Hobbs Middle School

Course Guide

2026-2027



Principal – Brandon Koger

Assistant Principal – Jennifer Gardner

Dean of Students – Darryl Floyd

School Counselor – Rebecca Hansen – 6th Grade and ESE

School Counselor – Caitlyn Hodge – 7th and 8th Grades

Welcome to Hobbs Middle School!

This curriculum guide will provide you with an overview of the courses we offer for each grade level. You will find we offer a wide range of courses that will both provide you with the necessary foundation and will also challenge you as you transition into high school after eighth grade. Some courses in this guide provide the opportunity to earn high school credits. While students may request the courses listed in this guide, whether a course remains for the upcoming school year is determined by several factors including student interest, district staffing, state requirements, and teacher certification.

Our intent is also to provide our middle school students with an opportunity to earn an accelerated credit. This will be important as we hope to provide a solid middle school foundation that will support students as they prepare for high graduation and for an exciting future for which students are career and college ready. Students are encouraged to speak with parents, teachers, and school counselors to assist when making their course selections.

Please carefully review this guide as you select your courses for next year. We look forward to providing you with an incredible middle school experience.

Middle School Progression

(What Classes are Needed to Go to High School)

6th Grade	7th Grade	8th Grade
English Language Arts	English Language Arts	English Language Arts
Mathematics	Mathematics	Mathematics
Earth/Space Science	Life Science	Physical Science
World History	Civics*	U.S. History
PE*	PE*	PE*
Elective	Elective	Elective

A middle school student must pass the following twelve (12) core courses to be promoted to the ninth grade:

- ❑ Three (3) courses in **mathematics**

  • Algebra I and/or Algebra I Honors, Geometry and/or Geometry Honors may be offered for high school credit.

- ❑ Three (3) courses in **English Language Arts**
- ❑ Three (3) courses in **Science**, which shall include instruction in Life, Earth, and Physical Science
- ❑ Three (3) courses in **Social Studies**, which shall include the study of World History, Civics, and United States History

  • Students must take the state mandated Civics EOC (End of Course) exam, which constitutes 30% of the course's final grade.

  • An 8th grade student who transfers into the state's public-school system from out of country, out of state, a private school, or a home school system after the beginning of the second semester of the year is not required to take Civics.

Students also need:

- ❑ *One semester of **physical education** each year in Grades 6, 7, and 8.

  • *A student must receive a passing grade in the P.E. class to fulfill this requirement. SRCSD recommends a full year of P.E. for 6th grade students.

  • See Physical Education Exemption Information on next page.

- ❑ **Electives** may be selected from, but are not limited to, the following: technology, art, music, critical thinking, AVID and physical education.

Note: Physical Education Exemption

A Principal may exempt a student from the physical education requirement for the following reasons:

- If academic courses required in Florida Statute and/or the requirements of the student's IEP do not leave a class period available during a middle school year for enrollment in physical education.
- The student is enrolled or required to enroll in a remedial course (for example, Intensive Reading or Foundational Math).
- The student's parent indicates in writing to the school each year that:

  1.The student has a health concern/impairment documented by a physician that prevents them from participating in physical education; or

  2. The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

To obtain a PE waiver, please contact the student's school counselor or the school's data clerk.

Additional progression information can be found in the Santa Rosa County School District's Pupil Progression Plan.

Course Selections

This Academic Catalog is a resource to help students and parents understand decisions concerning course selections for the upcoming school year. From the courses requested, administration determines the master schedule for the upcoming school year. Because this schedule is generated based on number of student requests, careful consideration should be given to course selections, as course changes during the year are improbable and only allowed within the constraints of the master schedule and upon administrative approval.

Grading Scale

90 - 100 = A 80 - 89 = B 70 - 79 = C 60 - 69 =D 0 - 59 = F

Semester Exams

• The semester exam for the middle school courses will count as 10% of the final semester grade. Each nine (9) weeks grades will count as 45% of the final grade.

• For high school courses taken in the middle school, each nine (9) weeks will count as 40% of the final grade and the semester exam will count as 20% of the final grade.

• Regardless of whether the course is middle school or high school, if it includes an End-of-Course (EOC) exam, the EOC exam will count as 30% of the student's final end-of-year grade. Each nine (9) weeks grades will count as 35% of the final grade.

Note: Semester exams cannot be taken early. If a student plans to be absent for semester exams, contact Student Services to make arrangements to make up semester exams upon the student's return.

Semester Exam Attendance Rule

If the student obtained 10 or more excused or unexcused absences during the semester, they must pass each semester exam with a 60 or higher to pass overall for the semester. If the student earns a 59 or below, their semester average will be a 59 (F) or their calculated average, whichever is lower. Semester exams may be retaken for a higher/passing grade at the administration's discretion.

Additional progression information can be found in the Santa Rosa County School District's Pupil Progression Plan.

Math Acceleration

Eligible students can accelerate past standard math progressions, skipping some content, to gain a trajectory toward completing Algebra I and/or Geometry by 8th grade.

Three (3) math acceleration paths are available:

1. 6th Grade Regular Math to 7th Grade Advanced Math OR
2. 6th Grade Advanced Math to Algebra I OR
3. 7th Grade Regular Math to Algebra I

Eligible students must meet four (4) criteria:

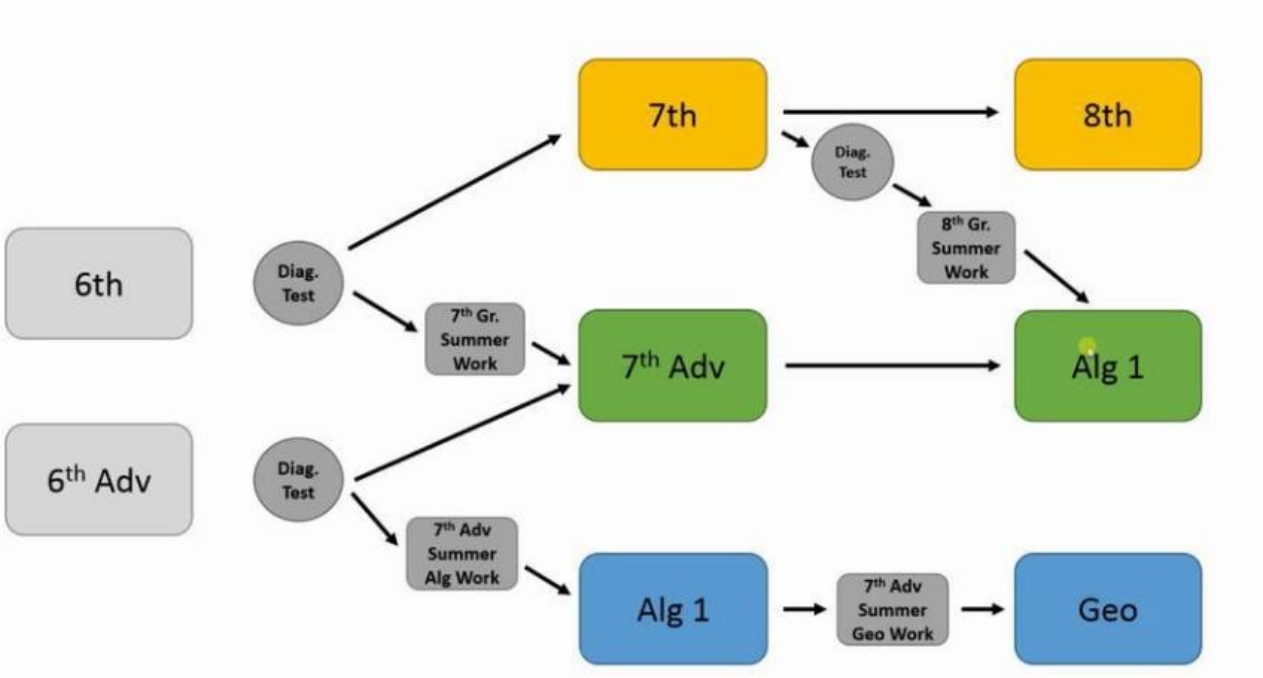
1. A passing score on the district Math Acceleration Diagnostic Test (only for students completing 6th Grade Advanced Mathematics) AND
2. An achievement level of three (3) or above on the Florida Standards Assessment (FSA) for their current grade AND
3. A final course grade of 85 or above for their current course AND
4. Completion of summer coursework by mid-summer due date with a grade average of 75 or above.

Students who meet criteria 1-3 listed above must complete summer coursework that covers content that will be "skipped" by accelerating. This summer coursework covers standards from math coursework that would be skipped by acceleration. Students will not have received instruction for these standards yet and will need exposure to them to have the prior knowledge needed to succeed in accelerated courses. Students who do not successfully meet criteria 1 or 4 listed above, will be placed in accordance with Section 5.2221 of the Pupil Progression Plan.

See Math Acceleration Plan Flow Chart on pg. 7.

Additional progression information can be found in the Santa Rosa County School District's Pupil Progression Plan.

Middle School Math Acceleration Plan Flow Chart



Additional progression information can be found in the Santa Rosa County School District's Pupil Progression Plan.

School Wide Interventions

Multi-tiered System of Supports (MTSS) Early Warning System

All students are monitored through an MTSS Early Warning System. The early warning system must include the following early warning indicators;

a. Attendance below 90 percent regardless of whether absence is excused, unexcused, or as a result of out-of-school suspension;

b. One or more suspensions, whether in-school or out-of-school;

c. Course failure in English Language Arts or Mathematics during any grading period;

d. A Level one (1) score on the Florida Assessment of Student Thinking (FST) in English Language Arts or Mathematics.

When a student exhibits two (2) or more early warning indicators, the MTSS team, in consultation with the student's parent, shall determine appropriate intervention strategies for the student unless the student is already being served by an intervention program.

Progress Monitoring Plan (PMP)

In accordance with statue 1008.25, the Santa Rosa County School District utilizes a schoolwide progress monitoring process (PMP) for all students who meet the qualifications. Academic, attendance, and behavioral data on each student is evaluated to determine the effectiveness of the core instructional program as well as additional intervention strategies. The school administration meets regularly through the year with each teacher to review the progress of these students and adjust instruction as warranted by data reviews. A Progress Monitoring Plan (PMP) will be established for those students identified as having a deficiency in math and/or reading.

A PMP will identify the student's specific areas of deficiency in math and/or reading (phonemic awareness, phonics, fluency, comprehension, and vocabulary) and will also identify the desired levels of performance in these areas. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the Statewide Assessment Test in reading, writing, science, and mathematics, must continue to be provided with remedial or supplemental instruction.

Zero's Aren't Permitted (ZAP) Days

ZAP Days are held at the end of each quarter for students with a zero(s) in core subjects. Participation allows students the opportunity to work on missing classwork, projects, and/or assessments to increase grades in core subjects.

Learning Lab

Learning Lab opportunities will be made available to students who have missing assignments and are failing a course due to those missing assignments. Notification will be provided when a student is eligible to participate in the Learning Lab. Students will be temporarily pulled from an elective class to receive the additional time and support to complete their missing assignments. Acceptance and grading of late work is at the classroom teacher's discretion and timeline. Learning Lab is only available before quarter or semester grades have been finalized.

Credit Recovery (Edgenuity)

Credit Recovery opportunities will be made available to students who have failed a course required for middle school completion. Notification will be provided when a student is eligible to participate in a credit recovery opportunity offered by the school. The maximum grade possible for a recovered quarter is 70%.

Parent/Guardian Monitoring of Student Performance

Focus Parent Portal

Parents are encouraged to monitor student performance regularly by creating a Focus Parent Portal account. Once logged in, you can access detailed grade reports by clicking on each class grade. Attendance, contact information updates and FST test history are also available in the Focus Parent Portal. To set up your Focus Parent Portal account for the first time, contact the front office for the required pin.

Additional progression information can be found in the Santa Rosa County School District's Pupil Progression Plan

Course Offerings

Core Subjects (Required)

Grade 6	Grade 7	Grade 8
English Language Arts 1 OR English Language Arts 1 Advanced	English Language Arts 2 OR English Language Arts 2 Advanced	English Language Arts 3 OR English Language Arts 3 Advanced
Math 6 OR Math 6 Advanced *See Math Acceleration (pg. 7) for more information	Math 7 OR Math 7 Advanced OR Algebra 1 OR Algebra 1 Honors *See Math Acceleration (pg. 7) for more information	Pre-Algebra OR Algebra 1 OR Geometry *See Math Acceleration (pg. 7) for more information
Earth Space Science OR Earth Space Science Advanced	Life Science OR Life Science Advanced	Physical Science OR Physical Science Advanced
World History OR Advanced Word History	Civics – EOC OR Advanced Civics	US History OR Advanced US History
Elective	Elective	Elective
Elective	Elective	Elective

Non-Core / Elective Offerings (by Grade Level)

Grade 6	Grade 7	Grade 8
Fitness Grade 6	Comprehensive Physical Education Grade 6/7	Comprehensive Physical Education Grade 7/8
AVID 6	AVID 7	AVID 8
Intensive Reading I	Intensive Reading 2	Intensive Reading 3
Band 1	Band 1-4	Band 1-4
2-D Studio Art 1	2-D Studio Art 2	2-D Studio Art 3
Computer Application Business	Information and Communication Technology 1	Digital Information Technology (DIT)*
Reading 1	Reading 2	Reading 3
	Critical Thinking (SGA/Yearbook/ITV)	Critical Thinking (SGA/Yearbook/ITV)
	Media Assistant	Media Assistant
		Spanish 1*
Intensive Reading 1	Intensive Reading 2	Intensive Reading 3
Foundational Math 1	Foundational Math 2	Foundational Math 3
Gifted Elective (Pre-Approval through EP Required)	Gifted Elective (Pre-Approval through EP Required)	Gifted Elective (Pre-Approval through EP Required)
Learning Strategies (Pre-Approval through IEP Required)	Learning Strategies (Pre-Approval through IEP Required)	Learning Strategies (Pre-Approval through IEP Required)
Unique Skills (Pre-Approval through IEP Required)	Unique Skills (Pre-Approval through IEP Required)	Unique Skills (Pre-Approval through IEP Required)

***High School Credit**

English Language Arts

English 1 –Grade 6. Full Year.

ELA teachers help students master the new Florida BEST standards, which include reading, writing, and communicating. Students will read across a variety of genres, strengthening comprehension, evaluation, and analysis skills. Students will write for a variety of purposes and audiences, strengthening skills in conventions and effective communication.

English 1 Advanced – *Prerequisites:* Students will be placed based on their English performance in 5th grade. Students will be placed in ranking order. Final average does not include FSA or STARR testing. Grade 6. Full Year.

ELA teachers help students master the new Florida BEST standards, which include reading, writing, and communicating. Students will read across a variety of genres, strengthening comprehension, evaluation, and analysis skills. Students will write for a variety of purposes and audiences, strengthening skills in conventions and effective communication.

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.

English 2 –Grade 7. Full Year.

ELA teachers help students master the new Florida BEST standards, which include reading, writing, and communicating. Students will read across a variety of genres, strengthening comprehension, evaluation, and analysis skills. Students will write for a variety of purposes and audiences, strengthening skills in conventions and effective communication.

English 2 Advanced – *Prerequisites:* Successful Completion of Previous Year English Course. Grade 7. Full Year.

ELA teachers help students master the new Florida BEST standards, which include reading, writing, and communicating. Students will read across a variety of genres, strengthening comprehension, evaluation, and analysis skills. Students will write for a variety of purposes and audiences, strengthening skills in conventions and effective communication.

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.

English 3 – Grade 8. Full Year.

ELA teachers help students master the new Florida BEST standards, which include reading, writing, and communicating. Students will read across a variety of genres, strengthening comprehension, evaluation, and analysis skills. Students will write for a variety of purposes and audiences, strengthening skills in conventions and effective communication.

English 3 Advanced – *Prerequisites:* Successful Completion of Previous Year English Course. Grade 8. Full Year.

ELA teachers help students master the new Florida BEST standards, which include reading, writing, and communicating. Students will read across a variety of genres, strengthening comprehension, evaluation, and analysis skills. Students will write for a variety of purposes and audiences, strengthening skills in conventions and effective communication.

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.

Basic Assumptions for Language Arts Education: Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences. Benchmarks for the Florida BEST standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies. Learning tasks and materials accommodate the individual needs of students. Technology is available for students to develop competencies in the language arts.

Mathematics

Math 6 – Grade 6. Full Year.

Instructional time will emphasize five areas: (1) performing all four operations with integers, positive decimals and positive fractions with procedural fluency; (2) exploring and applying concepts of ratios, rates and percent to solve problems; (3) creating, interpreting and using expressions and equations; (4) extending geometric reasoning to plotting points on the coordinate plane, area and volume of geometric figures, and (5) extending understanding of statistical thinking.

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.

Math 6 Advanced – *Prerequisites:* Students will be placed based on their Math performance in 5th grade. Students will be placed in ranking order. Final average does not include FST testing. Full Year.

Instructional time will emphasize five areas: (1) performing all four operations with integers, positive decimals and positive fractions with procedural fluency; (2) exploring and applying concepts of ratios, rates and percent to solve problems; (3) creating, interpreting and using expressions and equations; (4) extending geometric reasoning to plotting points on the coordinate plane, area and volume of geometric figures, and (5) extending understanding of statistical thinking.

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. This course contains all of the sixth-grade benchmarks, as well as half of the seventh-grade benchmarks.

Math 7 – Grade 7. Full Year.

Instructional time will emphasize five areas: (1) recognizing that fractions, decimals and percentages 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.

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.

Math 7 Advanced – *Prerequisites:* Math 6 Advanced, or Successful completion of Math 6. Full Year.

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.

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. This course contains the remaining half of the seventh-grade benchmarks, as well as the eighth-grade benchmarks.

Pre-Algebra – Grade 8. Full Year.

Instruction 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.

Algebra I* – *Prerequisites:* Math 6 or Math 6 Advanced AND Math 7 Advanced. Grade 8. Full Year. Credit: One Unit HS. EOC.

In Algebra 1, 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.

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. ***High School Credit**

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. This course contains the remaining half of the seventh-grade benchmarks, as well as the eighth-grade benchmarks.

Algebra I Honors* – *Prerequisites:* Math 6 or Math 6 Advanced AND Math 7 Advanced. Grade 8. Full Year. Credit: One Unit HS. EOC.

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.

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. ***High School Credit**

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. This course contains the remaining half of the seventh-grade benchmarks, as well as the eighth-grade benchmarks.

Geometry Honors* – *Prerequisites:* Math 6 Advanced, Math 7 Advanced AND Algebra I. Grade 8. Full Year. Credit: One Unit HS. EOC.

Instructional time will emphasize five areas:

(1) proving and applying relationships and theorems involving two-dimensional figures using Euclidean geometry and coordinate geometry; (2) establishing congruence and similarity using criteria from Euclidean geometry and using rigid transformations; (3) extending knowledge of geometric measurement to two-dimensional figures and three-dimensional figures; (4) creating and applying equations of circles in the coordinate plane and (5) developing an understanding of right triangle trigonometry.

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. ***High School Credit**

Honors and Accelerated Level Course Note: Accelerated 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 multifaceted. 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.

Science

Earth / Space Science – Grade 6. Full Year.

In 6th grade, students study geological features and formations, weather elements and interactions, and space including stars, planets, solar systems, and the universe.

Earth / Space Science Advanced – *Prerequisites*: Students will be placed based on their Science and Math performances in 5th grade. Students will be placed in ranking order. Grade 6. Full Year.

In 6th grade, students study geological features and formations, weather elements and interactions, and space including stars, planets, solar systems, and the universe.

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.

Life Science – Grade 7. Full Year.

In 7th grade, students study components and patterns of cell organization, heredity, classification, ecosystems, and the systems in the human body.

Life Science Advanced – *Prerequisites*: Successful completion of previous year's science course. Grade 7. Full Year.

In 7th grade, students study components and patterns of cell organization, heredity, classification, ecosystems, and the systems in the human body.

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.

Physical Science – Grade 8. Full Year.

In 8th grade, students study energy transfer, motion and force, properties and changes in matter, atoms/elements and the periodic table.

Physical Science Advanced – *Prerequisites*: Successful completion of previous year's science course. Grade 8. Full Year.

In 8th grade, students study energy transfer, motion and force, properties and changes in matter, atoms/elements and the periodic table.

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.

History

World History – Grade 6. Full Year.

The purpose of this course is to enable students to understand the development of the world community within the context of history by examining their connections to the past to prepare for the future as participating members of a global society. Students will use knowledge of history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social and employment settings.

World History Advanced – *Prerequisites*: Students will be placed based on their Social Studies and Language Arts performances in 5th grade. Students will be placed in ranking order. Grade 6. Full Year.

The purpose of this course is to enable students to understand the development of the world community within the context of history by examining their connections to the past to prepare for the future as participating members of a global society. Students will use knowledge of history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social and employment settings.

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.

Civics – Grade 7. Full Year. EOC.

The course is embedded with strong geographic and economic components to support civic education. 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 U.S. citizens, and methods of active participation in our political system.

Civics Advanced - *Prerequisites*: Successful completion of previous year's social studies course. Grade 7. Full Year. EOC.

The course is embedded with strong geographic and economic components to support civic education. 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 U.S. citizens, and methods of active participation in our political system.

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.

United States History and Career Planning – Grade 8. Full Year.

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

United States History and Career Planning Advanced - *Prerequisites*: Successful completion of previous year's social studies course. Grade 8. Full Year.

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

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.

Additional progression information can be found in the Santa Rosa County School District's Pupil Progression Plan.

Non-Core / Electives

Fitness Grade 6 – Grade 6. Full Year.

The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success.

Comprehensive Physical Education Grade 6/7 - Grade 7. Full Year.

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, Education 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.

Comprehensive Physical Education Grade 7/8 - Grade 8. Full Year.

The purpose of this course is to build on previously acquired knowledge, skill, 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 is not limited to: 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.

Visual Art 1 – Grade 6. Full Year.

Students are introduced to the rigor and routine of the art production process including: planning, producing, and reflecting on art. With an emphasis on studio arts, students explore a wide range of 2D and 3D media, skills and techniques, as related to contemporary and historical art perspectives. Projects may include but not be limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Students develop technical skills, foster their expressive abilities and employ the use of the elements of art throughout the production process.

Visual Art 2 – Grade 7. Full Year.

Students investigate contemporary and historical art themes using 2D and 3D media, skills and techniques; while engaging in the art production process within a studio arts environment. Projects may include but are not limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Students create new meaning from various media formats, and communicate artistic ideas through the intentional use of the elements of art within their work. Students interpret meaning in their artwork and the artwork of others through discussion, on various artistic concepts, viewpoints, and themes; drawing their own conclusions and employing this knowledge both expressively and technically.

Visual Art 3 – Grade 8. Full Year.

Students manipulate 2D and 3D media, skills and techniques toward a desired project outcome within a studio art environment through the exploration of either contemporary or historical art viewpoints. Projects may include but not be limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Students explain the significance of their personal artwork, investigate multiple artistic project solutions, and create expressive and technically rigorous artwork requiring sequentially ordered procedures and specified media to achieve intended results. Students actively employ thoughtful use of the elements and principles of art throughout the art production process with the intention of creating unified pieces of artwork.

Spanish 1* – Grade 8. Full Year.

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. ***High School Credit**

Advancement Via Individual Determination (AVID) 6 – Grade 6. Full Year.

Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction that utilizes 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, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.

Advancement Via Individual Determination (AVID) 7 – Grade 7. Full Year.

Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction that utilizes 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, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.

Advancement Via Individual Determination (AVID) 8 – Grade 8. Full Year.

Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction that utilizes 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, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.

Computer Application Business 1 - Grade 6. Half Year. Taken with Computer Application Business 2.

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business Management and Administration career cluster. The content includes but is not limited to instruction in intermediate keyboarding, intermediate word processing, intermediate electronic presentation, intermediate computer hardware, intermediate Internet, introductory spreadsheet, and skills for business applications. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment. Industry Certifications may be earned in this course.

Computer Application Business 2 - Grade 6. Half Year. Taken after Computer Application Business 1.

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business Management and Administration career cluster. The content includes but is not limited to instruction in advanced keyboarding, advanced word processing, advanced hardware, advanced Internet, intermediate spreadsheet, introductory digital design, and skills for business applications. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment. Technology Industry Certifications may be earned in this course. Computer Application Business should be taken first.

Information and Communication Technology 1 - Grade 7. Full Year.

The purpose of this course is to provide students with the computer, digital, and information technology skills necessary for success in their future academic and occupational goals. In addition to fundamental computer information, the content includes but is not limited to digital technologies associated with web development, multimedia, word processing, spreadsheet, database, Internet communications, cybersecurity, and computer programming. Technology Industry Certifications may be earned in this course.

Digital Information Technology (DIT)* - Grade 8. Full Year.

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: databases, the internet, social media, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards. Technology Industry Certifications may be earned in this course. ***High School Credit.**

Media Assistant - *Appears as 'LIB SKLS/IL (MC)' on Student Schedule* - Grade 7, 8. Full Year.

This course covers the basics of information literacy utilizing the Florida FINDS (Focus, Investigate, Note, Develop, Score) research model. Search strategies, database and website evaluation, note taking and organization, citation formats in MLA (Modern Language Association) and APA (American Psychological Association), creation of presentation products (including the utilization of various software programs for the production of multimedia), and an understanding of the meta-cognitive reflection process are an integral part of this course.

Student Government Association (SGA), Yearbook and ITV - *Appears as 'Critical Thinking' on Student Schedule* - Grade 7, 8. Full Year.

The purpose of this course is to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes. Students will also participate in helping to create the school's yearbook and ITV (daily announcements).

Reading 1, 2, 3 – *Appears as 'Research' on Student Schedule* - Grades 6, 7, 8. Full Year.

The purpose of this course is to increase reading fluency and endurance through integrated experiences in the language arts. This course incorporates reading and analysis of literary and informational selections to develop critical and close reading skills. At the end of 6th grade students are expected to read and comprehend texts in the 6-8 grade complexity band proficiently and read texts at the high end of the band with support. Students enrolled in the course should be consistently challenged with increasingly complex text.

Band 1 – Beginning. Grade 6, 7, 8. Full Year. Try On Required – Contact Band Director

This year-long, entry-level class, designed for students having little or no previous band experience with woodwind, brass, and/or percussion instruments, promotes the enjoyment and appreciation of music through performance of high-quality, beginning wind and percussion literature from different times and places. Rehearsals focus on the development of critical listening/aural skills; rudimentary instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances. 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 of 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.

Band 2 – Intermediate. Grade 7, 8. Full Year. Pre-Approval Required – Contact Band Director.

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.

Band 3 – Symphonic. Grade 7, 8. Full Year. Pre-Approval Required – Contact Band Director.

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.

Band 4 – Jazz. Grade 7, 8. Full Year. Pre-Approval Required – Contact Band Director.

Students with considerable band experience strengthen their instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of advanced, high-quality band literature. Instrumentalists refine 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.

Intervention Non-Core / Electives

Intensive Reading 1 – Grade 6. Full Year.

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

Intensive Reading 2 – Grade 7. Full Year.

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

Intensive Reading 3 – Grade 8. Full Year.

This course is designed for 8th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the grade level standard. Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Foundational Skills in Mathematics (6, 7, 8) - Grade 6, 7, 8. Full Year.

This course supports students who need additional instruction in foundational mathematics skills as it relates to core instruction. Instruction will use explicit, systematic, and sequential approaches to mathematics instruction addressing all strands including number sense & operations, algebraic reasoning, functions, geometric reasoning and data analysis & probability. Effective instruction matches instruction to the need of the students in the group and provides multiple opportunities to practice the skill and receive feedback. The additional time allotted for this course is in addition to core instruction.

ESE Grades 6-8 Non-Core / Electives / Related Services

Learning Strategies – Grades 6, 7, 8. Full Year. Pre-Approval Required through an Individual Education Plan (IEP).

The purpose of this course is to enable students with disabilities to acquire and generalize strategies and skills across academic and community settings to 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 learning strategies. The course may address academic skill deficits enabling students to learn strategies to access the general curriculum and close educational gaps.

Gifted Elective – Grade 6-8. Full Year. Pre-Approval through an Educational Plan (EP) Required.

This course is designed to enable exceptional students to acquire and apply the skills and abilities needed to enhance academic achievement through experiences which 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.

Unique Skills 6-8– Grade 6-8. Full Year. Pre-Approval Required through an Individual Education Plan (IEP).

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.

Speech Therapy – Grade 6-8. Full Year. Pre-Approval Required through an Individual Education Plan (IEP), Section 504 Plan, or Education Plan (EP).

The purpose of this course is to provide students exhibiting disorders of speech sounds, fluency, and/or voice that interfere with communication, performance, or functioning in the educational environment with appropriate instruction in skills necessary to achieve annual goals based on assessed needs and the student's individual educational plan (IEP), Section 504 Plan or Educational Plan (EP).

Language Therapy – Grade 6-8. Full Year. Pre-Approval Required through an Individual Education Plan (IEP), Section 504 Plan, or Education Plan (EP).

The purpose of this course is to provide students exhibiting disorders in one or more of the basic learning processes involved in understanding or in using spoken or written language with appropriate instruction in language skills necessary to achieve annual goals based on assessed needs and the student's individual educational plan (IEP), Section 504 Plan or Educational Plan (EP).

Occupational Therapy – Grade 6-8. Full Year. Pre-Approval Required through an Individual Education Plan (IEP), Section 504 Plan, or Education Plan (EP).

The purpose of this course is to provide occupational therapy services to exceptional students in order to achieve functional outcomes identified in the student's individual educational plan (IEP) or educational plan (EP) to benefit from specially designed instruction.

Physical Therapy – Grade 6-8. Full Year. Pre-Approval Required through an Individual Education Plan (IEP), Section 504 Plan, or Education Plan (EP).

The purpose of this course is to provide physical therapy services to exceptional students in order to achieve functional outcomes identified in the student's individual education plan (IEP) or educational plan (EP) to benefit from specially designed instruction.

Additional progression information can be found in the Santa Rosa County School District's Pupil Progression Plan.