



# Lake Nona Middle School 2023-2024 Curriculum Guide

Welcome to the Lake Nona Middle School 2023-2024 Curriculum Guide! This guide includes information about course selection, general information about the school and descriptions of all core and elective courses offered. Please note the master schedule and number of course offerings are subject to change based on availability and class size. GO KNIGHTS!

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**Administration**

Jenn Fugate, Principal  
Teresa Kirkland, Assistant Principal of Instruction  
Steven Berson, Assistant Principal of Operations  
Amy Wright, Assistant Principal

**Deans**

Steven Powers, 6th Grade Dean  
Lynette Munich, 7th Grade Dean  
Ricardo Rodriguez, 8th Grade Dean

**Address**

Lake Nona Middle School  
13700 Narcoossee Road Orlando, Florida 32832  
Phone - 407-858-5522  
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**Office Hours**

8:30am - 4:30pm

**School Hours**

Monday, Tuesday, Thursday, and Friday: 9:30 am- 4:05 PM  
Wednesday: 9:30 am- 3:05 PM

**Guidance**

Jennifer D'Amico, 6<sup>th</sup> Grade Counselor  
Virginia Valdes, 7<sup>th</sup> Grade Counselor  
Veronica Prigel, 8<sup>th</sup> Grade Counselor  
Rebecca Sella, SAFE  
Jaralis Haigler, 504 Coordinator

**Core Course Progressions** Core courses offered differ by grade level. Refer to the chart below to better understand your child's progression through middle school. Advanced and \*high school credit courses have requirements for placement.

**Placement in Advanced & High School Courses** Advanced and high school courses offered at LNMS have specific prerequisites required. Students who are able to demonstrate the prerequisites have the highest chance of being successful in higher level courses. All courses require effort, maturity, and discipline as well as extensive outside reading and essay writing. 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.

**Elective Selection** Students are afforded the opportunity of signing up for elective courses. Electives are possible offerings and are not guaranteed. Offerings will be based on funding, required certification, and the discretion of the school. Please note requests are not guaranteed and are based upon availability and limited to class size. Students who score a level 1 or 2 on FAST Math or Reading will be assigned an intensive course in place of one or more electives.

**Physical Education** Physical education is an important component of the educational school day. Current brain research supports the importance of physical activity during school to promote learning. Research also shows that children and adolescents who are physically active grow into healthier adults. The outcome of a physical education program that is developmentally and instructionally appropriate is a student with the knowledge to lead a healthy and active lifestyle for their lifetime. Physical Education in Orange County Public Schools is designed to give students the opportunity to learn through a comprehensive sequentially planned program using the Florida Standards as a guide. Per state statute 1003.455(3) students in grade 6-8 are required to take physical education each year.

**Schedule Changes** Students are given registration information each spring. This information aids students in course selection. Students are allowed to make changes in their choices until the end of the school year. This allows the students ample time to plan the courses that meet their individual needs. Class Size Amendment and budget mandates may cause the following: class size balancing, change of course offerings, and change in teacher. Schedule changes will be made to correct computer errors and modifications due to summer school or Florida Virtual School/Orange County Virtual courses. However, accommodations are NOT made to allow for parental preferences for teachers or friends. Schedule related problems should be discussed with the grade level guidance counselor. If a schedule change occurs, it may alter the entire schedule, and/or teachers. Additionally, once a schedule is changed, it cannot be reverted back to the original schedule.

**Parent/ Teacher Communication** If you are experiencing a problem in a course, the best solution is direct communication between the parent and teacher. Please call or email the teacher with your concerns. Email addresses are listed on the Lake Nona Middle School website. You will receive a timely response from the teacher. Use the Parent Portal at <https://parentaccess.ocps.net> to monitor your child's progress throughout the year. The Parent Portal logon information will be distributed at the beginning of the school year. We strongly encourage contacting the teacher or counselor whenever there is a question or concern.

**Core Course Progressions** Core courses offered differ by grade level. Refer to the chart below to better understand your child's progression through middle school. Advanced and high school credit courses have requirements for placement. High School courses are denoted by stars (\*\*).

6th Grade	7th Grade	8th Grade
Grade 6 Math Grade 6 Math Advanced	Grade 7 Math Grade 7 Math Advanced	Pre-Algebra Pre-Algebra or Algebra**
Language Arts 1 Language Arts 1 Advanced	Language Arts 2 Language Arts 2 Advanced	Language Arts 3 Language Arts 3 Advanced
World History World History Advanced	Civics Civics Advanced	US History and Career Planning US History Advanced and Career Planning
Comprehensive Science 1 Life Science Advanced	Comprehensive Science 2 Earth/Space Science Honors**	Comprehensive Science 3 Physical Science Honors**

## CORE COURSE DESCRIPTIONS

### LANGUAGE ARTS

The purpose of these courses is to develop the ability to use, interpret, and appreciate spoken and written English. The content should include, but not be limited to, the study of literature; practice in writing for a variety of purposes and audiences; activities in speaking, listening, and critical thinking, as well as in the use of reference materials. Developmental reading strategies will also be incorporated.

**6: 1001010 Language Arts 1** The purpose of this course is to help prepare all students with the knowledge and skills needed to succeed in college and careers. The content includes active reading of varied texts, analysis of literature and informational texts, writing for varied purposes, effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions.

**6: 1001020 Advanced Language Arts 1** Prerequisites: Level 3 or higher on FAST ELA Reading; The purpose of this course is to provide students with the knowledge and skills needed to succeed in college and careers. The content includes the use of high complexity texts, advanced integrated language arts study for college and career preparedness. The content includes active reading of varied texts, analysis of literature and informational texts, writing for varied purposes, effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions.

**7: 1001040 Language Arts 2** The purpose of this course is to help prepare all students with the knowledge and skills needed to succeed in college and careers. They will be able to use and interpret spoken and written English, which includes literature (classic and contemporary), non-fiction selections, and real-world items. Students will be able to analyze various mediums and compare them to each other, which may include poetry, art in various forms, novels, short stories, articles, editorials, video, and audio. Students will also begin working more independently.

**7: 1001050 Advanced Language Arts 2** Prerequisites: Level 3 or higher on FAST ELA Reading; The purpose of this course is to help prepare all students with the knowledge and skills needed to succeed in college and careers. They will be able to use and interpret spoken and written English, which includes literature (classic and contemporary), non-fiction selections, and real-world items. Students will be able to analyze various mediums and compare them to each other, which may include poetry, art in various forms, novels, short stories, articles, editorials, video, and audio. Students will be expected to be able to use critical thinking skills to analyze literature and nonfiction. Students will be able to work both independently and in a group setting, with limited teacher assistance, and be able to persevere when they are working on a topic.

**8: 1001070 Language Arts 3** The purpose of this course is to develop the ability to use academic skills in English language arts through enriched experiences in literature, writing, speaking, listening, and critical thinking. The content should include, but not be limited to: the study of traditional and application of communications skills to daily life and work should be provided. Students explore universal themes through various types of literature. This course will cover the 8th grade BEST Standards while preparing the students to be successful in high school.

**8: 1001080 Advanced Language Arts 3** Prerequisites: Level 3 or higher on FAST ELA Reading; The purpose of this course is to enhance the ability to use academic skills in English language arts through enriched experiences in literature, writing, speaking, listening, and critical thinking. The content should include, but not be limited to: the study of traditional and application of communications skills to daily life and work should be provided. Students explore universal themes through various types of literature. This course will cover the 8th grade Florida Standards while preparing the students for the rigors of high school honors and advanced placement courses.

### READING

Florida middle school students who score at Level 1 or 2 on FSA Reading are required to complete an intensive reading course. Students without an FSA score may also be placed in an intensive reading course if their reading proficiency is significantly below grade level.

**6, 7, 8: 1000010 Intensive Reading** This course is designed to provide intensive reading instruction and support for students reading below expected level. Instruction enables students to accelerate and strengthen reading and writing skills so that they are able to successfully read grade level text independently and write responses to reading that cite text dependent evidence. Instruction stresses reading comprehension, fluency, and vocabulary study through the use of a variety of literary and informational texts at varying levels of complexity. The curriculum materials are differentiated according to reading levels and student need, many times on an individual basis. Instructional scaffolding is provided as necessary as students engage in increasingly complex texts and is removed as abilities of students improve.

**6, 7, 8: 1002180 ELD** The purpose of this course is to enable middle school students who are native speakers of languages, other than English, 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 through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided, as necessary, to help students engage in reading and writing increasingly complex texts. This course is designed for students within their first year of English language acquisition.

### SOCIAL STUDIES

It is the goal of the Social Studies department that all students will acquire the habits of mind needed to become reflective and responsible citizens of our nation and world. The courses taught in middle school are designed to encourage active learning among our students so that the students will understand the significance of the past and its influence on the present and be mindful of both change and continuity in our lives.

**6: 2109010 World History** This course covers the development of human society beginning in the Stone Age and ending with the fall of the Roman Empire. The course content explores geography, culture, and history. Students will begin with answering the questions, "What is history?" and "What is a civilization?" Students will also learn how geography influenced the growth of civilizations to help them organize information about the world. Students will study the cultures, influence, and contributions of the ancient civilizations (Stone Age, Mesopotamia, Egypt, Israelites, India, China, Greece, and Rome) and their impact on our modern world. This course supports Language Arts with the purpose of helping students to better comprehend reading from a non-fiction text through the emphasis of many reading and

writing skills such as text features, cause and effect, graphic organizers, vocabulary, chronological order and long/short written responses. Students will make connections to find common traits and differences within each of the studied civilizations. Additionally, students will begin to work on higher order thinking skills through analyzing textbook or other reading sources and making inferences.

**6: 2109020 Advanced World History** Prerequisites: Level 3 or higher on FSA Reading; This course covers the development of human societies beginning in the Stone Age through the fall of the Roman Empire. The course content explores geography, culture, and history. Students will begin with answering the questions, “What is history?” and “What is a civilization?” Students will also learn how geography influenced the growth of civilizations to help them organize information about the world. Students will study the cultures, influence, and contributions of the ancient civilizations (Stone Age, Mesopotamia, Egypt, Israelites, India, China, Greece, and Rome) and their impact on our modern world. This course supports Language Arts with the purpose of helping students to better comprehend reading from a non-fiction text through the emphasis of many reading and writing skills such as text features, cause and effect, graphic organizers, vocabulary, chronological order and long/short written responses. Students will make connections to find common traits and differences within each of the studied civilizations. Studies will also include activities where students develop an investigative mind to seek out why history progressed as it did through written research, analyzing text or readings, drawing inferences, document based questions, connecting the past to the present and debates.

**7:2106010 Civics** 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.

**7: 2106020 Advanced Civics** Prerequisites: Level 3 or higher on FSA Reading; 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. The Advanced Civics Course offers scaffolding 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 activities such as: analyzing historical documents, becoming proficient in note-taking, emphasizing free-response and document-based writing, more collaborative learning, contrasting opposing viewpoints, solving problems, etc.

**8: 2100015 United States History & Career Planning** classes cover the time period of 1607 to 1880, starting with the European exploration and settlement of North America and concluding with the Reconstruction of the U.S. after 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. Students will have an opportunity to see the relationship between cause and effect in historical events and explore the fundamental ideas and events which occurred after Reconstruction.

**8: 2100025 Advanced United States History & Career Planning** Prerequisites: · Level 3 or higher on FSA Reading; Advanced History consists of learning opportunities for students to develop critical thinking skills 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, document based writing, participating in Socratic seminars/discussions which include contrasting opposing viewpoints and problem solving.

## SCIENCE

The curriculum follows an inquiry- based approach. The Practice of Science (variables, theories, laws, models, conducting investigations, difference between pseudoscience and science, etc.) is embedded throughout the year in all the three grade levels. As students learn the science concepts and principles, they acquire the science process skills that are applicable to any discipline and are much needed in the workforce. Use of interactive science notebooks is encouraged in all grade levels. Research shows that student understanding and literacy skills improve when students do hands-on minds-on science and use science notebooks to make sense of their science investigations.

**6: 2002040 Comprehensive Science 1** The purpose of this course is to provide opportunities for students to study concepts of science through exploratory investigations, activities, and applications. The science content includes: earth structures, earth systems and patterns, organization and development of living organisms, diversity and evolution of living organisms, energy transfer and transformations, motion of objects, forces and changes in motion. Scientific processes include: the role of theories, laws, hypotheses, and models; laboratory investigations, experimental procedures, problem solving, and the characteristics of scientific knowledge.

**6: 2000020 Life Science Advanced** Prerequisites: Level 3, 4 or 5 on Reading FSA The purpose of this course is to provide opportunities for students to study concepts of biology through exploratory investigations, activities, and applications. Biology content includes: unifying concepts, classification of living things, cell structure and function, use of microscopes, genetics, human body systems, photosynthesis, cellular respiration, ecosystems, adaptations of organisms and fossil records. Scientific processes include: theories and laws, laboratory investigations, experimental procedures, use of measurement, problem solving, laboratory apparatus and safety procedures. Due to the pace and rigor of this course, students are required to be dedicated and have high levels of responsibility in order to be successful.

**7: 2002070 Comprehensive Science 2** The purpose of this course is to provide opportunities to study the Universe and the Earth as a system. Explore the foundations of science, including energy, Earth's changing features and structures, Earth's history, genetics, heredity, and the organization and interaction of living organisms.

**7: 2001320 Earth Space Science Honors (High School Course)** Prerequisites: Level 3, 4 or 5 on FSA Reading; This is a rigorous course focusing on high-school level science standards and will require students to be highly motivated, organized and capable of independent learning. Course topics include astronomy, plate tectonics, minerals, rocks and landforms, surface processes, oceans, weather and climate. This course will also include scientific investigations, which incorporate the use of measurement, laboratory apparatus, problem solving and experimental procedures (designing and performing valid experimental procedures, using mathematics and information for computational thinking to analyze data). This course provides extensive technical reading and writing opportunities in the form of multiple independent science research projects. This honors course is a high school course. An end of course exam will factor into the final course grade. Upon successful completion of this class, students will be awarded high school credit in Earth/Space Science.

**8: 2002100 Comprehension Science 3** Comprehensive Science 3 is the third in a series of three consecutive middle school science classes. It builds on concepts introduced in the first and second courses of the series, including the disciplines of life science, physical science, and earth-space science. In addition, technology, engineering, and

mathematics (STEM) concepts are integrated throughout the course. Students learn about properties of matter, physical and chemical changes, atoms and the periodic table of elements, photosynthesis and cellular respiration, the universe, and the solar system. Hands-on and virtual laboratory investigations are included throughout the course to provide students opportunities for exploration through scientific inquiry, research, measurement, problem solving, and experimental procedures. By the end of the course, students will be practicing, experimenting, thinking, and talking like a scientist!

**8: 2003320 Physical Science Honors (High School Course)** Prerequisites: Level 3 or higher on FSA Reading and Math; The content of this course should include but not limited to, forces and motion, electricity, energy, and matter. The practice of science is embedded throughout the curriculum. This course awakens curiosity, independent thinking and learning in students as it uses a challenge- driven instructional strategy. As students enjoy learning the content necessary to solve the challenge, they will be learning a plethora of physics and chemistry principles and applying many mathematical skills. Students will learn these principles through laboratory investigations to be able to respond to the given challenge. Students will become proficient in using sophisticated lab instruments and technology to collect data. An end of course exam will factor into the final course grade. Upon successful completion of this class, students will be awarded high school credit in Physical Science.

## MATHEMATICS

The Mathematics Curriculum of Orange County Public Schools provides a comprehensive and coherent set of goals for mathematics for all students. Implementation of Mathematics Florida Standards places a greater emphasis on problem solving, reasoning, representation, connections, and communication. Topics should be represented in multiple ways including concrete/pictorial, verbal/written, numeric/data based, graphical, and symbolic. Concepts should be introduced and used in the context of real world phenomena.

**6: 1205010 Grade 6 Mathematics Math 1** focuses 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.

**6: 1205020 Grade 6 Mathematics Adv** Prerequisites: Level 3 or higher on FAST Math; focuses 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.

**7: 1205040 Grade 7 Mathematics** Major milestones for Mathematics Course 2 will include but are not limited to: Algebraic Reasoning, Integers and Rational Numbers, Proportional Relationships, Graphs and Functions, Percents, Collecting, Displaying and Analyzing Data, Measurement and Geometry, Probability, Multi-step Equations and Inequalities. We will build a strong foundation for learning with the aid of hands-on activities and exciting projects throughout the year. The goal is to appeal to the varied learning styles and offer opportunities for practicing skills,

applying new concepts, and developing an appreciation for math. Students will also discover how math relates to real-life experiences.

**7: 1205050 Grade 7 Mathematics Adv** Prerequisites: Level 3 or higher on FAST Math; Instructional time focuses on four critical areas: (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-dimensional shapes to solve problems involving area, surface area, and volume; (4) drawing inferences about populations based on samples; (5) 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; (6) grasping the concept of a function and using functions to describe quantitative relationships; and (7) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

**8: 1205070 Grade 8 Pre-Algebra** In Grade 8, instructional time focuses 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.

**1200320 Algebra I Honors (High School Course)** Prerequisites: 8<sup>th</sup> Grade Students: Level 3 or higher on FAST Math. This course represents an advanced study of various algebraic concepts and applications. It is designed to prepare students to take an AP mathematics course in high school. All students will learn how to solve single and multivariable equations involving equalities, inequalities and graphing on a Cartesian plane and number line. Students will learn how to solve functions, how to combine like terms of monomials and polynomials following the hierarchy of math and distributive property of equations. Students will learn how to plot data involving scatter plot, box and whisker, and basic probability involving factorials. The Algebra 1 EOC is worth 30% of a student's grade in the course. A student who takes the EOC exam and does not score a 3 or higher will have to retake the EOC exam. Passing the EOC exam is a high school graduation requirement, even if a student has a passing grade in their Algebra class section.

**1206320 Geometry Honors (High School Course)** Prerequisites: Passed Algebra 1; 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. The Geometry End of Course Exam is worth 30% of a student's final grade in the course.

**Note: The course progression track for accelerated middle school mathematics has been updated by the district. Course enrollment for Geometry will decline over the next two years and will be phased out.**

## ELECTIVE COURSE DESCRIPTIONS

FINE ARTS

**6th/7th Grade 0101010 Art 2D/1** The purpose of this course is to create artwork with two-dimensional (2D) media such as drawing, painting, printmaking, and collage. This course combines art production with a study in art history, aesthetics and art criticism. Students will use written effort to learn to evaluate, explain, and measure artistic growth in personal or group works. Students will explore the Elements of Art and Principles of Design as fundamental skills necessary to art. This course consists of consumption of art materials and may require a sketchbook as instructed by the teacher.

**7th/8th Grade 0101040 Art 3D/1** Students in this course will learn hand building techniques while expanding on the Elements of Art and Principles of Design in a three-dimensional (3D) form. This course may include clay, wood, plaster, found objects, and paper maché. Consideration will be made on workability, durability, cost, and toxicity of materials. Students will also focus on use of safety procedures. Students will continue to use written effort to communicate the art criticism process as a way to evaluate, explain, and measure artistic growth in personal growth in personal works. This course consists of consumption of art materials and will require a sketchbook as instructed by the teacher.

**8th Grade: 0101050 3D Studio Art-2** Students explore spatial relationships to create utilitarian forms or aesthetic structures. Students will examine subordinate and dominant components and implied line, and the processes and techniques for substitution may include draped, molded, or soft forms. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Students 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.

FOREIGN LANGUAGE

**6th/7th Grade: 0708000 Beginning Spanish** Beginning Spanish introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

**7th/8th Grade 0708340 Grade Spanish I (High School 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. There are no prerequisites for this course.

**0708350 Grade Spanish II (High School Course)** Prerequisite: Successful completion of Spanish I; 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.

**0708400 AP Spanish** The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish

Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.

**6th/7th Grade 0701000 Grade Beginning French** Beginning French introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

**7th/8th Grade 0701320 Grade French 1** French 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. There are no prerequisites for this course.

**8th Grade 0701330 Grade French 2** Prerequisite: Successful completion of French I; French 2 reinforces the fundamental skills acquired by the students in French 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 French 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.

### PERFORMING ARTS

Belonging to the school performing arts program will be a rewarding and enlightening experience for students at any ability level. Band, Chorus, Theater, and Orchestra are highly encouraged for ALL students – even those entering middle school with little experience in the arts. These are a perfect choice for students who love music, theater or both, and want to have positive social interactions with their peers in a group setting.

**1302000 Band 1: Beginning Band** Beginning Band is a performance-based class that introduces students to reading music and learning how to play an instrument. No previous music knowledge or experience is required to take this course. Students will showcase their skills in concert performances and may have the opportunity to participate in additional music events. This course requires students to obtain a musical instrument (e.g., borrow, rent, purchase). School-owned instruments are available at little or no cost. No student will be kept from participation due to financial constraints. Students in any grade (6,7,8) may begin in this course.

**1302010 Band 2: Concert Band** Concert Band is a performance-based class for students who have had at least one year of previous band experience. Students will build on instrumental technique and music literacy through rehearsal, performance, and the study of a variety of musical styles & genres. Concert performances will showcase skills learned throughout the school year. Students also have the opportunity to participate in several additional county-wide music events. This course requires students to obtain a musical instrument (e.g., borrow, rent, purchase). School-owned instruments are available at little or no cost. No student will be kept from participation due to financial constraints. Students in grades 7 and 8 may enter this course.

**1302020 Band 3: Symphonic Band** Symphonic Band is a performance-based class for students who have had at least one year of previous band experience. Students are selected by audition to become a member of this band. Students will build on instrumental technique and music literacy through rehearsal, performance, and the study of a variety of musical styles & genres. Additional concert performances will showcase skills learned throughout the school year. Students also have the opportunity to participate in several additional county-wide music events, including OCPS Music Performance

Assessment. This course requires students to obtain a musical instrument (e.g., borrow, rent, purchase). No student will be kept from participation due to financial constraints. Students in grades 7 and 8 may enter this course.

**1302030 Band 4: Wind Ensemble** Wind Ensemble is a performance-based class for students who have had at least one year of previous band experience. Students are selected by audition to become a member of this band. Students will build on instrumental technique and music literacy through rehearsal, performance, and the study of a variety of musical styles & genres. Music skills and concepts learned in this course will be focused at the highest level of achievement. Additional concert performances will showcase skills learned throughout the school year. Students also have the opportunity to participate in several additional county-wide music events, including OCPS Music Performance Assessment. This course requires students to obtain a musical instrument (e.g., borrow, rent, purchase). No student will be kept from participation due to financial constraints. School-owned instruments are available. Students in grades 7 and 8 may enter this course.

**1302120 Instru Ens 2: Jazz Band** Jazz Band is a selective, performance-based class for students who have had at least one year of previous band experience, and who are currently enrolled in a primary band class (i.e. Concert Band, Symphonic Band, Wind Ensemble). Students will build on instrumental technique and music literacy through rehearsal, performance, and the study of the comprehensive jazz genre. Music skills and concepts learned in this course will be focused at the highest level of achievement. Additional concerts and public performances will showcase skills learned throughout the school year. This course requires students to obtain a musical instrument (e.g., borrow, rent, purchase). No student will be kept from participation due to financial constraints. Students in grades 7 and 8 may enter this course.

**1302040 Orchestra 1: Beginning** Students who have little or no experience on violin, viola, cello, bass, or harp explore high-quality music literature written or transcribed for string orchestra. Study includes the development of foundational instrumental ensemble techniques, performance skills, music literacy, and aesthetic awareness. 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 requires students to obtain a musical instrument (e.g., borrow, rent, purchase). No student will be kept from participation due to financial constraints.

**1302050 Orchestra 2: Intermediate** Students who have some previous orchestral experience focus on the development of instrumental technique, musical literacy, performance skills, and increasing aesthetic awareness through study, rehearsal, and performance of a variety of high-quality orchestra literature. 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 requires students to obtain a musical instrument (e.g., borrow, rent, purchase). No student will be kept from participation due to financial constraints.

**1302060 Orchestra 3: Advanced** Students with previous orchestral experience demonstrate intermediate-level knowledge of instrumental techniques, musical literacy, ensemble performance skills, and related musical knowledge through study, rehearsal, and performance of a variety of high-quality orchestral literature. 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 requires students to obtain a musical instrument (e.g., borrow, rent, purchase). No student will be kept from participation due to financial constraints.



**1303000 Chorus 1:Beginning Girls Chorus** Students will develop beginning vocal technique and skills, critical and creative thinking skills, and an appreciation of music from around the world and through time. 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. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in any grade (6,7,8) may begin in this course.

**1303010 Chorus 2:Intermediate Girls Chorus** Girls in 7th and 8th grade with at least one year of experience will expand vocal, technical, musical, and ensemble skills through rehearsal, performance, and study of high-quality choral literature. Singers focus on increasing knowledge of music theory, music literacy, and aesthetic response. 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.

**1303020 Chorus 3: Advanced Girls Chorus** Girls in 7th and 8th grade with previous choral experience build advanced knowledge of vocal technique, musical literacy, ensemble skills, and related musical knowledge through rehearsal, performance, and study of a variety of high-quality 2-, 3-, and 4-part choral literature. 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.

**1303000 Chorus 1:Beginning Boys Chorus** Boys in grade 6-8 with or without choral experience will expand vocal, technical, musical, and ensemble skills through rehearsal, performance, and study of high-quality choral literature. Singers focus on increasing knowledge of music theory, music literacy, and aesthetic response. 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.

**1303010 Chorus 2:Advanced Boys Chorus** Boys in 7th and 8th grade with previous choral experience build advanced knowledge of vocal technique, musical literacy, ensemble skills, and related musical knowledge through rehearsal, performance, and study of a variety of high-quality 2-, 3-, and 4-part choral literature. 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.

**0400000 Theater I** Theater is a full year class and is open to all middle school students. No previous experience is required. This very interactive course is filled with improvisation, monologues, partner/group scenes, technical theater (sound, light, costumes, make-up) This survey course will introduce students to the basics of theater arts incorporating acting, design, playwriting, dramaturgy and theater history. In addition to acting, we will be reading and analyzing famous theatrical pieces. This is a performance based class. 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.

**0400010 Theater II** Students with previous theater experience and instruction continue to study acting, design, and dramatic literature to increase the enjoyment and understanding of what is required to prepare plays for the public. Students explore theater history, study the great American playwrights, examine the cultural and historical contributions to theater, and begin to use the information to inform and improve their theater knowledge and skills. Students begin to use the basic elements of theater design through practical application and projects. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**0400020 Theater III** Students continue to build skills and knowledge as they explore aspects of theater. Students explore theater history, study the great American playwrights, examine the cultural and historical contributions to theater, and improve their theater knowledge and skills. Students learn about and begin to use the basic elements of theater design through practical application and projects. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**1301030 Keyboarding 1 (Piano)** Students with little or no prior experience develop fundamental piano techniques, learn to read music, apply basic music theory, and explore the role of keyboard music in history and culture. Beginning pianists explore musical creativity in the form of basic arranging and improvisation, and develop analytical listening and problem-solving skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**1301040/1301050 Keyboarding 2 & 3 (Piano)** Students build on prior piano experience to develop intermediate piano techniques and skills, and learn music repertoire from various styles and time periods. They explore musical creativity through improvisation and composition, and cultivate analytical listening and critical thinking skills associated with making informed musical decisions. 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.

#### **STEM (Science, Technology, Engineering, & Mathematics) Electives**

**6<sup>th</sup> Grade: 9009110 Information and Communications Technology (ICT) Essentials 1** 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.

**7<sup>th</sup> Grade: 9009120 Information and Communications Technology (ICT) Essentials 2** This course builds on the previous course and provides greater depth and more complex concepts and the skills/knowledge to master these concepts. Students will be provided opportunities to extend their skills with various software applications by creating more complex documents and using more complex functions. Students will also be exposed to structured programming and the creation of a more complex computer program.

#### **Other Electives**

**7th/8th: 1006010 Journalism 2 (Yearbook)** Yearbook exposes the student to the information and techniques required to produce all necessary copy, photos, and layouts for the publication for the yearbook. The topics covered will enable the student to be a productive member of the yearbook staff.

**8th Grade 1400000 Peer Counseling 1: Latinos In Action** Latinos in Action (LIA) engages students Latino male and female students to improve themselves through education, leadership, and service. Students in LIA celebrate and honor the diverse cultures that contribute to their Latino heritage. Students have several opportunities for key leadership experiences and are engaged in learning by working with elementary school students on a weekly basis with reading skills and comprehension and planning several community service projects throughout the school year.



**6th-8th Grade 7863090 Learning Strategies** 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). Instructional activities involving practical applications of course requirements that may occur in home, school, and community settings for the purpose of practice, generalization, and maintenance of skills and strategies. These applications may require that the student be trained in the use of related technology, tools, and equipment.

**6th-8th Grade \_\_\_\_\_ Career**