7

Prerequisite: See Course Level Expectations

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

M/J United States History and Career Planning

2100015

Full Year Course

Grade 8

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

M/J United States History Advanced and Career Planning

2100025

Full Year Course

Grade 8

Prerequisite: See Course Level Expectations

Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events that influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction. **Advanced** courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting.

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

Exceptional Student Education

Access M/J World History

7821022

Full Year Course

Grade 6

Prerequisite: Specified in IEP

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skills at varying levels of complexity and are a resource when planning for instruction.

Access M/J Civics

7821021

Full Year Course

Grade 7

Prerequisite: Specified in IEP

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Access M/J United States History

782102

Full Year Course

Grade 8

Prerequisite: Specified in IEP

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with

significant cognitive disabilities. Access points in the subject areas of science, social studies, art, dance, physical education, theater, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

Electives

M/J Intensive Mathematics

1204000

Full Year Course

Grades 6–8

For each year in which a student scores at Level 1 on FCAT 2.0 Mathematics, the student must receive remediation by completing an intensive mathematics course the following year or having the remediation integrated into the student's required mathematics course. This course should be tailored to meet the needs of the individual student.

M/J Intensive Reading

1000010

Full Year Course

Grades 6–8

The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write middle-grade-level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study using a variety of literary and informational texts encompassing a broad range of text structures, genres, and

levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text-dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.

Art

M/J Two-Dimensional Studio Art 1

0101010

Full Year Course

Grades 7–8

Students explore media and techniques used to create a variety of 2-D artworks through developing skills in drawing, painting, printmaking, and collage. Students practice, sketch, and manipulate the structural elements of art. Investigation of artworks from Western and non-Western cultures provides a means for students to expand their understanding and appreciation of the role of art in global culture. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

M/J Three-Dimensional Studio Art 1

0101040

Full Year Course

Grades 7–8

Prerequisite: Art 2D

Students begin an exploration of the structural elements of art used when creating 3-D forms. Additive and subtractive processes are used to manipulate and construct sculptural or ceramic forms in media that may include, but are not limited to, clay, wood, plaster, found objects, and paper mâché, with consideration of the workability, durability, cost, and toxicity of the media used. Student artists examine the effects of attention to detail, size, position, overlapping, visual pattern, and texture, and these considerations will be reflected in the surface and structural qualities of completed art forms. Students in the 3-D art studio focus on the use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

AVID

M/J AVID 6th

1700110

Full Year Course

Grade 6

Prerequisite: Selection through Application & Interview Process

Advancement via Individual Determination (AVID) is offered as an academic elective course that prepares students for college readiness and success. AVID is scheduled during the regular school day as a year-long course. Each week students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth. The sixth-grade AVID elective

course is an introduction to the AVID philosophy. Students will develop awareness of the values accompanying academic goals and success. The course will focus on building self-confidence and communication skills in working with peers and adults. Students will be exposed to reading strategies that will assist in vocabulary building and understanding a variety of texts, and will also focus on prewriting techniques, summary writing and structural components of notetaking. The students will increase college and career awareness through guest speaker presentations and research projects.

M/J AVID 7th

1700120

Full Year Course

Grade 7

Prerequisite: Selection through Application & Interview Process

Advancement via Individual Determination (AVID) is offered as an academic elective course that prepares students for college readiness and success. AVID is scheduled during the regular school day as a year-long course. Each week students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic survival skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth. The seventh-grade AVID elective course builds upon the components of the AVID philosophy. Students will refine short- and long-term goals and, as a result, begin to understand the value in taking charge of their actions. Students will start working on intrapersonal and interpersonal skills, as well as formal and informal speech. Students will complete self-evaluations and peer evaluations related to

reading, writing, organization, and speaking. In broadening their writing practice, students will begin considering audience, purpose, and form in their writing. Students will take an active role in their learning, understanding the roles of all members in assignments and collaborative lessons. They will expand their knowledge bases of notetaking in relation to studying and test preparation. Students will be exposed to field trip opportunities, guest speakers, and research to increase their knowledge of college and career options.

As this is an academic elective, 7th grade students will need a recommendation from their Math and Language Arts Teachers to be placed in AVID.

M/J AVID 8th

1700130

Full Year Course

Grade 8

Prerequisite: Selection through Application & Interview Process

Advancement via Individual Determination (AVID) is offered as an academic elective course that prepares students for college readiness and success. AVID is scheduled during the regular school day as a year-long course. Each week students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic survival skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth. The eighth-grade AVID Elective course is the year of preparation for high school. The students will regularly exhibit and utilize the skills and strategies learned in the sixth and seventh-grade AVID courses. Students will refine previous goals, focusing on their transition to high school as part of a college preparatory path. Their writing will

focus on completing all steps of the writing process and varying style, word choice, vocabulary, structure, and voice. Major writing assignments include persuasive, expository, descriptive, and timed writing. Students will transition from active learners to leaders. Other areas of focus include increasing the use of technology and building upon their test preparation and test-taking knowledge. They will broaden their experiences with analyzing text and utilizing appropriate reading strategies in various settings. Students will become more involved in the presentations of guest speakers and field trips, particularly as they relate to preparation and prior knowledge. Students will also participate in college preparatory testing and build connections with the high school they will attend.

As this is an academic elective, 8th grade students will need a recommendation from their Math and Language Arts Teachers to be placed in AVID.

Music

M/J Band 1

1302000

Full Year Course

Grades 6–8

Students with little or no instrumental experience develop foundational instrumental technique, foundational music literacy, and aesthetic musical awareness through rehearsal, performance, and study of high-quality band literature. Instrumentalists work on the fundamentals of music notation, sound production, instrument care and maintenance, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical

instrument (e.g., borrow, rent, or purchase) from an outside source.

M/J Band 2

1302010

Full Year Course

Grades 6–8

Prerequisite: Successful completion of M/J Band 1 & Teacher Recommendation

Students with previous band experience build on instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of high-quality band literature. Instrumentalists expand their knowledge of music notation, music theory, sound production, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

M/J Band 3

1302020

Full Year Course

Grades 6–8

Prerequisite: Successful completion of M/J Band 2 & Teacher Recommendation

Students with previous band experience expand on their instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of intermediate-level, high-quality band literature. Instrumentalists extend their knowledge of music notation and theory, sound production, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in

rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Physical Education

M/J Comprehensive – Grades 6/7

1508600

Grades 6–7

This course is designed for 6th and 7th grade students. The purpose of this course is to provide a foundation of knowledge, skills, and values necessary for the development of a physically active lifestyle. The course content provides exposure to a variety of movement opportunities and experiences, which includes, but is not limited to: Fitness Activities, Educational Gymnastics and Dance, and Team Sports. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

M/J Comprehensive – Grades 7/8

1508700

Full Year Course

Grades 7–8

This course is designed for 7th and 8th grade students. The purpose of this course is to build on previously acquired knowledge, skills, and values necessary for the implementation and maintenance of a physically active lifestyle. The course content provides exposure to a variety of movement opportunities and experiences which include, but are not limited to: Outdoor Pursuits/Aquatics, Individual/Dual Sports and Alternative/Extreme Sports. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

Technology

Information and Communication

Technology (ICT) Essentials 1

9009110

Semester Course

Grades 6

This course introduces students to core concepts associated with computers and their use. The content includes hands-on opportunities to explore various software applications, including the creation of a template-based webpage and a basic computer program. For the programming instruction, the use of Alice from Carnegie Mellon University is encouraged as it is a highly engaging program, includes instructional materials, and is available at no cost.

Coding Fundamentals

9009200

Full Year

Grades 7-8

Career and Technical Education

The purpose of this course is to assist Information Technology students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the career cluster. The content includes but is not limited to foundational knowledge and skills related to computer coding and software development. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials, and technology appropriate to the course content and in accordance with current practices.

Other Electives

Advanced Academics: 6-8 & Career

Planning for Gifted Students

7855042

Full Year Course

Grades 6–8

Prerequisite: Specified in EP

This course is designed to enable exceptional students to acquire and apply the skills and abilities needed to enhance academic achievement through experiences that provide enrichment, in-depth learning, and /or accelerated study of academic curriculum requirements. Students who are gifted have learning needs that go beyond what is traditionally offered in the regular classroom. The nature of their abilities, demonstrated or latent, requires differentiated learning experiences and opportunities for them to maximize their potential. Teachers need to develop the depth and quality of their students' experiences while adjusting the pace to meet individual needs.

This course is meant to be used at each 6-8 grade level and has been designed for the teacher to select and teach only the appropriate standards corresponding to a student's individual instructional needs. Major Concepts/Content. The purpose of this course is to provide appropriately individualized curricula for students who are gifted.

The content should include, but not be limited to, the following:

- higher-order thinking skills
- independent learning
- application of acquired knowledge
- high-level communication
- career exploration
- leadership
- self-awareness

Exploration of Robotics Technology

8600070 (Called Research on Elective)

Full Year Course

Grades 6–8

Prerequisite: Teacher Recommendation

The purpose of this course is to give students an opportunity to explore the area of robotics technology and its associated careers. Students will be given the opportunity to solve technological problems using a variety of tools, materials, processes, and systems while

gaining an understanding of the effects of robotics technology on our everyday lives.

M/J Theatre 1

0400000

Full Year Course

Grades 6-8

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.

M/J Personal Career & School

Development

0500000 (Yearbook)

Full Year Course

Grades 6-8

Prerequisite Teacher Recommendation

The purpose of this course is to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to become aware of journalism history, careers, ethics use, and management techniques related to the production of journalistic media. Some activities may be required outside of the school day.

M/J Career Research & Decision Making

1700060

Full Year Course

Grades 6-8

The purpose of this course is to enable students to explore careers/career clusters and make informed career choices. Activities enable students to increase self-awareness and develop the skills needed to successfully plan for postsecondary education and the workplace. Career assessment should include interests, aptitudes, and basic skills. Work-based learning strategies appropriate for this course include job shadowing, field trips, and mentors. Work-based activities allow students to evaluate their career choices as they relate to actual careers at the worksite.

Exceptional Student Education

Unique Skills: 6-8

7863010

Full Year Course

Grades 6-8

Prerequisite: Specified in IEP

Exceptional Student Education

The purpose of this course is to enable students with disabilities to acquire and generalize skills they need to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). It is structured around the domains addressed on the IEP: Social and Emotional, Independent Functioning, Curriculum and Learning, and Communication. A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP. Delivery of this course is setting neutral (resource room, self-contained class, embedded instruction, and elective course). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills. The course is designed to address a range of abilities within the population of

students with disabilities. Course requirements may be added or removed based on student needs.

**Unique Skills Curriculum & Learning 6-8
7863040**

Full Year Course

Grades 6–8

Prerequisite: Specified in IEP

The purpose of this course is to enable students with disabilities to acquire and apply skills and strategies to access the general curriculum and achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students with disabilities who need intensive individualized intervention in curriculum and learning skills and strategies.

A student may repeat this course. The course requirements that the student should master each year must be specified on an individual basis and relate to the achievement of annual goals in the student's IEP. Delivery of this course is setting neutral (resource room, self-contained, embedded instruction, elective course). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills. Course requirements may also require the student to acquire knowledge and skills involved with the use of related technology, tools, and equipment. This course is designed to address a range of disabilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

**Unique Skills Social & Emotional 6-8
7863000**

Full Year Course

Grades 6–8

Prerequisite: Specified in IEP

The purpose of this course is to enable students with disabilities to acquire and generalize skills related to self-management and interpersonal relationships in educational, home, and community settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

The course is designed for students with disabilities who need intensive individualized intervention in social and emotional behavior to foster the acquisition and generalization of self-management and interpersonal skills. A student may repeat this course. The course requirements that the student should master each year must be specified on an individual basis and relate to the achievement of annual goals on the student's IEP. Delivery of this course is setting neutral (resource room, self-contained class, embedded instruction, elective course). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills. The course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

High School Course Offerings

Mathematics

Algebra I Honors

1200320

Credit: 1.0

Full Year Course

Prerequisites: Successful completion of Pre-Algebra & Teacher Recommendation
State Assessment: Algebra 1 EOC

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

NOTE: The Algebra 1 EOC assessment will count 30% of the final course grade.

Geometry Honors

1206320

Credit: 1.0

Full Year Course

Prerequisites: Successful completion of Algebra 1 Honors & Teacher Recommendation
State Assessment: Geometry EOC

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more

complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school standards. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

NOTE: The Geometry EOC assessment will count 30% of the final course grade.

Foreign Language

Spanish 1

0708340

Credit: 1.0

Full Year 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.

Spanish 2

0708350

Credit: 1.0

Full Year Course

Prerequisite: Successful Completion of Spanish 1

Spanish 2 reinforces the fundamental skills acquired by the students in Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

Technology

Digital Information Technology

Course Number: 8207310

Credit: 1.0

Full Year Course

Prerequisites: Enrollment Requires Approved Application and Must Have Successfully Completed ICT and Coding Fundamentals

Grade 8

Digital Information Technology is the first course of the Administrative Office Specialist Secondary Program. The Administrative Office Specialist program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Business Management and Administration career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem solving skills, work attitudes, general employability skills, technical skills, and occupation specific skills, and knowledge of all aspects of the Business Management and Administration career cluster. The content includes but is not limited to the use of technology to develop communications skills, higher level thinking skills, and decision making skills; the performance of office procedures tasks; the production of quality work in an efficient manner using advanced features of business software applications; research of job opportunities; and the production of high quality employment portfolios and job-seeking documents.