



2014-2015
Somerset Academy Village
Middle School
Curriculum Guide

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CURRICULUM GUIDE 2014-2015

SOMERSET ACADEMY, INC.

We are District Accredited!



DISTRICT VISION

Somerset Academy, Inc. is dedicated to providing equitable high quality education for all students.

DISTRICT PURPOSE

Somerset Academy, Inc. promotes a culture that maximizes student achievement and fosters the development of responsible, self-directed lifelong learners in a safe and enriching environment.

Board of Directors

David Concepcion, Chair

Lourdes Isla Marrero, Vice-Chair

Ana Diaz, Secretary

Tony Morales

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Jenny Esquijarosa

Louis Marin

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School Administration

Shannine Sadesky, Principal

Anthony Marucci, Assistant Principal

Patricia Boiteux, Curriculum Specialist

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SOMERSET ACADEMY VILLAGE MIDDLE

S.W.A.M.P.-Students Will Achieve Maximum Potential

Vision

The vision of Somerset Academy Charter is to continue to be recognized and respected as a top ranked learning community that graduates productive and caring citizens who are prepared to succeed in a global society.

Purpose

The purpose of Somerset Academy Charter is to provide an individualized, academically rigorous, and engaging curriculum focusing on the ever-changing needs of our learners. Our educational process encompasses the partnership among the school, family, and community, in order to develop a life-long love of learning. We strive to develop students who are self-assured, well-rounded, and prepared for future success.

What is a Charter School?

Charter schools are tuition-free public schools created through an agreement or "charter" between the school and the local school board or a state university. This agreement gives the charter school a measure of expanded freedom relative to traditional public schools in return for a commitment to higher standards of accountability. Charter schools are public schools of choice. They are very popular—and among the fastest growing school choice options in Florida. Charter schools are largely free to innovate, and often provide more effective programs and choice to diverse groups of students.

Florida charter schools have played a key role in increasing parental options in public education and providing innovative learning opportunities for students. Since 1996, the number of charter schools in Florida has grown to over 570 in 2012-13. Charter school student enrollment now tops 200,000 students.

Many charter schools in Florida have innovative missions. Some charter schools include themed learning approaches focusing on areas such as arts, sciences, and technologies. Other charter

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schools provide services to special populations such as students at risk of academic failure or students with disabilities.

Like traditional public schools, charter schools are assigned a performance grade if they meet the eligibility criteria and are not an alternative school. Out of the 359 Charter Schools graded in 2012, over 70% received a school grade of an “A” or “B”. Studies have shown that charter schools make great strides in closing the achievement gap for students who are struggling academically.

Excerpted from Florida Statute 1002.33 and www.floridaschoolchoice.org

The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) is a federal law. The intent of this law is to protect the accuracy and privacy of student educational records. Under this law, parents/legal guardians have the right upon request, to inspect, release, and challenge information contained within the student's educational records. Without prior consent, only authorized individuals having legitimate educational interest will have access to confidential and other kinds of information contained in those records. This Board approved directive for implementing the provision of the Family Educational Rights and Privacy Act is contained in the document "Student Educational Records," and is available through the Division of Student Services, Broward County Public Schools.

FERPA's legal statute citation can be found in the U.S. Code of Federal Regulations for Title 34; (20 USC section 1232g; 34 CFR Part 99). Educational records include a range of information about a student that is maintained in schools in any recorded way, such as handwriting, print, computer media, video or audiotape, film, microfilm, and microfiche. Examples are:

- *Date and place of birth, parent(s) and/or guardian addresses, and where parents can be contacted in emergencies;*
- *Grades, test scores, courses taken, academic specializations and activities, and official letters regarding a student's status in school;*
- *Special education records;*
- *Disciplinary records;*
- *Medical and health records that the school creates or collects and maintains;*

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- Documentation of attendance, schools attended, courses taken, awards conferred, and degrees earned; and,
- Personal information such as a student's identification code, social security number, picture, or other information that would make it easy to identify or locate a student.

Personal notes made by teachers and other school officials that are not shared with others are not considered educational records. Additionally, law enforcement records created and maintained by a school district law enforcement unit are not education records.

Parent(s)/legal guardian(s) are guaranteed the right, upon request, to inspect and review their children's records and to obtain copies of them under federal and state laws. Parent(s)/legal guardian(s) are guaranteed a right of "meaningful" access to copies of their children's records. The parent's rights extend to any lawyer, lay person, or advocate whom the parent(s)/legal guardian(s) authorizes to represent him or her. Access must be granted within 30 calendar days from the initial request.

Excerpted from The U.S. Department of Education, www.ed.gov/policy

SCHOOL SCHEDULE 2014-2015

<u>PERIOD</u>	<u>TIME</u>
Homeroom	8:15-8:30
1	8:30-9:30
2	9:33-10:33
3	10:36-11:36
4	11:39-1:09 (Lunch)
5	1:12-2:12
6	2:15-3:15

**Lunch Periods will be built into 4 period*

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ATTENDANCE POLICY

All students are expected to attend school everyday during the 180-day school year. Because poor academic performance is associated with nonattendance, Somerset will respond in a timely manner to prevent the development of patterns of nonattendance. Somerset will collaborate with appropriate local and state agencies that are involved in truancy prevention, intervention, and judicial action. Additional information related to attendance can also be found in the current edition of the Code of Student Conduct which is approved by the School Board of Broward County on an annual basis.

Student Attendance Rights and Responsibilities

- *Students have a responsibility to ask their parents to notify the school when they are absent.*
- *Students have a responsibility to ask teachers for, and to complete, make-up assignments. Two days (not including the day of return) are allowed for each day of absence. Previously assigned work is due the day of return.*
- *Students must maintain current assignments while on internal suspension and turn in work daily.*
- *Students who are externally suspended and attend one of the alternatives to suspension programs have the right to make up work.*

Parents' Attendance Rights and Responsibilities

- *Parents have a right to be informed of the attendance responsibilities and consequences for truancy for both parents and students as described in the Code of Student Conduct.*
- *Each parent of a child of compulsory school attendance age is responsible for the child's school attendance as required by law.*
- *Parents must report their child's absence.*
- *Parents have the right to request a hearing if they refuse to participate in the interventions developed by the child study team if they believe that those interventions are unnecessary or inappropriate. (FS 232.17)*
- *The parents of a student expected to miss at least 15 consecutive school days due to illness, medical condition, or social/emotional reasons, or who would miss excessive days intermittently throughout the school year for the same reasons, and could benefit from instruction should notify the school and request a copy of the Homebound referral packet.*
- *Parents have a right to be notified if their child misses school and the parents have not reported the absence to the school.*

DRIVING PRIVILEGE REVOCATION

Students 14-18 years of age who have 15 unexcused absences within 90 calendar days and have a driver's license will have their driver's license suspended by the Division of Highway Safety and Motor Vehicles or will not be issued a license if they apply for one.

Excerpted from School Board of Broward County Policy 5.5

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Student Services

Pinnacle

Parents are encouraged to use Somerset's electronic grade book software (Pinnacle) to monitor their child's academic performance and progression. Somerset's gradebook is called Pinnacle and is accessible via the internet on the Somerset Academy website www.somersetwm.com or <https://gradebook.browardschools.com/PIV>. On Pinnacle parents and students can view grades, class schedules, attendance records, discipline reports, activity announcements and notes from teachers. Pinnacle is an excellent tool to keep the parent aware of their child's day to day progress.

Exceptional Student Education

The Exceptional Student Education Program (ESE) is implemented in accordance with Broward County District Procedures for Exceptional Education. Student exceptionalities will be addressed on an individual basis as needed. Parents and teachers work closely with the ESE Specialist to provide proper placement and to develop an individualized educational plan (IEP).

English Language Learners Program

The screening and placement of Limited English Proficient (LEP) students will be met in accordance with district procedures. Limited English student's needs will be addressed on an individual basis. Contact the ESOL Coordinator for information.

Virtual Counselor

Virtual Counselor can be used to view your child's previous FCAT scores, attendance, and graduation credit information. Listed below are the instructions to access the data:

- go to <https://www.browardschools.com/virtualcounselor>
- Username - Enter student 10 digit ID number (not social security number)
- Enter password (Date of Birth MM/DD/YYYY) ex. 08/07/1989

FCAT Explorer and FCAT Focus

FCAT Explorer and FCAT FOCUS are excellent educational resources that we highly recommend that our students at Somerset Academy utilize at home. These tools will build confidence and help alleviate test anxiety, make sure that our students know that time spent practicing on FCAT Explorer/FCAT FOCUS, whether at school or at home, time is well spent. Both programs are carefully designed to give our students at Somerset Academy explicit practice on the skills they'll need to be successful on the FCAT. Both programs adhere to the same Test Item and Performance Task Specifications that are used to build official FCAT test items. Although our students will not be taking the FCAT test beginning 2014-2015 in English Language Arts (Reading) and Math, our 8th graders WILL BE taking the FCAT 2.0 in Science. Please review both web sites at your leisure: 1. FCAT Explorer /www.fcatexplorer.com. 2. FCAT FOCUS/cim.florida-achieves.com/

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FL Choices

flchoices.org is the Florida Department of Education's statewide student career planning website that our 8th graders utilize during the year. flchoices.org is provided by the Florida Department of Education to help students make informed choices about their high school and future career paths. The site enables students to:

- *Plan their high school courses*
- *Explore careers*
- *Learn about Florida's postsecondary opportunities*

Somerset Virtual Academy (SVA)

The mission of Somerset Virtual Academy (SVA) is to provide virtual learning content and services to Academics schools. SVA is committed to fostering the development of self-directed and responsible 21st century life-long learners through the thoughtful use of interactive, media-rich educational opportunities in flexible, student-centered, virtual learning environments..

www.somersetvirtualacademy.com

Florida Virtual School (FLVS)

Students are eligible to enroll the Florida Virtual School. The courses offered are teacher-facilitated and available throughout the state. Courses are based upon the same criteria as those taught in the standard high school program and, therefore, generate the same credit for students. Middle school students may earn credit only in those courses designated as "acceleration" or recovery courses by Florida Virtual School. Additional information on Florida Virtual School can be found at <http://www.flvs.net>

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MIDDLE SCHOOL CURRICULUM

Students shall receive instruction in language arts, mathematics, science and social studies. Instruction in health, physical education, exploratory, pre-vocational and special interest classes shall be in accordance with state statutes and rules. Instruction shall be focused on ensuring that all students shall demonstrate mastery of Sunshine State Standards (F.S. 1003.41). Courses are taught year long. Final grades (grade of record) are calculated by averaging all four quarters.

Middle School Curriculum

Students entering middle school will have to follow the general requirements for middle grades promotion. Promotion to 9th grade will require passing:

- *Three (3) middle school or higher courses in English. These courses shall emphasize literature, composition, and technical text.*
- *Three (3) middle school or higher courses in mathematics. High-school-level mathematics course for which students may earn high school credit are offered to eligible students.*
- *Three (3) middle school or higher courses in social studies, one semester of which must include the study of state and federal government and civics education.*
- *Three (3) middle school or higher courses in science.*
- *One (1) semester-long course in career and education planning to be completed in seventh or eighth grade.*

Career Planning

As part of the requirements for middle grades promotion, each student should be enrolled in a career and education planning course in eighth grade. The course must include career exploration and education planning using the online tool Florida CHOICES and shall result in the completion of a personalized academic and career plan. Florida CHOICES Planner (www.flchoices.org) is the state's career information delivery system. It provides career and educational exploration and information. Florida CHOICES includes assessments for interests, skills, and values as well as information on careers and postsecondary education.

*The purpose of the personalized academic and career plan is to provide each student with a plan based on individual aspirations and goals for postsecondary education and possible careers. The plan should include information such as short and long-term goals, results of personal assessments such as interests, values, skills, and aptitudes, careers/clusters of interest, and a **Personalized Academic Career Plan (PAC plan)**. The PAC plan is designed for students to plan their four years of high school based on their post-secondary goals. It is to be signed by the student, the student's instructor, guidance counselor, or academic advisor, and the student's parent.*

Physical Education

As per the newly enacted State Legislation, middle school students are required to take Physical Education each year in Middle School (grades 6-8).

Excerpted from School Board of Broward County Policy 6000.1

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MIDDLE SCHOOL PROMOTION

To be promoted, students in grades six and seven must pass a minimum of four subjects, two of which must be in Language Arts, Mathematics, Science or Social Studies. Students must pass all core courses (Language Arts, Math, Science and Social Studies) all three years of middle school in order to be promoted to ninth grade. In addition the students must complete a career course in eighth grade and must complete a PAC plan (Personalized Academic Career Plan). There are no testing requirements for promotion.

Grade and Subject	Passing Classes
6-8 Language Arts Math Science Social Studies	Pass a minimum of four subjects

Reporting Student Progress

Report Cards and Interim progress reports will be issued every quarter. Parents also have access to Pinnacle, Somerset's electronic grade book which allows daily academic monitoring. Student performance will be evaluated and reported based upon mastery of standards.

Grading Scale

A	90 – 100	Superior Progress
B+	87 – 89	Outstanding Progress
B	80 – 86	Commendable Progress
C+	77 – 79	Above Average Progress
C	70 – 76	Average Progress
D+	67 – 69	Below Average Progress
D	60 – 66	Lowest Acceptable Progress
F	0 – 59	Failure
I		Incomplete

Excerpted from School Board of Broward County Policy 6000.1

Middle School Promotion Requirements: Students must pass their core classes all 3 years of middle school, take the 7th grade Civics end of course exam (EOC) and take a semester of a Career Planning course where they create a PAC plan (Personalized Academic Career Plan). See below for core class requirements.

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<i>6th grade</i>	<i>7th grade</i>	<i>8th grade</i>
<i>Language Arts 1</i>	<i>Language Arts 2</i>	<i>Language Arts 3</i>
<i>Comprehensive Science 1</i>	<i>Comprehensive Science 2</i>	<i>Comprehensive Science 3 or Biology (EOC)</i>
<i>Intensive Math, Math 1, or Math I Advanced</i>	<i>Intensive Math, Math 2, or Math 3 Advanced</i>	<i>Pre-Algebra, Algebra 1 Honors (EOC)</i>
<i>World Cultures</i>	<i>Civics (EOC)</i>	<i>U.S. History</i>
		<i>Careers – completed PAC plan with 24 credits and parent signature</i>

**EOC requirements for Civics and Algebra, see below.*

Course Recovery

Students who fail a core course will have the opportunity for “recovery” each quarter. A student who does not pass a core class must recover the course during Saturday School.

Promotion to Grade 9

For promotion to Grade 9, students must successfully complete three (3) courses in each of the core subject areas (Language Arts, Comprehensive Science, Math, and Social Studies in grades 6, 7, and 8). In addition, students must also pass a semester-length course in Career and Education Planning, including completion of a Personal Academic Career plan (PAC plan).

Florida Standards Assessment Requirements

There is not an FLS assessment requirement for middle school promotion. However, for each year in which a student scores below level on the English Language Arts (ELA) or Math, the student must be enrolled in and complete an intensive course the following year. Therefore, the student will be required to take Intensive Reading and/or Intensive Math and their elective choices will be limited.

EOC – End of Course Assessments

Each student must participate in statewide assessment tests at designated grade levels as required by Florida Statute. When a student is enrolled in a course that includes an End of Course Assessment (EOC), such as Algebra I, Geometry and Biology, the student will not be required to take the corresponding FCAT. For instance, students enrolled in Algebra I or Geometry in Middle School will not take the grade level Mathematics portion of the FCAT. Students enrolled in Algebra I Honors, must pass the EOC in order to earn credit for that course. Students enrolled in Geometry will take the EOC and the result of this test will count as 30% of the student’s final Geometry grade. Beginning with school year 2013-14, all seventh grade students will take an End-of-Course (EOC) exam in Civics. The result of this test will count as 30% of the student’s final Civics grade. (F.S. 1008.22). The school will provide parents with the results of each statewide assessment test.

Personalized Academic Career Plan (PAC plan)

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The PAC plan is a plan that enables students to map out coursework for every year of high school. Students choose from school specific course options, based on their goals after graduation, such as admission to college, attending a career technical center, or going directly into the workforce. Completion of a PAC plan is defined as planning a minimum of 24 high school credits that meets the minimum graduation requirements for a high school student on the 24-credit diploma option. (F.S. 1003.4156(1)5) The required personalized academic and career plan must inform students of high school graduation requirements, Florida Bright Futures Scholarship Program requirements, state university and Florida college admission requirements, and programs through which a high school student can earn college credit, including Advanced Placement, dual enrollment, and career academy opportunities. Students are required to update their PAC plan on a yearly basis.

Progress Monitoring Plan

There are certain skills that students must learn at each grade level to be promoted at the end of the school year. If a student is not working on grade level and earns a level 1 or 2 on the FCAT, a Progress Monitoring Plan (PMP) will be developed. The PMP is intended to help students master the skills and concepts expected at their grade level.

A student who has been given a PMP in reading and mathematics may have his/her regular curriculum suspended in areas other than reading and mathematics in order to provide intensive academic instruction. A set of criteria is in place at each grade level and subject area for a Progress Monitoring Plan.

Florida Standards

The Florida Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (“the Standards”) are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

Excerpted from School Board of Broward County Policy 6000.1

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Florida Standards Assessment FSA

The Florida Standards Assessment (FSA) measures student performance on selected benchmarks in reading, mathematics, writing, and science that are defined by the newly created Florida Standards in English Language Arts (ELA) and Math, as well as the Next Generation Sunshine State (NGSSS) standards for Science. Developed by the American Institute for Research (AIR), the FSA outlines challenging content students are expected to know and be able to do. All public schools are expected to teach students the content found in the FSA. As the test specifications are rolling out, more information such as achievement levels and scores will be provided.

FSA Administration dates and grade level

Grade	Subject(s)	Month
6	English Language Arts (ELA) Writing Component	March
	ELA & Math	April
7	English Language Arts (ELA) Writing Component	March
	ELA & Math	April
	Civics EOC	May
	Algebra EOC (if applicable)	May
8	English Language Arts (ELA) Writing Component	March
	ELA & Math	April
	FCAT 2.0 Science	April
	Algebra EOC (if applicable)	May
	Geometry EOC (if applicable)	May
	Biology EOC (if applicable)	May

PROVISION FOR ACCELERATION

Based on FCAT scores and student progression, middle school students may qualify for Advanced classes. This accelerated instruction will allow them the opportunity to earn high school credits. These credits may be applied toward graduation, college admission, and Florida Bright Futures Scholarship Program requirements.

MIDDLE SCHOOL STUDENTS TAKING HIGH SCHOOL COURSES

Due to recent Florida legislation, middle school students who take high school courses (such as Geometry, Algebra, and Spanish) will receive grades (A-F) for those courses. These grades and credits will be posted to the student's official high school transcript and will be used to calculate the grade point average (GPA).

High school courses are divided by semester, meaning that each quarter grade is worth 37.5% of the student's final grade and the midterm and final exams are worth 25%. For grades earned of a "C", "D", or "F" by middle school students taking high school courses, the forgiveness policy

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allows the replacement of the first grade with a grade of “C” or higher earned subsequently in the same or comparable course. Only the new grade shall be used in the calculation of the student’s grade point average for graduation (F.S. 1003.428(4)(d)).

Middle school students taking high school courses, earning a B or B+ will be able to repeat those classes in high school to increase their skill and knowledge level; credits and grades will not be given. The Forgiveness Rule shall always be applied only one time per course. For additional information about the grading of high school courses, please contact your child’s guidance counselor, or visit the District Website, www.broward.k12/fl.us/advanceacademics//

Excerpted from School Board of Broward County Policy 6000.1

THE FLORIDA END- OF- COURSE ASSESSMENTS (EOC)

The Florida EOC Assessments are part of Florida's Next Generation Strategic Plan for the purpose of increasing student achievement and improving college and career readiness. EOC assessments are computer-based, criterion-referenced assessments that measure the Florida Standards (Math) and Next Generation Sunshine State Standards(Biology and Civics) for specific courses, as outlined in their course descriptions. Currently the courses that have an end of course assessment implementation are: Civics, Algebra 1, Biology, Geometry and US History.

Excerpted from School Board of Broward County Policy 6000.1

STUDENT PLACEMENT IN COURSES

Students will be placed in the appropriate math and reading classes according to their SSS scores on the Florida Comprehensive Achievement Test (FCAT). Students scoring a level one or two on the Florida Comprehensive Test will be enrolled in an Intensive class as their elective.

Levels of courses

<u>Intensive</u>	<i>Remedial class focused on learning strategies. Placement based on FCAT scores.</i>
<u>Regular</u>	<i>On grade level classes</i>
<u>Advanced</u>	<i>Above grade level classes that require critical thinking and problem solving skills (requirements must be met)</i>

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STUDENT PLACEMENT IN COURSES

Student placement factors include previous academic record and testing history. The following charts serve as a guide for placement:

***updated 6/19/2013 – due to recent legislation that was passed, FCAT scores will not be the only criteria used for placement. Prior year grades, teacher recommendation, and prior motivation/effort by the student will also be used towards placement.**

Reading Placement

<i>Course</i>	<i>Placement Criteria</i>
<i>Intensive Reading</i>	<i>For any 6th, 7th, or 8th grader that scored a Level 1 or 2 on Reading FCAT – separated by grade</i>
<i>Critical Thinking 1</i>	<i>6th grade On Level course</i>
<i>Critical Thinking 2</i>	<i>7th grade On Level course</i>
<i>Critical Thinking 3</i>	<i>8th grade On Level course</i>

Language Arts Placement

<i>Course</i>	<i>Placement Criteria</i>
<i>Language Arts 1</i>	<i>6th grade On Level course</i>
<i>Lang. Arts 1 Adv</i>	<i>6th grade Advanced course- Level 4or 5 on Reading FCAT</i>
<i>Language Arts 2</i>	<i>7th grade On Level course</i>
<i>Lang. Arts 2 Adv</i>	<i>7th grade Advanced course- Level 4or 5 on Reading FCAT</i>
<i>Language Arts 3</i>	<i>8th grade On Level course</i>
<i>Lang. Arts 3 Adv</i>	<i>8th grade Advanced course- Level 4or 5 on Reading FCAT</i>

Social Studies Placement

<i>Course</i>	<i>Placement Criteria</i>
<i>World Cultures</i>	<i>6th grade On Level course</i>
<i>World Cultures Adv</i>	<i>6th grade Advanced course- Level 4or 5 on Reading FCAT</i>
<i>Civics (End of Course exam)</i>	<i>7th grade On Level course</i>
<i>Civics Adv (End of Course exam)</i>	<i>7th grade Advanced course- Level 4or 5 on Reading FCAT</i>
<i>US History</i>	<i>8th grade On Level course</i>
<i>US History Adv</i>	<i>8th grade Advanced course- Level 4or 5 on Reading FCAT</i>

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Math Placement

Course	Placement Criteria
<i>Intensive Math</i>	<i>For any 6th, 7th, or 8th grader that scored a Level 1 or 2 on Math FCAT – separated by grade</i>
<i>Math 1</i>	<i>6th grade On Level course</i>
<i>Math 1 Advanced</i>	<i>6th grade Advanced course/ Level 4 or 5 on the Math FCAT and Teacher Recommendation</i>
<i>Math 2</i>	<i>7th grade On Level course/ 6th grade Advanced</i>
<i>Math 2 Advanced</i>	<i>7th grade Advanced course/ Level 4 or 5 on the Math FCAT and Teacher Recommendation</i>
<i>Pre-Algebra</i>	<i>8th grade On Level course</i>
<i>Algebra I (End of Course exam)</i>	<i>8th grade High School Course</i> <ul style="list-style-type: none"> • <i>Level 4 or 5 on the Math FCAT</i> • <i>Teacher Recommendation</i>

Science Placement

Course	Placement Criteria
<i>Comp. Science 1</i>	<i>6th grade On Level course</i>
<i>Comp. Science 1 Adv</i>	<i>6th grade Advanced course- Level 4or 5 on Reading FCAT</i>
<i>Comp. Science 2</i>	<i>7th grade On Level course</i>
<i>Comp. Science 2 Adv</i>	<i>7th grade Advanced course- Level 4or 5 on Reading FCAT</i>
<i>Comp. Science 3</i>	<i>8th grade On Level course</i>
<i>Comp. Science 3 Adv</i>	<i>8th grade Advanced course- Level 4or 5 on Reading FCAT</i>

Optional Electives

Students will be provided with an opportunity to select electives. Not all electives are offered all periods, therefore electives are not guaranteed. Priority for selection of electives is given in the following sequence: eighth grade students, seventh grade students, then sixth grade students.

Certain electives will require teacher approval, an audition, or portfolio presentation. It is highly recommended that students begin to take foreign language electives in middle school to better prepare them for the foreign language requirements for college admissions.

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COURSE DESCRIPTIONS AND REQUIREMENTS

Language Arts/Reading

Course Title: *MJ/ Language Arts 1*
Course Number: *10010000*
Grade Level: *Sixth*

Course Description

The purpose of this course is to provide integrated educational experiences in the language arts strands of Reading Process, Literary Analysis, Writing Process, Writing Application, Communication, and Information and Media Literacy. It offers instruction in the reading process to construct meaning from a wide range of literary, information, and technical text; the writing process is taught (prewriting, drafting, revising, editing, publishing) through multiple genres, which allows students to critically respond to visual, oral, and written text. Opportunities for students to communicate using listening, viewing, and speaking strategies to understand the power of language and its use in authentic contexts are also included in the course. Technology is incorporated into this course.

Course Title: *M/J Language Arts 1 Advanced*
Course Number: *10010200*
Grade Level: *Sixth*
Requirement: *FCAT level 4 or 5 in Reading*

Major Concepts/Content

Reading Application, Literary Analysis, Writing Application, Writing Process, Communication, and Information and Media Literacy strands are integrated throughout students' learning experiences. The course offers instruction in the reading process to construct meaning from a wide range of literary, informational, and technical texts; the writing process is taught (prewriting, drafting, revising, editing, publishing) through multiple genres. The course offers students the opportunity to critically respond to visual, oral, and written text and to communicate using listening, viewing, and speaking strategies to understand the power of language and its use in authentic contexts.

Benchmarks for the Sunshine State 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.

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Course Title: *M/J Language Arts 2*
Course Number: *10010200*
Grade Level: *Seventh*

Major Concepts/Content

The purpose of this course is to provide integrated educational experiences in the language arts strands of Reading Process, Literary Analysis, Writing Process, Writing Application, Communication, and Information and Media Literacy. It offers instruction in the reading process to construct meaning from a wide range of literary, information, and technical text; the writing process is taught (prewriting, drafting, revising, editing, publishing) through multiple genres, which allows students to critically respond to visual, oral, and written text. Opportunities for students to communicate using listening, viewing, and speaking strategies to understand the power of language and its use in authentic contexts are also included in the course. Technology is incorporated into this course.

Course Title: *M/J Language 2 Advanced*
Course Number: *10010500*
Grade Level: *Seventh*
Requirement: *FCAT level 4 or 5 in Reading*

Major Concepts/Content

Reading Application, Literary Analysis, Writing Application, Writing Process, Communication, and Information and Media Literacy strands are integrated throughout students' learning experiences. The course offers instruction in the reading process to construct meaning from a wide range of literary, informational, and technical texts; the writing process is taught (prewriting, drafting, revising, editing, publishing) through multiple genres. The course offers students the opportunity to critically respond to visual, oral, and written text and to communicate using listening, viewing, and speaking strategies to understand the power of language and its use in authentic contexts.

Benchmarks for the Sunshine State 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.

Course Title: *M/J Language Arts 3*
Course Number: *10010700*
Grade Level: *Eighth*

Major Concepts/Content

The purpose of this course is to provide integrated educational experiences in the language arts strands of Reading Process, Literary Analysis, Writing Process, Writing

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Application, Communication, and Information and Media Literacy. It offers instruction in the reading process to construct meaning from a wide range of literary, informational, and technical text; the writing process is taught (prewriting, drafting, revising, editing, publishing) through multiple genres, which allows students to critically respond to visual, oral, and written text. Opportunities for students to communicate using listening, viewing, and speaking strategies to understand the power of language and its use in authentic contexts are also included in the course. Technology is incorporated into this course.

Course Title: *M/J Language Arts 3, Advanced*
Course Number: *1001080*
Grade Level: *Eighth*
Requirement: *FCAT level 4 or 5 in Reading*

Major Concepts/Content

Reading Application, Literary Analysis, Writing Application, Writing Process, Communication, and Information and Media Literacy strands are integrated throughout students' learning experiences. The course offers instruction in the reading process to construct meaning from a wide range of literary, informational, and technical texts; the writing process is taught (prewriting, drafting, revising, editing, publishing) through multiple genres. The course offers students the opportunity to critically respond to visual, oral, and written text and to communicate using listening, viewing, and speaking strategies to understand the power of language and its use in authentic contexts.

Benchmarks for the Sunshine State 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.

Course Title: *M/J Developmental Language Arts ESOL - Reading*
Course Number: *1002181*
Grade Level: *6th - 8th*
Course Description:

The purpose of this course is to provide instruction that enables students who are native speakers of languages other than English to develop and strengthen reading skills and develop independent reading endurance.

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

The instructional approaches used in this course should meet the needs of each student based on results of individual diagnostic assessments and progress monitoring. State recommended or district Grade Level Expectations (GLEs) may also be used in this process. It is the responsibility of the district to ensure that identified

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benchmarks are consistent with the needs of individual students.

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

- *reading instruction in phonemic awareness, phonics (advanced phonics instruction that includes an explicit, systematic approach to orthography, structural analysis, and morphemic analysis), fluency, vocabulary and comprehension as necessary. The relative balance of instruction in these areas will be determined by screening, group diagnostic, progress monitoring and individual diagnostic measures of each student.*
- *critical thinking, problem-solving, and test-taking skills and strategies*
- *reading for meaning through varied reading materials at appropriate independent and instructional reading levels representing a minimum balance of 70% /30% informational to narrative text*
- *integration of reading with student written responses to text*
- *high frequency content area vocabulary*

Course Title: *M/J Intensive Reading*

Course Number: 1000010

Grade Level: 6th – 8th

Course Description:

FCAT Level 1 & 2. This course is a program for students who need the basic foundations of reading. This course provides low-level readers with opportunities to learn to read in an accelerated format. The program emphasizes phonemic awareness, phonics, blending, vocabulary, fluency, comprehension, spelling, and oral language.

PREREQUISITES: *Level 1 and 2 FCAT.*

Course Title: *M/J Contemporary Reading*

Course Number: 10080100

Grade Level: 6th-8th

Course Description:

This course provides fluent readers with opportunities to develop reading skills. It is intended for students with on grade level instructional reading ability. Students are assessed so that the content specifically focuses on those reading benchmarks for which students need extra support and practice.

Mathematics

Course Title: *M/J Intensive Mathematics*

Course Number: 12040000

Grade Level : 6th – 8th

Course Description:

Required class for all 6th - 8th grade students who earn a level 1 or 2 on the math portion of the FCAT. The purpose of intensive mathematics is to provide on grade level support for the Big Ideas by focusing on benchmarks from earlier grades.

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Course Title: *M/J Mathematics 1*

Course Number: 1205010

Grade Level : 6

Course Description

In the course M/J Mathematics 1, sixth grade students will develop an understanding of and fluency with multiplication and division of fractions and decimals. They will connect ratio and rates to multiplication and division while writing, interpreting, and using mathematical expressions and equations. These Big Ideas will be supported with applications in geometry, paying special attention to π , circles, and perimeter / area of composite shapes. In addition, students will also investigate the measures of central tendency (mean, median, and mode) and variability (range) for a given set of data.

developing understanding of and applying proportional relationships; and (6) developing understanding of operations with rational numbers and working with expressions and linear equations.

Course Title: *M/J Mathematics 2*

Course Number: 1205040

Grade Level : 7

Course Description:

In the course M/J Mathematics 2, seventh grade students will develop an understanding of and apply proportionality, including similarity to the real world. Geometry and measurement will become key, as the students develop an understanding of and use formulas to determine surface areas and volumes of three-dimensional shapes. They will determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and apply these relationships to solve problems. In addition, they will compare, contrast, and convert units of measure between different measurement systems (US customary or metric (SI)), dimensions, and derived units to solve problems. As they further their Algebra readiness skills, students will develop an understanding of operations on all rational numbers and they will be able to solve linear equations of many types. The coordinate plane will also take center stage when students plot points and transform geometric figures.

Course Title: *M/J Pre-Algebra*

Course Number: 1205070

Grade Level : 8

Course Description:

In the course M/J Mathematics 3, eighth grade students are finalizing their preparation for the course Algebra 1. Students will analyze and represent linear functions and solve linear equations and systems of linear equations. They will be able to perform operations on real numbers (including integer exponents, radicals, percents, scientific notation, absolute value, rational numbers, and irrational numbers) while solving multi-step and real world problems. From the geometry side, students will analyze two-

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and three-dimensional figures by using distance and angle while also comparing, contrasting, and converting units of measure between different measurement systems (US customary or metric [SI]) and dimensions. Support for these Big Ideas will come in statistics and science when the students analyze / summarize data sets and when they use exponents and scientific notation to write large and small numbers.

Course Title: Algebra I Honors

Course Number: 1200320M

Credit: 1.00

Grade Level: 7-8

Major Concepts/Content

Algebra I Honors is a rigorous course designed to develop the algebraic concepts and processes that can be used to solve a variety of real-world and mathematical problems. The content shall include, but not be limited to, perform set operations, use fundamental concepts of logic including Venn diagrams, describe the concept of a function, use function notation, solve real-world problems involving relations and functions, determine the domain and range of relations and functions, simplify algebraic expressions, solve linear and literal equations, solve and graph simple and compound inequalities, solve linear equations and inequalities in real-world situations, rewrite equations of a line into slope-intercept form and standard form, graph a line given any variation of information, determine the slope, x- and y- intercepts of a line given its graph, its equation or two points on the line, write an equation of a line given any variation of information, determine a line of best fit and recognize the slope as the rate of change, factor polynomial expressions, perform operations with polynomials, simplify and solve algebraic ratios and proportions, simplify and perform operations with radical and rational expressions, simplify complex fractions, solve rational equations including situations involving mixture, distance, work and interest, solve and graph absolute value equations and inequalities, graph systems of linear equations and inequalities in two and three variables and quadratic functions, and use varied solution strategies for quadratic equations and for systems of linear equations and inequalities in two and three variables.

PREREQUISITE: Teacher Recommendation/Level 4 or 5 on the Math FCAT

SPECIAL NOTE: *This course satisfies the algebra graduation requirement. Students completing this course will be required to take and pass the State of Florida End-of-Course Algebra Exam to earn high school credit. This course meets an academic unit for some Bright Futures Scholarship Program and NCAA. (Please refer to “middle school students taking high school classes”)*

** Must pass the EOC exam to earn credit.*

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Science

Course Title: *M/J Comprehensive Science 1*

Course Number: 2002040

Grade Level : 6

Course Description:

Laboratory investigations which include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The purpose of this course is to provide opportunities to study concepts of the life, earth/space, and physical sciences, and their applications to everyday life.

Course Title: *M/J Comprehensive Science 1, Advanced*

Course Number: 2002050

Grade Level : 6

Course Description:

Laboratory investigations which include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The purpose of this course is to provide opportunities to study concepts of the life, earth/space, and physical sciences, and their applications to everyday life.

Course Title: *M/J Comprehensive Science 2*

Course Number: 2002070

Grade Level : 7

Course Description:

Laboratory investigations which include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The purpose of this course is to provide opportunities to study concepts of the life, earth/space, and physical sciences, and their applications to everyday life.

Course Title: *M/J Comprehensive Science 2, Advanced*

Course Number: 2002080

Grade Level : 7

Course Description:

Laboratory investigations which include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The purpose of this course is to provide opportunities to study concepts of the life, earth/space, and physical sciences, and their applications to everyday life.

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Course Title: *M/J Comprehensive Science 3*

Course Number: *2002100*

Grade Level : *8*

Course Description:

Laboratory investigations which include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The purpose of this course is to provide opportunities to study concepts of the life, earth/space, and physical sciences, and their applications to everyday life.

Course Title: *M/J Comprehensive Science 3, Advanced*

Course Number: *2002110*

Grade Level : *8*

Course Description:

Laboratory investigations which include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The purpose of this course is to provide opportunities to study concepts of the life, earth/space, and physical sciences, and their applications to everyday life.

Social Studies

Course Title: *M/J World Cultures*

Course Number: *2105020*

Grade Level : *6*

Course Description

The purpose of this course is to enable students to understand that the world is comprised of many diverse cultural groups who have made significant contributions to our past and present. Students will understand the shared characteristics among various cultural groups. Students will study the complexity of global issues, the development of cultural societies, and the characteristics of cultural groups.

Course Title: *M/J Advanced World Cultures*

Course Number: *2105030*

Grade Level : *6*

Requirement: *FCAT level 4 or 5 in Reading*

Course Description

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

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groups. Students will study the complexity of global issues, the development of cultural societies, and the characteristics of cultural groups.

Course Title: M/J Civics

Course Number: 2106016

Grade Level : 7

Course Description

The purpose of this course is to enable students to develop the knowledge and skills necessary for active participation in a democratic society. Students will become informed citizens in regard to their local, state, and federal government. Content will include study of the United States constitutional government development, structures, and functions of local, state, and national governments. The course will include the history and contemporary problems of Florida – rights, responsibilities, and obligations of citizens.

SPECIAL NOTE: Students completing this course will be required to take the State of Florida Civics End-of Course Exam. Passing the Civics EOC is mandatory for promotion to 9th grade

Course Title: M/J Civics, Advanced

Course Number: 2106026

Grade Level : 7

Requirement: FCAT level 4 or 5 in Reading

Course Description

The purpose of this course is to enable students to develop the knowledge and skills necessary for active participation in a democratic society. Students will become informed citizens in regard to their local, state, and federal government. Content will include study of the United States constitutional government development, structures, and functions of local, state, and national governments. The course will include the history and contemporary problems of Florida – rights, responsibilities, and obligations of citizens.

SPECIAL NOTE: Students completing this course will be required to take the State of Florida Civics End-of Course Exam. Passing the Civics EOC is mandatory for promotion to 9th grade

Course Title: M/J United States History

Course Number: 2100015

Grade Level : 8

Course Description: The eighth grade social studies curriculum consists of the following content area strands: American History, Geography, Economics and Civics. Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the

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resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

Course Title: *M/J United States History, Advanced*

Course Number: *2100020*

Grade Level : *8*

Requirement: *FCAT level 4 or 5 in Reading*

Course Description *The eighth grade social studies curriculum consists of the following content area strands: American History, Geography, Economics and Civics. Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.*

Electives

Course Title: *M/J Physical Fitness (Career Planning 8th grade)*

Course Number: *15086000/15087000*

Grade Level : *6-8 required elective*

Course Description

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

Career and Education Planning - *The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable program and educational planning and shall result in the completion of a personalized academic and career plan.*

Course Title: *M/J Health 1*

Course Number: *0800000*

Grade Level: *6 – 8*

Course Description

The M/J Health 1 course provides students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy lifestyle and healthy living. This comprehensive course focuses on the health issues core to the optimum development of adolescents.

The content should include, but is not limited to;

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- *life stages (infancy, childhood, adolescence, adulthood, & senior)*
- *mental, physical and emotional changes during puberty (growth spurt, stress management, goal setting, reproductive development)*
- *the proper care of the body (hygiene)*
- *common health issues related to adolescence (communicable diseases, eating disorders, decision making, hereditary factors)*
- *prevention of risky behaviors related to adolescence (refusal skills, negotiation skills, conflict resolution)*
- *enhance relationships with peers and family (coping skills, divorce, communication skills)*
- *benefits of good nutrition and regular physical activity (improve or maintain optimal health)*
- *common safety and injury prevention practices (helmet use, weather-related, Internet safety)*
- *harmful effects of alcohol, tobacco, other drugs, and violence (inhalants, bullying, gangs)*
- *community health (advocacy, volunteering)*
- *environmental health (home and school recycling practices)*
- *health-conscious consumer (valid, reliable information sources)*

Course Title: *M/J Music Appreciation 1*

Course Number: *1301090*

Grade Level: *6,7,8*

Course Description:

The purpose of this course is to provide the knowledge needed to develop the skills necessary for musical discrimination.

The content should include:

- development of aural skills*
- knowledge of varied musical styles*
- appropriate vocabulary.*

Course Title: *M/J Art/2-D*

Course Number: *0101010*

Grade Level: *6,7*

Course Description:

The purpose of this course is to enable students to communicate ideas and concepts through two-dimensional media using fundamental knowledge of drawing, painting and printmaking techniques. Composition should be emphasized.

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

- *use of tools and materials*
- *varied two-dimensional media, technology, and processes*
- *perception and observation*
- *imagery and visual language*
- *composition*
- *critical thinking and analysis*
- *historical and cultural perspectives*

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- *connections between visual arts and other subject areas*
- *personal benefits*
- *cooperative skills*
- *career opportunities*

Foreign Languages

Course Title: *M/J Beginning Spanish*

Course Number:

Grade Level: **6**

Course Description

The purpose of this course is to enable students to begin to acquire proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar.

Course Title: *M/J Intermediate Spanish*

Course Number:

Grade Level: **7**

Course Description

The purpose of this course is to reinforce fundamental skills acquired in Beginning Spanish. Emphasis is placed on conversational aspects of language development as well as the written component of language acquisition.

Course Title: *Spanish I*

Course Number: **0708340M**

Credit: **1.00**

Grade Level: **7-8**

Requirements: **GPA requirement of 3.25**

Course Description

Modern World Languages I introduces students to the target language and its culture. The student will develop communicative skills and cross-cultural understanding. Beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing is also included as well as the fundamentals of grammar and culture. The content should include, but not be limited to, the following:

- *conversational expression of feelings, ideas, and opinions in the target language*
- *comprehension of spoken and written target language;*
- *oral and written presentation of information and ideas, in the target language, to an audience;*
- *social interaction patterns within the target culture(s);*
- *connections between the target language and culture(s) and other disciplines;*

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- *communication patterns of languages;*
- *target language usage within and beyond the school setting.*

SPECIAL NOTE: High School Credit (Please refer to “middle school students taking high school classes”)

HOME LEARNING POLICY

Home learning is an essential part of a student's education. Home learning is an integral factor in fostering the academic achievement of students. Regular home learning provides opportunities for developmental practice, drill, the application of skills already learned, the development of independent study skills, enrichment activities, and self-discipline. Home learning should provide reinforcement and extension of class instruction, and should serve as a basis for further study and preparation for future class assignments. Students can receive additional help through the Homework Hotline at 954-581-5377, Monday through Thursday from 4:00 p.m. to 8:00 p.m. Broward e-tutor also offers free homework help to students. This service is available at all Broward County libraries and via the internet at www.broward.org/library Broward e-tutor is available seven days a week from 2 p.m. to 10 p.m.

Student Home Learning Expectations

- *Complete assigned home learning as directed and in the spirit in which it was assigned.*
- *Return homework to the teacher by the designated time.*
- *Submit homework assignments that reflect careful attention to detail and quality of work.*
- *Devote a minimum of 30 minutes each day to reading as an additional part of the homework assignment*

Parent/Guardian Home Learning Expectations

- *Provide an environment conducive to study.*
- *Provide continued interest and concern for the child's successful performance in school, through, encouraging and supporting the child in his/her performance of homework.*
- *Indicate an interest in assignments and assisting, if possible, when requested by the child, but not to include performing the work for the child.*
- *Support the school in regard to the child being assigned homework.*
- *Request assignments for the child when short-term absences are involved.*
- *Assure that the child reads for a period of at least 30 minutes each day in addition to any other assigned homework.*