

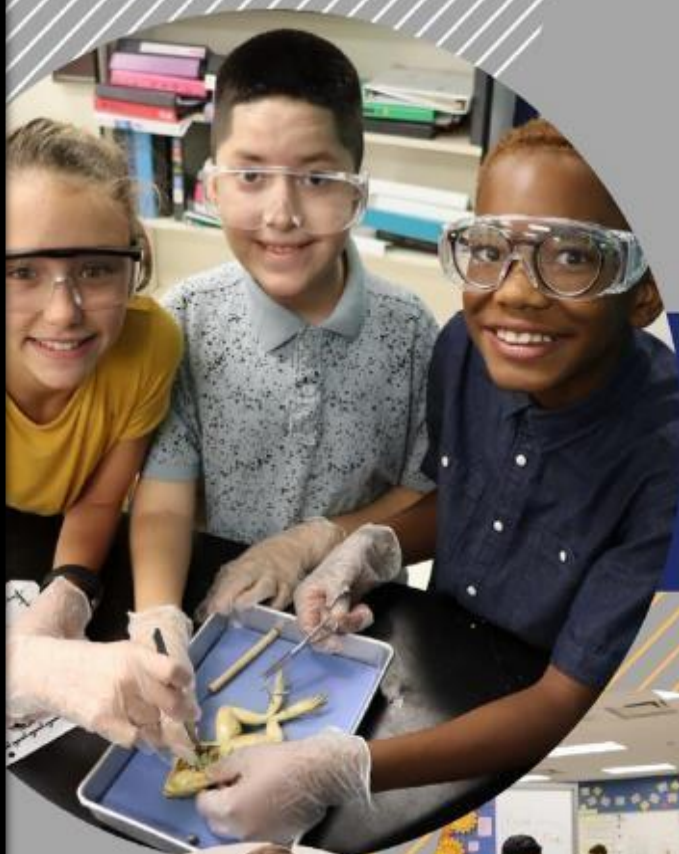


# SANFORD

MIDDLE SCHOOL MAGNET

2023-2024

Curriculum Guide



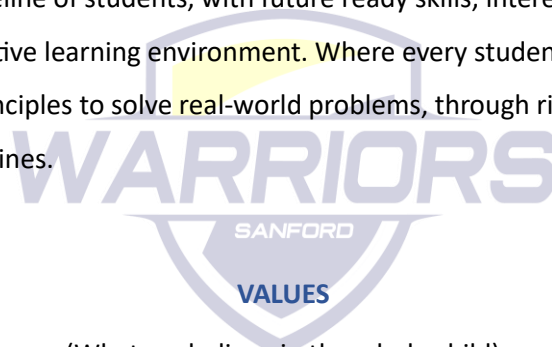
Welcome to the premier Pre-IB, Math, Science, Technology Magnet where we educate the **WHOLE CHILD** with excellence in academics, character education, and wellness.

### MISSION

(Why we exist)

There is an increasing need in Florida and throughout the country, to ensure students have the future ready skills to compete in a globally competitive economy and meet the needs of the workplace. The future of the economy is in STEM related careers. The U.S. Bureau of Labor Statistics indicates that employment in STEM occupations is projected to grow by more than 9 million between 2012 and 2022.

The mission of Sanford Middle School Math, Science, & Technology Magnet is to develop a more widely and diversely populated pipeline of students, with future ready skills, interested in STEM careers in an innovative, safe, and supportive learning environment. Where every student can think critically and connect and apply STEM principles to solve real-world problems, through rigorous and relevant learning experiences across all disciplines.



(What we believe in the whole child)

- ✚ Every student deserves to be HEALTHY
- ✚ Every student deserves to be SAFE
- ✚ Every student deserves to be ENGAGED
- ✚ Every student deserves to be SUPPORTED
- ✚ Every student deserves to be CHALLENGED

**BYRON DURIAS**

Proud Principal





**Administration & Student Services Team**

*Principal*

Byron Durias

*Assistant Principals*

Alisa Grace

Berna Munoz

Donald Taunton

Jennifer Coursin

*Dean of Students*

Dr. Ronald Diltz

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Tiffany Barnes (6th Grade)

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## General Registration Information

A guidance counselor will meet with all students to distribute registration materials. At that time, students will be briefed on filling out the registration form and selecting their classes for the upcoming school year. As soon as possible, and prior to selecting courses, all students should read this guide carefully to familiarize themselves with the information it contains.

**Incoming 6th grade students and Lottery Students**--A guidance counselor will be visiting all elementary schools with 20 or more students coming to SMS to work through the registration process. Parents and students wishing to obtain more information regarding the school program and course selections should contact Sanford Middle School. Registration material will be available in February/March of 2023 for incoming students Zoned and Magnet Lottery selection.

**Required Courses**--All students at SMS take four (4) core academic courses each year [math, language arts, science, and social studies]. All students are required to become proficient in computer applications. All students are required to take one-semester of physical fitness during 6<sup>th</sup> through 8<sup>th</sup> Grades.

**Academic Choices**--While all students are required to take the four core academic courses each year, there are three general courses of study: Standard, Advanced/Gifted, or International Baccalaureate Preparatory Program (all advanced level courses and Foreign Language), which is available to academically challenge students and to prepare them for the International Baccalaureate Program at Seminole High School or Winter Springs High School. The SCPS Pre-IB program follows a different, more rigorous, and faster paced curriculum than the standard level course. Therefore, students will be expected to invest more time in homework, projects, and research activities as well as perform at a higher level.

**Schedule Change Policy**--Sanford Middle School utilizes the Seminole County Public School automated scheduler to establish student schedules. The automated scheduler is programmed to insure equity and balanced class sizes. Schedule changes will be made to correct misplacement; however, accommodations are not made to allow for parental preferences for teachers. Also, schedule changes will not be made for elective choices if the class was one of the students' numbered choices on their registration form. Schedule-related problems should be discussed with the assigned guidance counselor and changes should be made within the first ten days of each semester. Every effort is made to place students into elective classes of their choice. However, sometimes due to scheduling conflicts this isn't possible.

**Administrative Changes**--Sanford Middle School reserves the right to change individual student schedules to comply with School Board and Department of Education policies. These changes may occur due to changes in the student population or faculty allocation. Changes will be made to balance classes and teacher loads when necessary. Students scoring level 1 or 2 in Math or Reading on the standardized state test will be placed in an intensive program. Every effort will be made not to disrupt the educational process when such changes become necessary.

[ESE/ESOL students will be placed in their appropriate Core Academic Course based upon their I.E.P].

## Middle School Student Progression Terms to Know

**Middle School Instructional Program** -- Florida State Standards serve as the foundation of the middle school curriculum for the Seminole County Public Schools. Student mastery of subject area content consists of such things as teacher observation, classroom assignments, tests, and quarterly exams.

**Core Academic Program Requirements** -- Middle school students are required to receive 3 years of instruction in language arts, math, science, and social studies.

**Additional Instructional Program Requirements** -- Middle school students have the opportunity to participate in regularly scheduled physical education classes, as well as exploratory, enrichment, and elective classes.

**Grouping for Instruction** -- Flexible grouping of middle school students that is developmentally appropriate, ethnically diverse, and instructionally sound to increase student achievement. Any grouping of students must provide opportunities for regrouping of students during the school day in order to prevent the segregation or isolation of any student subgroup.

**Advanced Classes** -- Enrollment in advanced core academic classes is open to any student who wishes to take on the challenge of a more rigorous curriculum that prepares students for higher level courses in high school. Advanced classes are offered in math, language arts, science, and social studies.

**Vertical Acceleration** -- Students demonstrating highly exceptional academic capabilities may be enrolled in single above-grade level courses or be promoted to a grade level above their current placement. Parents must petition the principal for permission for vertical acceleration\*. The principal will use the criteria identified in the Student Progression Plan to determine if vertical acceleration is appropriate. These decisions are made on a case-by-case basis and the decision of the principal is final.

**Remediation**--Students who are not performing at grade level will be enrolled in intensive reading, and/ or intensive math classes. Administration may substitute an intensive class for any elective course on a student's schedule.

**Promotion**--Middle school students must pass the end-of-the-year grade in all academic and elective courses by earning a final quality point average of not less than 0.75 for any course and earn an overall 2.0 grade point average on a 4.0 scale in order to be promoted. Final grades for each subject taken will be used to calculate the grade point average. \*\*

**Assignment** -- Students who do not meet the criteria for promotion may be assigned to the next higher grade by the principal after due consideration of relevant factors, which may include, but are not limited to, input from the student's teachers, counselor, parent, successful student participation in remediation activities and/or summer school (8th students grade only), and planned interventions.

**Retention** -- A student who has not been promoted or assigned will be retained.

\*Seventh & Eighth grade students enrolled at middle school taking high school credit courses will be graded in accordance with the high school grading policy. In addition, Sanford Middle School students may take high school Environmental Science Honors, Geometry, Algebra I, Digital Information Technology, Spanish I for high school credit.

\*\*A copy of the complete **Student Progression Plan** is available on the SCPS website <http://www.scps.k12.fl.us/>.



## Special Academic Programs

### English for Speakers of Other Languages (E.S.O.L.)

The E.S.O.L. program is designed to meet the immediate communication needs, as well as the academic needs, of students whose native language is other than English and have limited or no proficiency in the English language. The students served by the program as determined by the established criteria will receive instruction as described in the English for Speakers of Other Languages Procedural Handbook.

### Intensive Math

This course uses a problem-centered approach to teaching that accelerates student learning of math concepts and strengthens their math skills so they can become proficient in math. All students scoring at level 1 or 2 on the previous years standardized state test will be placed in this course as a supplement to their grade level math course. Students who score at level 3 but have a high probability of regressing to levels 1 or 2 may be provided the opportunity for additional support in our reading program.

### Intensive Reading

Literacy is defined as listening, viewing, speaking, thinking, reading, writing, and expressing through multiple symbol systems. Sanford Middle School encourages the mastery of these skills through Language Arts classes. In addition, literacy skills are reinforced in other subject areas through content area reading. Students learn how to comprehend and understand text specific to Science, Social Studies, Mathematics, and elective courses. Furthermore, students are exposed to technical reading through their required technology courses. Seminole County Middle Schools has adopted two research-based reading programs to assist students who scored below proficiency in reading (Level 1 and Level 2) and at lower levels of proficiency in reading (Level 3) on the Florida Standardized State Test. Both programs are designed to meet the individual instructional needs of all students who are enrolled in Reading classes. The instructional strategies used by the reading teachers are based on best practices and will assist students with improving their overall reading skills and performance on the Florida Standardized State Test. Additionally, students are given diagnostic assessments to determine strengths and weaknesses in reading. Based on the areas identified as needing improvement, students are then enrolled in the reading class that will meet their individual needs. Students are not required to take an Intensive Reading class when they achieve high levels of proficiency (Level 4 or 5) as measured by the Reading portion of the Florida Standardized State Test.

➤ **Intensive Reading Placement:**

*Students who are below proficiency (Level 1 and Level 2) as measured by the Florida Standardized State Test are **required** to be in an Intensive Reading class. These students will be given additional assessments to determine the appropriate Intensive Reading class. Additionally, students who score at lower levels of proficiency (Level 3) will be given additional assessments to determine the appropriate Intensive Reading class.*

➤ **Reading Placement Procedures:**

The following process will be used for assessing students' reading placement:

1. Review of the Florida Standardized State Test reading scores.
2. Fluency assessment to determine decoding ability.
3. Non-fluent readers will be given the Corrective Reading Placement Test to determine the appropriate Corrective Reading class.
4. Moderately fluent or fluent students will be placed into the appropriate Reading Edge class. 5. Periodic progress monitoring assessments will be reviewed to determine growth in reading ability.
6. Review of the progress monitoring data may result in a change in the students' reading classes.

➤ **Reading Assessments:**

- ✓ **Florida Oral Reading Fluency (FORF) and Discovery Education assessments** are used to monitor students' progress throughout the year.
- ✓ **Exiting Procedure**--When a student has demonstrated high levels of reading proficiency (Level 4 or 5) as measured by Florida Standardized State Test, the reading class is no longer needed.





## Exceptional Student Education

Exceptional Student Services are available for our students with disabilities. Our Student Support Services Department is committed to giving students with disabilities the means to achieve their annual goals as specified on each student's Individual Education Plan, while educating them in the least restrictive environment. These services are described on our district's school website under the Exceptional Student Support Services link: [SCPS Student Support Services](#).

### Specific Learning Disability (SLD)

A specific learning disability is defined as a disorder in one or more of the basic learning processes involved in understanding or in using language, spoken or written, that may manifest in significant difficulties affecting the ability to listen, speak, read, write, spell, or do mathematics. Associated conditions may include, but are not limited to, dyslexia, dyscalculia, dysgraphia, or developmental aphasia. A specific learning disability does not include learning problems that are primarily the result of a visual, hearing, motor, intellectual, or emotional/behavioral disability, limited English proficiency, or environmental, cultural, or economic factors. This definition is found in State Board of Education Rule 6A-6.03018, F.A.C.

We will evaluate if services can be provided to those students who qualify for this assistance. The main goals of the program are to remediate deficiencies, provide students with alternative ways to learn, help them compensate for their disability so that they are able to fully participate in all regular education classes.

### Emotional/Behavioral Disorder (EBD)

A student with an emotional/behavioral disability has persistent (is not sufficiently responsive to implemented evidence-based interventions) and consistent emotional or behavioral responses that adversely affect performance in the educational environment that cannot be attributed to age, culture, gender, or ethnicity. The corresponding definition is found in State Board of Education Rule 6A-6.03016, F.A.C.

Through our Emotional/Behavioral Disorder (EBD) services we can provide specialized instruction to those students who qualify for this assistance. These classes are taught at the students' instructional levels, with the main goal being to assist students to make adjustments and cope with their disability so that, when possible, they may return to regular education classes. The teachers and the school also strive to integrate these students into the school in every possible way.

### Intellectually Disability (ID)

An intellectual disability is defined as significantly below average general intellectual and adaptive functioning manifested during the developmental period, with significant delays in academic skills. The developmental period refers to birth to eighteen (18) years of age.

Through our Mildly Intellectually Disability (ID) service we can provide specialized instruction to those students who qualify for this assistance.

### Autism Spectrum Disorder (ASD)

Autism Spectrum Disorder is defined to be a range of pervasive developmental disorders that adversely affects a student's functionality and result in the need for specially designed instruction and related services. ASD is characterized by an uneven developmental profile and a pattern of qualitative impairments in social interaction, communication, and the presence of restricted repetitive, and/or stereotyped patterns of behavior, interests, or activities. These characteristics may manifest in a variety of combinations and range from mild to severe. Autism Spectrum Disorder may include Autistic Disorder, Pervasive Developmental Disorder Not Otherwise Specified, Asperger's Disorder, or other related pervasive developmental disorders. The corresponding definition is found in State Board of Education Rule 6A-6.03023, F.A.C.

Through our Autism Spectrum Disorder (ASD) service we can provide specialized instruction to those students who qualify for this assistance.

### **Gifted**

Florida defines gifted students as students who have superior intellectual development and are capable of high performance. Seminole County Public Schools (SCPS) serves gifted students through individualized plans that provide academic and social emotional support. The links below provide more information regarding statutes and rules that regulate identification and services for gifted students, as well as resources, publications and other supporting information for teachers, administrators, parents, students and community members.

Students must qualify for the gifted services through testing with a psychologist. The gifted program in Seminole County is committed to the belief that each identified student is an individual with great potential. This commitment requires that each student has guidance in discovering, developing and realizing his/her potential as an individual and as a member of society. Each student will receive an educational plan that reflects individual strengths and weaknesses, interests and learning steps; differentiated curriculum and instructional strategies; the acquisition of a realistic self-image; and exposure to experiences that foster a positive attitude toward the creative process and an appreciation of aesthetics. In addition, the following will be incorporated into the program. The development of thinking skills - critical/creative thinking skills; research and communication-research skills, study skills, test-taking skills, public speaking skills; affective – risk-taking skills, self-concept improvement, peer relationships, and adjustment to middle school life.

### **Speech/ Language Impairments**

Speech Impairments are disorders impacting the way that a student communicates based on deficits in speech sound production (articulation), fluency (stuttering), or voice. Along with displaying deficits in speech sounds, fluency, and/or voice, the student must be currently displaying an adverse impact as a result of the speech deficits in the area of academics, social interaction, and/or vocational functioning. Students who are served for a Speech Impairment will receive Speech Therapy from a certified Speech-Language Pathologist along with other supports and services as determined by the IEP team. Each school in Seminole County Public Schools has an assigned Speech-Language Pathologist.

In the **Speech/Language Impaired** services four areas that areas, articulation, language, fluency and voice. Speech and language impairments are defined as disorders of language, articulation, fluency or voice which interfere with communication, pre-academic or academic learning, vocational training, or social judgment.

## Pre International Baccalaureate Preparation Program Overview

The Seminole County Public School International Baccalaureate Preparation Program (SCPS IB-PREP) provides a rigorous and extensive course of study in math, science, world language, social studies and language arts with an emphasis on independent study, in-depth learning, and accelerated curriculum requirements.

The program is specifically designed for highly motivated students and provides the opportunity to develop knowledge, creativity, and academic skills through participation in advanced studies. The SCPS IB-PREP classes offer more in-depth study and rigor. Students are expected to perform at higher levels, continuously challenging themselves. Student motivation, commitment to hard work, and interest are important factors in a student's success. Therefore, it is possible for a less-prepared student with a support system that encourages academics to do well in these courses. At Sanford Middle School, we encourage all students who want to challenge themselves academically to seriously consider entering the SCPS PRE IB-PREP Program.

### Academic Performance

Students participating in the SCPS International Baccalaureate Preparatory Program are expected to maintain a 3.0 G.P.A. for each nine-week grading period. If a student earns less than a 3.0 average on a nine-week grade report, a conference will be convened with parents, counselor, and the student's teachers to find ways to implement strategies to assist the student with his/her studies. Every effort will be made to support students in the successful completion of the program.

### Attendance

Due to the high correlation between attendance and school success, the accelerated demands of the SCPS Pre IB-PREP Program make regular attendance vital.

### Appropriate Behavior

SCPS PRE IB-PREP students are required to follow middle school policies and rules as stated in the Seminole County Public Schools Student Conduct and Discipline Code.

### CAS project

To help build a better articulation between IB and Pre-IB programs, students will be participating in the IB CAS project. CAS requires students to take part in a range of experiences that involve:

- real, purposeful activities, with significant outcomes
- personal challenge
- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection on outcomes and personal learning

The purpose of **CAS** is to expose students to participate in activities that align with the three strands of CAS that are characterized as follows:

- **Creativity** – arts, and other experiences that involve creative thinking.
- **Activity** – physical exertion contributing to a healthy lifestyle, complementing academic work.
- **Service** – an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

During 2<sup>nd</sup> Semester, students will be required to develop a project on one of the CAS strands in either: creativity, activity, or service. Students will submit a proposed project through their science courses, and the IB Coordinator, Mrs. Schwartz, will approve all proposals to ensure they align with the IB CAS philosophy and IB learner profile. Once their proposal and action plan are approved, students will have to present two artifacts from their project, and an hour log, documenting that each student spent at least 10 hours on the project. At the end of the project, students will reflect on their experience and how they exhibited one of the CAS strands.

SCPS International Baccalaureate Preparatory Program Required Courses		
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
ACCELERATED Math 1 OR 7TH Grade ACCELERATED  SCPS PRE IB-PREP Comprehensive Science 1  SCPS PRE IB-PREP World History  SCPS PRE IB-PREP Language Arts  SCPS PRE IB-PREP 6 <sup>TH</sup> Grade Spanish (Semester)	ACCELERATED Math 2 OR Algebra I Honors (1 Weighted HS Credit)  SCPS PRE IB-PREP Comprehensive Science 2  SCPS PRE IB-PREP Civics  SCPS PRE IB-PREP Language Arts  SCPS PRE IB-PREP 7 <sup>th</sup> Grade Spanish (Semester)	Algebra I OR Algebra I Honors (1 Weighted HS Credit) OR Geometry Honors (1 Weighted HS Credit)  SCPS PRE IB-PREP Environmental Science Honors (1 Weighted HS Credit)  SCPS PRE IB-PREP U.S. History  SCPS PRE IB-PREP Lang Arts  SCPS PRE IB-PREP Spanish I (Year Long, 1 HS Credit)



STEM Magnet Program Overview		
Advanced, Gifted, & Standard Programs		
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Math 1 (Standard/Accelerated/Gifted)  Comp Science 1 (Standard/Advanced/Gifted)  World History (Standard/Advance/Gifted)  Language Arts (Standard/Advanced/Gifted)	Math 2 (Standard/Accelerated/Gifted)  Comp Science 2 (Standard/Advanced/Gifted)  Civics (Standard/Advanced/Gifted)  Language Arts (Standard/Advanced/Gifted)	Pre-Algebra OR Algebra I OR Algebra I Honors Comp Science 3 (Standard/Advanced/Gifted)  U.S. History (Standard/Advanced/Gifted)  Language Arts (Standard/Advanced/Gifted)

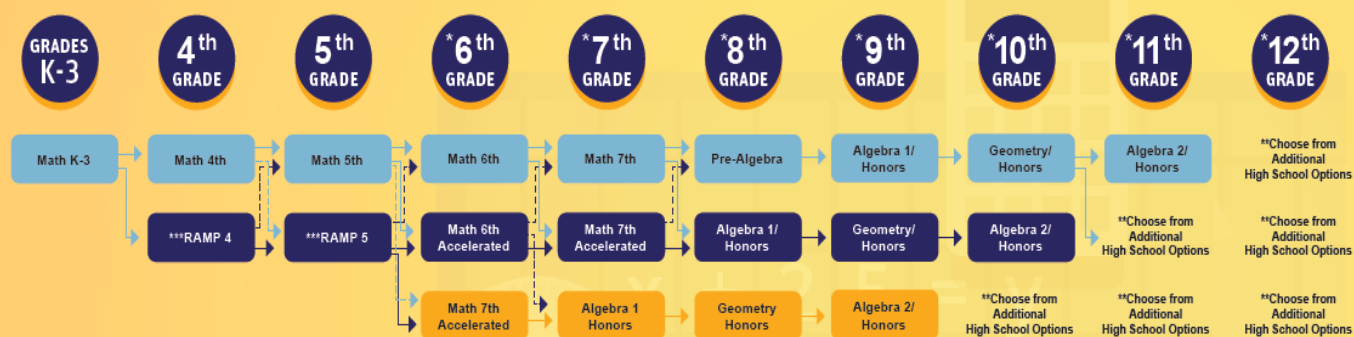
## SCPS Math Progression Chart



FLORIDA'S B.E.S.T. STANDARDS FOR MATHEMATICS

# MATH PROGRESSION

## KINDERGARTEN THROUGH GRADE 12



Students' individual math course progressions should be customized based on their learning needs and their college and career goals. Solid arrows indicate common course progressions in mathematics, while dashed arrows indicate potential alternative course progressions. Math course options and prerequisites may vary based on location. Please check with your student's school for a complete list of additional math courses offered

### \* Additional Math Support Courses

Math support courses are available for those students in secondary grades who need additional assistance.

### \*\* High School Options

#### Additional Courses

Pre-Calculus Honors  
 Probability and Statistics Honors  
 Math for Data and Financial Literacy/Honors  
 Math for College Liberal Arts  
 Math for College Algebra  
 Calculus Honors

#### Advanced Placement


AP Calculus (AB)  
 AP Calculus (BC)  
 AP Statistics

\*\*\* **RAMP:** Rigorous Accelerated Math Pathway

[WWW.SCPS.US](http://WWW.SCPS.US)

## Required Non-Core Academic Electives

A minimum of 2 Career and Technical Education courses will need to be taken by SMS Students during their 3 years: Learning Pathways (formerly iJourney) and either iConnect or iChallenge. One Semester of PE is also required every year for Grades 6-8.

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
 LEAP learning pathways (formerly iJourney)	iConnect	iChallenge
Physical Education Elective	Physical Education Elective	Physical Education Elective

### Digital Tool Certificates

State law requires district school boards to make Career & Professional Education (CAPE) Digital Tool Certificates available in order to enable students to attain Digital Skills (Florida Statute 1003.4203). Additionally, SCPS values the establishment of student career and education plans as an organizing tool for course selection in high school, post-secondary educational research, and career exploration. In support of these goals, students will be scheduled into two of the LEAP courses (formerly iSeries) by the end of the 8th grade. Learning Pathways (formerly iJourney) is required along with either iConnect or iChallenge. iJourney includes the career and education plan required for promotion to high school as required by [Florida Statute 1003.4156 \(1\)\(e\)](#) and prepares students for an opportunity to earn one digital tool certificate. iConnect is a high school course that teaches network components and software applications, preparing students for an opportunity to earn two digital tool certificates. iChallenge is a middle school course that teaches computer science concepts in a gaming environment and provides an opportunity to earn one digital tool certificate (semester course) or industry certification (full year course).



## Academic Course Descriptions by Grade Level

### 6<sup>th</sup> Grade STEM Magnet Year Long Coursework

#### Language Arts 1

The sixth-grade language arts curriculum integrates the study of grammar usage, mechanics, spelling, vocabulary, public speaking, and literature. Reading skills will be reinforced through fiction, nonfiction, poetry, and drama. Students will enhance writing skills through expressive/narrative, informative and argumentative writing. Oral communication skills will be practiced through formal and informal speeches.

#### Advanced Language Arts 1

The advanced language arts curriculum in sixth grade is designed to be fast paced for those students who are reading and writing at or above grade level, and who enjoy the many facets of language arts. An integral part of the curriculum is the utilization of a wide range of writing and sequential vocabulary development activities that emphasize reading of fiction and non-fiction.

#### Mathematics 6<sup>th</sup> Gr.

Students will develop an understanding of and fluency with multiplication and division of fractions and decimals, ratios, rates, estimation, equivalent forms for decimals, fractions and percent. Write, solve and graph one and two step equations and inequalities as well as use tables, graphs and equations to describe linear equations. Explore the measurements of composite two-dimensional figures and volumes of rectangular prisms. Determine and use measures of central tendency and variability to analyze data sets.

#### Mathematics 6<sup>th</sup> Gr. Accelerated

All topics in Mathematics I are included in Mathematics I, Accelerated. In addition, students will: Develop an understanding of and apply proportionality to solve problems involving percent. Apply formulas to determine surface areas and volumes of three-dimensional shapes including pyramids, prisms, cylinders and cones. Develop an understanding of operations involving integers and other rational numbers, as well as solving linear equations. Identify and plot ordered pairs in all four quadrants of the coordinate plane. After completion of this course, students may enroll in Grade 7 Mathematics Advanced. Enrollment in sixth grade advanced mathematics is open to any student. Some indicators of student success are FSA Mathematics and Reading scores and performance in previous mathematics courses. Student motivation, a commitment to hard work, and interest are important factors in a student's success.

#### Mathematics 7<sup>th</sup> Accelerated for 6th Grade

**Prerequisite: 5th Grade RAMP5 is recommended**

This course is a highly accelerated course of study designed to allow for enrollment in Algebra 1 and Geometry courses in middle grades. The course is open to any student who has a high degree of interest in mathematics and is willing to commit to doing the work necessary to be successful in this course. The emphasis in Grade 7 Accelerated Mathematics for 6th Grade Students is to strengthen mathematics skills and develop understanding of the concepts necessary to be successful in Algebra I Honors in the 7th grade. Students who are successful in the Algebra I Honors course will be eligible to take Geometry Honors in 8th grade.

#### Comprehensive Science 1

6th graders will take a comprehensive science course that has been designed to support understanding through big ideas in science. While still based on the Next Generation Sunshine State Standards for Science, this course will allow students to learn content across six interconnected units that will build throughout middle school. The major concepts covered during 6th grade Comprehensive will be: Atoms and Molecules, Classification of Organisms, Ecosystems, Plate Tectonics, The Geosphere and Cryosphere, and Our Solar System. The class will be supported by digital content as well as hands-on, cooperative, and literacy-based activities. Students in Advanced and Gifted

classes will be provided opportunities to dive deeper into the content and to make even more connections across science and with other disciplines.

### **World History**

The sixth-grade social studies curriculum consists of the following content area strands: World History, Geography, Civics, and Economics. The primary content for this course pertains to the world's earliest civilizations through the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents. Students in Advanced and Gifted classes will be provided opportunities to dive deeper into the content and to make even more connections across science and with other disciplines.

## **6<sup>th</sup> Grade SCPS PRE IB-PREP Year Long Coursework**

### **SCPS PRE IB-Prep Language Arts 1**

The SCPS Pre-IB Prep language arts curriculum is advanced and accelerated. Sequential vocabulary development continues with emphasis on identifying those skills necessary for standardized tests. Poetry will be the focal genre. Students may be asked to create a portfolio that contains their own poems and their studies of poetry techniques and various poets' artistry, as well as a collection of their own writing. Writing coherent, more detailed paragraphs will continue as the essay is introduced. Students concentrate on grammar, usage and mechanics while writing and editing their own work. Reading for pleasure and information is essential to all areas of the language arts skills development; therefore, extra reading outside class is a requirement for this subject. Enrollment is open to any student. Some indicators of whether a student **should take this course** are FSA reading scores, previous Language Arts performance and/or teacher recommendation. Student motivation and interest are important factors in a student's success.

### **Mathematics 6<sup>th</sup> Gr. Accelerated**

All topics in Mathematics I are included in Mathematics I, Accelerated. In addition, students will: Develop an understanding of and apply proportionality to solve problems involving percent. Apply formulas to determine surface areas and volumes of three-dimensional shapes including pyramids, prisms, cylinders, and cones. Develop an understanding of operations involving integers and other rational numbers, as well as solving linear equations. Identify and plot ordered pairs in all four quadrants of the coordinate plane. After completion of this course, students may enroll in Grade 7 Mathematics Accelerated. Enrollment in sixth grade accelerated mathematics is open to any student. Some indicators of student success are FAST scores and performance in previous mathematics courses. Student motivation, a commitment to hard work, and interest are important factors in a student's success.

### **Mathematics 7<sup>th</sup> Gr. Accelerated for 6th Grade**

Prerequisite: 5th Grade RAMP5 is recommended

This course is a highly accelerated course of study designed to allow for enrollment in Algebra 1 and Geometry courses in middle grades. The course is open to any student who has a high degree of interest in mathematics and is willing to commit to doing the work necessary to be successful in this course. The emphasis in Grade 7 Accelerated Mathematics for 6th Grade Students is to strengthen mathematics skills and develop understanding of the concepts necessary to be successful in Algebra I Honors in the 7th grade. Students who are successful in the Algebra I Honors course will be eligible to take Geometry Honors in 8th grade.

### **SCPS PRE IB-PREP Comprehensive Science 1**

6th graders will take a comprehensive science course that has been designed to support understanding through big ideas in science. Based in the Next Generation Sunshine State Standards for Science, this course will allow students to learn content across six interconnected units that will build throughout middle school. The major concepts covered during 6th grade Comprehensive will be: Atoms and Molecules, Classification of Organisms, Ecosystems, Plate Tectonics, The Geosphere and Cryosphere, and Our Solar System. The class will be supported by digital content as well as hands-on, cooperative, and literacy based activities. Students in Advanced and Gifted

classes will be provided opportunities to dive deeper into the content and to make even more connections across science and with other disciplines.

### **SCPS PRE IB-PREP World History**

The sixth-grade social studies curriculum consists of the following content area strands: World History, Geography, Civics, and Economics. The primary content for this course pertains to the world's earliest civilizations through the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents. Some indicators of whether a student should take this course are FSA reading scores, previous Language Arts performance and/or teacher recommendation. Student motivation and interest are important factors in a student's success.

## **7<sup>th</sup> Grade STEM Magnet Year Long Coursework**

### **Language Arts 2**

The seventh-grade language arts curriculum consists of literature, composition, grammar, spelling, and vocabulary. Reading skills will be reinforced through fiction, nonfiction, poetry, and drama with an emphasis on poetry. Students continue to build writing skills through expository and argumentative writing, literary response journals, and practice their oral communication skills through formal and informal speeches.

### **Advanced Language Arts 2**

The advanced language arts curriculum in seventh grade is designed to be fast paced for those students who are reading and writing at or above grade level. The curriculum consists of literature, composition, grammar, spelling, and vocabulary. Reading skills will be reinforced through fiction, nonfiction, poetry, and drama. A wide range of writing activities that emphasize critical thinking and analysis of a novel are included. Students practice their oral communication skills through formal and informal speeches.

### **Mathematics 7<sup>th</sup> Gr.**

Students will develop an understanding of and apply proportionality, similarity, and formulas to determine surface areas and volumes of three dimensional shapes including pyramids, prisms, cylinders and cones. Develop an understanding of operations involving integers and other rational numbers, as well as solving linear equations. Identify and plot ordered pairs in all four quadrants of the coordinate plane and predict the results of transformations. Convert between customary and metric systems. Construct and analyze histograms, stem-and-leaf plots and circle graphs. Determine, compare and make predictions based on experimental and theoretical probability of independent and dependent events.

### **Mathematics 7<sup>th</sup> Gr. Accelerated**

Prerequisite: 6th grade accelerated math recommended

Students will develop an understanding of and apply proportionality, similarity, and formulas to determine surface areas and volumes of three dimensional shapes including pyramids, prisms, cylinders, and cones. Identify and plot ordered pairs in all four quadrants of the coordinate plane and will predict the results of transformations. Determine, compare, and make predictions based on experimental and theoretical probability of independent and dependent events. Construct and analyze histograms, stem-and-leaf plots and circle graphs. Analyze and represent linear functions and solve linear equations and systems of equations. Analyze two- and three-dimensional figures by using distance and angle relationships. Analyze and summarize data sets including box and whisker plots, scatter plots and lines of best fit.

### **Algebra I Honors (1 Weighted High School Credit)**

Prerequisite: 7<sup>th</sup> grade accelerated math for 6<sup>th</sup> graders

This course includes a rigorous, in-depth study of all of the topics included in Algebra I, as well as absolute value equations and inequalities, operations with rational expressions, solving rational equations and characteristics of quadratic graphs.

## Comprehensive Science 2

Beginning in the 2017-2018 school year, 6th graders will take a revised science course that has been designed to support understanding through big ideas in science. While still based on the Next Generation Sunshine State Standards for Science, this course will allow students to learn content across six interconnected units that will build throughout middle school. The major concepts covered during 6th grade Comprehensive will be: Atoms and Molecules, Classification of Organisms, Ecosystems, Plate Tectonics, The Geosphere and Cryosphere, and Our Solar System. The class will be supported by digital content as well as hands-on, cooperative, and literacy-based activities. Students in Advanced and Gifted classes will be provided opportunities to dive deeper into the content and to make even more connections across science and with other disciplines. Students in Advanced and Gifted classes will be provided opportunities to dive deeper into the content and to make even more connections across science and with other disciplines.

## Civics

The seventh-grade social studies curriculum consists of the following content area strands: Civics, Geography, and Economics.

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. Students in Advanced and Gifted classes will be provided opportunities to dive deeper into the content and to make even more connections across science and with other disciplines. All levels of this course will take a State Assessment End of Course exam at the end of the academic year.

## 7<sup>th</sup> Grade SCPS PRE IB-PREP Year Long Coursework

### SCPS Pre IB-PREP Language Arts

Seventh grade SCPS Pre-IB Prep Language Arts is a multi-faceted, academically rigorous course of instruction. The curriculum includes activities and instruction to improve reading comprehension, writing skills, communication skills, advanced grammar usage and vocabulary. Students' writing portfolios include samples of creative, expository, narrative, poetry, and drama formats. Genres studied are short story, drama, poetry, personal essay, biography, and the novel. Novels selected for class study require literary analysis and application of critical thinking skills. Independent and group projects are assigned for each class novel study. Requirements include multimedia presentations, easy formatted exams, extemporaneous speeches, technical research, and independent study. Reading for pleasure and information is essential to all areas of the language arts skills development; therefore, extra reading outside class is a requirement for this subject.

### Mathematics 7<sup>th</sup> Gr. Accelerated

Prerequisite: 6th grade accelerated

Students will: Develop an understanding of and apply proportionality, similarity, and formulas to determine surface areas and volumes of three-dimensional shapes including pyramids, prisms, cylinders, and cones. Identify and plot ordered pairs in all four quadrants of the coordinate plane and will predict the results of transformations. Determine, compare and make predictions based on experimental and theoretical probability of independent and dependent events. Construct and analyze histograms, stem-and-leaf plots and circle graphs. Analyze and represent linear functions and solve linear equations and systems of equations. Analyze two- and three-dimensional figures by using distance and angle relationships. Analyze and summarize data sets including box and whisker plots, scatter plots and lines of best fit.

### Algebra I Honors (1 Weighted High School Credit)

Prerequisite: 7<sup>th</sup> grade accelerated for 6<sup>th</sup> graders

This course includes a rigorous, in-depth study of all the topics included in Algebra I, as well as absolute value equations and inequalities, operations with rational expressions, solving rational equations and characteristics of quadratic graphs.

## **SCPS PRE IB-PREP Comprehensive Science 2**

7th graders will take a comprehensive science course that has been designed to support understanding through big ideas in science. Based in the Next Generation Sunshine State Standards for Science, this course will allow students to learn content across six interconnected units that will build from the content covered in 6th grade and will be developed further in 8th grade. The major concepts covered during 7th grade Comprehensive will be: Cell Structure and Function, Homeostasis in Cells, Heredity, Weathering and Erosion, The Hydrosphere and Atmosphere, and Stars and Galaxies. The class will be supported by digital content as well as hands-on, cooperative, and literacy-based activities. Students in Advanced and Gifted classes will be provided opportunities to dive deeper into the content and to make even more connections across science and with other disciplines.

## **SCPS PRE IB-PREP Civics**

The seventh-grade social studies curriculum consists of the following content area strands: Civics, Geography, and Economics. 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.

## **8<sup>th</sup> Grade STEM Magnet Year Long Coursework**

The eighth-grade language arts curriculum consists of reading, composition, speech, media literacy, literature, and vocabulary development.

Students will read a variety of genres (short stories, novels, drama, poetry, nonfiction) for content and meaning while practicing reading strategies. Students will enhance their writing skills through argumentative and informative/expository writing, producing a variety of finished products, including poems, summaries, reviews, and essays. Students will be expected to recognize occasion, audience, and purpose when speaking formally and informally.

## **Advanced Language Arts 3**

The advanced language arts curriculum in eighth grade is designed to move at a rigorous pace. Vocabulary is enhanced through analogies and writing usage. Students will read a variety of genres (short stories, novels, drama, poetry, nonfiction) for content and meaning while practicing reading strategies. Research will be conducted on the background of the poetry and literature to study, analyze, and interpret these works. Students will enhance their writing skills through argumentative and informative/expository writing, producing a variety of finished products, including poems, summaries, reviews, and essays. Essays will be critiqued based on criteria learned throughout the semester.

## **Pre-Algebra**

Students will analyze and represent linear functions and solve linear equations and systems of equations. Analyze two- and three-dimensional figures by using distance and angle relationships. Analyze and summarize data sets including box and whisker plots, scatter plots and lines of best fit. Compare, contrast and convert between customary and metric systems. Solve one and two step inequalities with one variable. Perform operations on real numbers using multi-step and real-world problems.

## **Algebra 1/Honors (1 Weighted High School Credit)**

Prerequisite: 7th grade accelerated math

This course includes a rigorous, in-depth study of all of the topics included in Algebra I, as well as absolute value equations and inequalities, operations with rational expressions, solving rational equations and characteristics of

quadratic graphs. Students enrolled in this course must pass an End of Course Exam (EOC) to receive high school credit.

### **Geometry Honors (1 Weighted High School Credit)**

Prerequisite: Algebra I Honors

This course includes a rigorous, in-depth study of all of the practical applications of geometric skills and concepts in the real world, as well as, but not limited to, truth tables, vectors, Fibonacci sequence, coordinate geometry proofs, proofs involving circles and problems involving cross sections of solids. Students enrolled in this course must pass an End of Course Exam (EOC) to receive high school credit.

### **Comprehensive Science 3**

A comprehensive science course that has been designed to support understanding through big ideas in science. Based on the Next Generation Sunshine State Standards for Science, this course will allow students to learn content across six interconnected units that will build from the content covered in 6th grade and 7th grades. The major concepts covered: Rate of Change, Technology and Travel, All Spheres including Biosphere, Evolution, Organization of Organisms, Homeostasis in Humans. The class will be supported by digital content as well as hands-on, cooperative, and literacy-based activities. Students in Advanced and Gifted classes will be provided opportunities to dive deeper into the content and to make even more connections across science and with other disciplines.

### **United States History**

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.

### **United States History Advanced**

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. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in notetaking, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in an extended research-based paper/project. Note: This course is designed to prepare students for Honors and/or Advanced Social Studies course work in High School.

## **8<sup>th</sup> Grade SCPS PRE IB-PREP Year Long Coursework**

### **SCPS PRE IB-PREP Language Arts Advanced**

Eighth grade SCPS Pre-IB Prep Language Arts emphasizes critical thinking and theme-based activities which include work in reading, listening, speaking, and writing. Emphasis is placed on interpretation and critical analysis. In literature and viewing, students consider the writer's or speaker's background including possible biases as part of their own growing ability to understand and interpret the written and spoken word. In writing, students move beyond formulaic models as they advance their writing skills. Students will also complete an extended essay on a topic of their choice.

### **Algebra 1 Honors (1 Weighted High School Credit)**

Prerequisite: 7th grade accelerated math



This Pre-IB Prep course includes a rigorous, in-depth study of all of the topics included in Algebra I, as well as absolute value equations and inequalities, operations with rational expressions, solving rational equations and characteristics of quadratic graphs.

### **Geometry Honors (1 Weighted High School Credit)**

Prerequisite: Algebra 1 Honors

This Pre-IB Prep course includes a rigorous, in-depth study of all of the practical applications of geometric skills and concepts in the real world, as well as, but not limited to, truth tables, vectors, Fibonacci sequence, coordinate geometry proofs, proofs involving circles and problems involving cross sections of solids.

### **Environmental Science Honors 1 (Weighted High School Credit)**

This course is designed as an interdisciplinary course to provide students with scientific principles, concepts, and methodologies required to identify and analyze environmental problems and to evaluate risks and alternative solutions for resolving and/or preventing them. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course.

### **SCPS Pre-IB Prep American History Advanced**

This course is designed for the highly motivated student who wishes to pursue the International Baccalaureate Program or Advanced Placement courses in high school. Students will explore the events of U.S. history using documents, images, cartoons, and other primary sources along with secondary text. With a more rigorous focus on document-based inquiry, the students will examine and analyze the political, economic, technological and social developments of the United States from the period of colonial settlement through Reconstruction. Florida's role in our Nation's history will also be emphasized. Instruction will focus on students developing an understanding of themes in U.S. History including the impact of expansion, the development of conflicts, the influence of diverse groups on American culture and the impact of world events on American thinking. Instructional strategies that support the rigor, reading and writing of IB and Advanced Placement course work will be emphasized. These include: College Board reading strategies (APPARTS, OPTIC, SOAPStone, etc.); Structured notetaking, including Cornell notes; The DBQ Project, and analysis of significant historical documents, along with historical writing; Extended research-based project (e.g., History Fair project, Mock Trial, etc.).


### **SCPS PRE IB-PREP Spanish 1 (1 Weighted High School Credit)**

Prerequisite: PRE IB-PREP Spanish 6 and/or 7 or teacher evaluation

The purpose of this course is to enable students to begin to acquire proficiency in Spanish through linguistic, communicative, and cultural approaches to language learning. Reading and writing will be introduced, and basic grammar structures explained. Students will be introduced to the culture and customs of various Spanish-speaking countries. This course is the same course that is taught in the IB-PREP program at Seminole and Winter Springs High Schools. Students will earn high school credit upon successful completion of the course. This is a yearlong course and students are required to successfully complete quarterly and semester examinations of the Spanish course.

## Required STEM Electives

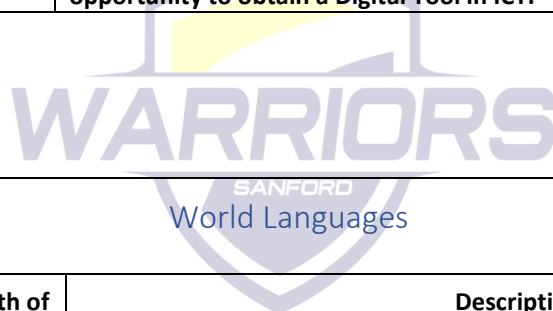
Are you ready to experience a series of courses that are on the cutting edge of education? Discover ePathways & LEAP through these blended learning electives with the potential to change your life by helping you choose your education pathway! What is blended learning? Blended courses incorporate part online learning through eCampus and part collaborative learning with your peers and explained by your instructor. These courses were built especially for students in grades 6-8 by SCPS teachers and staff, and each year students provide feedback on how to make the courses better! SCPS ePathways programs are located on the SCPS Magnet Website and SCPS Student Assignment & Program Access Department. All Sanford Middle School students must complete at least two of the courses listed below by the end of 8th Grade: Learning Pathways (formerly iJourney) is required along with either iConnect or iChallenge).

Grade	Courses	Length of Course	Description
6	 learning pathways (formerly iJourney) 9100110	1 Sem	This course provides students with the opportunity to engage in strength/interest identification and career exploration. Through focused projects and activities, students will investigate and apply workplace skills, align strengths and interests with college and career pathways, and develop a personalized career and education plan including both short and long-term goals.
7	iConnect 8200520	1 Sem	How much do you know about technology? This semester, you will discover new possibilities and learn about technology applications and communication techniques through this innovative and interactive course. In addition, you will have the opportunity to “show off” your skills by producing a culminating activity that includes your favorite projects from the course and will be added to your ePortfolio! <b>This course provides an opportunity to earn two digital tool certificates.</b>
8	iChallenge 1 9009200	1 Sem	Are you ready for your future? With so many opportunities in Computer Science, choose iChallenge and learn about this growing field and how it will impact your future, regardless of the career you choose! This coding and game-based course will allow you to earn a digital tool certificate and prepare you to take AP Computer Science Principles in high school. This class uses a combination of online learning, teacher instruction, and project-based learning. You will have the ability to choose projects that excite you, with topics you want to learn more about relating to coding and Computer Science. This course uses content from Code.org which requires parent permission. <b>This course provides an opportunity to earn one digital tool certificate.</b>
8	iChallenge 2 9009200B	1 Sem	By signing up for the second iChallenge course, you become an entrepreneur. You will take the culminating product created in your first semester of iChallenge and learn how to market the product by designing and creating a website that sells your product. This class uses a combination of online learning, teacher instruction, and project-based learning. Dig deeper into computer science through coding, game-based learning, and web development. Take this next step and see if your product can become a reality. This course uses content from Code.org which requires parent permission. <b>This course provides an opportunity to earn one industry certification.</b>



## SMS Elective Course Descriptions

Computer Based			
Grade	Courses	Length of Course	Description
6-7-8	<b>GAMING 1</b> 1700000G1	1 Sem	Have you ever wondered what goes into game design and writing codes? Gaming 1 introduces students to the fundamentals of computer programming for general applications. Students will study a widely used programming language and become familiar with the basics of procedural, functional, and object-oriented programming, while creating text-based games. This course requires no perquisites classes, although basic background knowledge of computers and video-gaming are expected.
7-8	<b>GAMING 2</b> 1700000G2	1 Sem	Now let's develop your skills in gaming. Students will focus specifically on gaming theory, design, and graphical user interfaces, and development of computer games, specifically for PC or mobile platforms. Students will develop multiple 2D games and can show off their creations on a class arcade cabinet. This course builds off successful completion of Gaming 1. <b>Students will have an opportunity to obtain a Digital Tool in ICT.</b>



World Languages			
Grade	Course	Length of Course	Description
6-7-8	<b>CONVERSATIONAL SPANISH</b> 0708100	1 Sem	This course introduces students to the Spanish 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 semester course. Concepts such as the alphabet, classroom objects, commands, numbers, time, calendar, seasons, weather expressions, colors, greetings, house, family, food, and a basic understanding of Spanish-speaking cultures and geography will be taught.
6	<b>6TH GRADE PRE IB-PREP SPANISH</b> Mandatory for PRE IB-PREP Students 0708000	1 Sem	Students will work in groups, pairs and individually to build basic conversational skills of the target language. Further development of vocabulary and initial understanding of grammatical structures is achieved through drills, hands on projects and use of various forms of technology. Periodically students have use of the computer lab and available software to improve their oral and aural skills. Students will learn how to conjugate regular and some irregular verbs in present tense.

7	<b>7TH GRADE PRE IB-PREP SPANISH</b> Mandatory for PRE IB-PREP Students 0708010 Prerequisite 6 <sup>th</sup> Spanish	1 Sem	Students will demonstrate understanding and development of basic and more advanced vocabulary in the target language. They will have the opportunity to improve their conversational skills to include information about the present and past activities and experiences. They will participate in more advanced levels of conversational skills in the target language. Students will also recognize popular literature, art, famous Hispanic achievers, and cultural events in which will allow them to experience connections and comparisons of their personal lives to the natives of the target language.
8	<b>PRE-IB SPANISH I PRE IB-PREP Students</b> <b>1 Weighted HS Credit</b> 0708800  Prerequisite 7 <sup>th</sup> Spanish	1 Year	In this course, the student will work toward proficiency in Spanish through the development of the four main skill areas: listening, reading, writing and speaking. Equal emphasis will be given to the teaching of these four skills. The students will take part in individual, as well as partner and group work to develop oral proficiency. Course work will include the mastery of basic grammatical structures and acquisition of everyday vocabulary in Spanish. In addition, students will study some of the frequently used idioms in the Spanish language. Students also will begin to build an awareness of the cultural variety of the Spanish speaking world. Students will have quarterly and end of the year exams in this High School Honors Course.
8	<b>SPANISH I Magnet Students</b> <b>1 High School Credit</b> 0708340	1 Year	This course is designed to emphasize speaking and listening skills with students' oral participation in the target language. Reading and writing are introduced, and basic grammar structures taught. Students will learn the culture and customs of various Spanish-speaking countries. Interested students should have a strong background in Language Arts. Students will have common assessments each semester to assess progress in the High School Credit course.

### Physical Education & Wellness Electives

Grade	Course	Length of Course	Description
6-7	<b>PHYSICAL FITNESS</b> 1508600	1 Sem	Students participate in a variety of experiences that enhance sports/skills, cardiovascular endurance, and overall fitness. Each student learns lifetime activities that help maintain wellness. Students will be introduced to individual and team activities.
7-8	<b>PHYSICAL FITNESS</b> 1508700	1 Sem	The physical education department offers students a variety of experiences that will enhance sports/skills, cardiovascular endurance, and overall fitness. Each student learns lifetime activities that help maintain wellness. Students will be introduced to individual and team activities.
6-7-8	<b>VOLLEYBALL</b> 1508600 V6	1 Sem	Volleyball skills and strategies will be developed through practice and play.
6-7-8	<b>CHEERLEADING</b> 1508600 C6	1 Sem	Knowledge of safety issues while learning stunts, gymnastics, and dance will be stressed. Aerobics and weight training will also be included to develop high levels of cardiovascular fitness and strength.

6-7-8	<b>DANCE</b> 1508600 D6	1 Sem	Students will learn the dance moves and routines that are used in dance teams. Dance techniques will be incorporated to develop cardiovascular fitness and muscular strength.
8	<b>WEIGHT TRAINING</b> 1508700 W7	1 Sem	Designed to enhance the physical abilities and coordination of 8th grade students, this course aids those who are planning to compete at the interscholastic level in sports. It includes safety and weight training procedures for high school athletes.

### S.T.E.M. & Liberal Art Electives

Grade	Course	Length of Course	Description
6-7-8	<b>ART 1</b> 0101005	1 Sem	This is a beginning level art class. Students work with both 2-D and 3-D media in Art 1, we cover a large variety of material. Students will start the semester learning drawing techniques and color theory. We use these foundations as building-blocks for the semester. Students will create collage and mosaic work, many styles of self-portraits, Paris craft masks, paper-mâché animal masks, and ceramic projects.
7-8	<b>ART 2</b> 0101010	1 Sem	This course covers similar topics to Art1 but at a more intense level and in a more rigorous nature. Students learn advance drawing techniques, including those used at the high school and college level. By the end of this semester-long course, students will have developed a strong portfolio. We cover portraiture, two-point perspective, clay, linoleum print making, and mask making.
6-7-8	<b>BEGINNING BAND 1</b> 1302000	1 Year	<p>Anyone can be successful and can play an instrument that is appropriate for that individual. No musical experience is required. Students will be provided instruction in the development of fundamentals of posture, tone production, breathing, instrument care, music reading, rhythm, musical terms and symbols, and proper performance techniques are taught.</p> <p><b><i>Band students must either provide their own instruments or rent them from a local music store. SMS will loan instruments to students that we have in our inventory on a need basis. Instrument rental fees range from \$20 to \$30 per month. Band students will also be expected to attend all band functions, which may include occasional afternoon practices, evening performances, field trips, and parades.</i></b></p>
7-8	<b>ADVANCED BAND</b> 1302020  Prerequisite: Band 1, Auditions	1 Year	This course is open to all students who have completed one year of beginning band. Advanced Band enrollment is contingent on a student's dedication to his/her personal musical development. Challenging wind ensemble literature is presented to the students. Private lessons are strongly encouraged, and students are required to perform at the district solo and ensemble festival, as well as school and civic functions.
7-8	<b>JAZZ BAND</b> 1302030	1 Year	Jazz Band consists of students in advanced band who show an interest in the study of jazz music. Selection is based on director recommendation, and students will participate in local and state festivals. Jazz theory, history, improvisation, and performance styles are concepts involved in this course. Students are required to

	Prerequisite: Band 1, Auditions.		perform at school and civic events. <i>Students scheduled for Jazz Band are required to be co-enrolled in Advanced Band.</i>
6-7-8	<b>GUITAR 1</b> 1301060	1 Sem	This course is designed for students interested in learning to play the guitar who have no previous training. The goals are to teach students proper playing technique, basic musical skills, and various styles of music. At the end of the course students will be prepared to continue playing the guitar as either a hobby or pursue further training on the guitar either by private lessons or the Guitar 2 course.
6-7-8	<b>CHORUS I</b> 1303000	1 Year	Students with little or no choral experience 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.
6-7-8	<b>DRAMA 1</b> 0400000	1 Sem	Drama 1 teaches students the basic elements of theater production and the dynamics of acting through voice and character development, scene analysis, and performance opportunities. Students learn basic acting skills such as presenting monologues, how to audition, improvisation, characterization, preparing a role, stage movement, and choreography. In addition, students are guided through various aspects of the production process from rehearsals to backstage crews to costuming and make-up techniques.
6-7-8	<b>Creative Writing 1</b> 1009000	1 Sem	This course is designed to develop student's creative writing ability and explore the art of writing. The content is focused on students using writing, speaking, and listening skills. Students will write in a variety of formats including short stories and flash fiction, as well as study several simple forms of poetry, and collaborate with peers to create a large "choose your own adventure" story.
6-7-8	<b>SPEECH &amp; DEBATE</b> 1007000	1 Sem	This course will be a basic course in speech and debate. Students will learn about effective verbal and nonverbal communications skills. They will learn to construct, use and defend an argument in debate. They will assess their own public speaking skills, as well as the public speaking skills of their peers.
6-8	<b>HEALTH</b> 1700000EA	1 Sem	This course is designed to further students' knowledge and understanding and their place in the world around them. Students will learn skills that not only help them in school settings but will transfer to adult life. Students learn decision-making strategies, the importance of self-control, effective conflict resolution strategies, and the value of positive thinking.
6-7-8	<b>VIDEO PRODUCTION 1</b> 8260300	1 Sem	Video production one is an overview of how media, specifically television, has helped shape society from its invention in 1926 to present day. Students will examine how television started and its impact on society over the past one hundred years. We will examine the various forms of video formatting as well as the basic equipment of modern-day newsrooms. Students will explore how different forms of light are used to enhance an individual or object that is being videoed. This course will teach students the appropriate way to interview a prospective client when developing a potential story. We will introduce students to storyboarding techniques, which they will use to develop an extended project in class. Students who successfully complete VP 1 are prepared to take Video Production 2.



7-8	<b>VIDEO PRODUCTION 2</b> 82604000  Prerequisite: Vid Pro 1	1 Sem	Video production two builds on skills learned in video one. Students will begin learning about and using audiovisual equipment to create small segments of news that they will study and identify areas that need improvement. We will compare different forms of light and the effects of light when shooting the news. Students will learn how to take a news story and develop the story into a piece that would be ready to tape. Video two students will also complete research for several of the segments we use in video three for the news. They will use storyboarding techniques to make sure all angles of a story are covered in detail. Upon completing of video two, students may apply for video three.
7-8	<b>VIDEO PRODUCTION 3</b> 82605000 Prerequisite: Video Production 1 OR 2	1 Year	Video production three is responsible for taking different news pieces and producing the morning news. Students in this class will develop school-based news stories, create visual aids to enhance the information, deliver the news, and adjust audiovisual equipment to make sure all parts of the news are professional looking. Students will also work with clients that come into the studio as guest speakers to ensure the sound is correct, lighting is adequate, and their script is on point.
6-7-8	<b>AERONAUTIC SCIENCE I</b> 1700000AN1	1 Sem	The purpose of this course is to learn the fundamentals of aeronautics history from ancient flying myths of the past to the dawn of powered flight with the Wright Brothers all the way to the invention of the jet plane. These lessons are coupled with flight simulator missions where students start with basic flight skills and progress to flying intermediate skill missions. Students also get to view class aviation clips from historic movies and documentaries. The second half of this course focuses on learning aviation fundamentals from aviation geography to weather to basic aircraft structures and systems. Student will have access to our state-of-the-art Flight Simulator.
7-8	<b>AERONAUTIC SCIENCE 2</b> 1700000AN2  Prerequisite: Aero 1	1 Sem	Students build on their aeronautics history and fundamentals of flight knowledge learned in Aero 1. Aero 2 starts with the invention of the jet plane and progresses all the way up to the present day during the first six weeks. These lessons are coupled with flight simulator missions. Students also get to view class aviation clips from historic movies and documentaries. The second six weeks focuses on learning basic aerodynamics and the forces of flight. Students learn to plan basic flight missions and then try to successfully complete their planned missions in the flight lab. The final six weeks focuses on different types of aircrafts ranging from small private planes to military jets and large commercial jet airliners. Student will have access to our state-of-the-art Flight Simulator.
8	<b>AERONAUTIC SCIENCE 3</b> 1700000AN3  Prerequisite: AERO 1 & 2	1 Sem	Students build on their aeronautics history and fundamentals of flight knowledge learned in Aero 1 & 2. Aero 3 starts with a six-week block of instruction on the space program and the heroes of the Apollo moon missions. These lessons are coupled with flight simulator missions. These lessons are coupled with flight navigation skills, aviation weather and aeromedical considerations. Students will have access to our state-of-the-art Flight Simulator.
6-7-8	<b>ECOLOGY</b> 2002200E	1 Sem	This course will focus on the study of the interactions between organisms and their non-living environment. This course provides a background in the fundamental principles of ecological science, including concepts of population and community ecology, biodiversity, natural selection, and sustainability. Students will use the scientific method when conducting outdoor labs.
6-7-8	<b>ECOLOGY 2</b>	1 Sem	This course will provide students with ongoing research-based projects that focus on freshwater systems, coastal ecosystems, upland ecosystems, and invasive plants of Florida. Students will then move into focusing on environmental interpretation, conservation science, wildlife monitoring, habitat evaluation, and

			coastal shoreline restoration. Partnership with UF Florida Masters Naturalist Program and UF IFAS.
6-7	<b>INTRODUCTION TO ENGINEERING DESIGN</b> <b>8600060</b>	1 Sem	Students are introduced to the engineering design process and stretch their engineering skills using FabMaker Studio. FabMaker Studio is a digital fabrication software tool, web-based program that invites students to experience STEM and STEAM learning in an engaging, personally meaningful way. Includes FabMaker studio digital certification
6-7-8	<b>PRE- MED 1</b> <b>8709350</b>	1 Sem	This course introduces students to the field of medicine. The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Health Science career cluster. The content includes but is not limited to a broad overview of the Health Science career cluster, including terminology, careers, history, required skills, and technologies associated with each pathway in the Health Science career cluster.
7-8	<b>PRE-MED 2</b> <b>8400110</b> Prerequisite: Pre-Med I	1 Sem	The student will study and discuss the human body and its various organ systems. There will be a concentration on proper nutrition and exercise. The content includes but is not limited to basic information about the kinds of jobs and workers involved the various career paths, financial rewards, occupational hazards, and educational requirements. Information concerning the practices for promoting good health is included.
6-7-8	<b>PRE-VETERINARY</b> <b>1</b> 2000025PV1	1 Sem	This course focuses on animal biology and is designed to provide students with a deeper understanding of the animal kingdom. Students will study the classification, anatomy, and adaptations of major animal groups. Students will also be introduced to the field of animal behavior where they will examine both inherited and learned behaviors of animals.
7-8	<b>PRE-VETERINARY</b> <b>2</b> 2000025PV2  Prerequisite: Pre-Vet1	1 Sem	This course is designed to introduce students to the anatomy and physiology of domestic animals. Students will also examine parasites and diseases common to domestic animals. Veterinary medical terminology will be taught and emphasized through class and laboratory activities including a bone marrow, rat, sheep heart, and sheep eye dissection. Students will also learn about common veterinary procedures through hands-on activities and technology based projects.
8	<b>PRE-VETERINARY 3</b> Prerequisite: Pre-Vet 1 & 2 Co-Requisite: Students must be enrolled in Comp 3 Adv. Science OR Envir. Sci. Hon.	1 Sem	Pre-Vet 3 is a Zoo Magnet program that will be offered as an elective for 8th grade students. Sanford Middle School will be collaborating to allow a hands-on experience at the Central Florida Zoo.
6-7-8	<b>HERPETOLOGY 1: REPTILE &amp; AMPHIBIAN STUDY</b> 2000025EH1	1 Sem	This basic life science course covers the characteristics of all amphibians and reptiles. Highlights= Central Fl Zoo Field Trip and Zoo Outreach Programs.

7-8	<b>HERPETOLOGY 2: REPTILE &amp; AMPHIBIAN STUDY</b> 2000025EH2 Prerequisite: Herpetology 1	1 Sem	This life science course digs deeper into how amphibian and reptile interact with the ecosystem and focuses on learning more about amphibian and reptile families and conservation efforts. Highlights= The Reptile Discovery Center and/or Orlando Science Center for Indigo Conservation (OCIC) Field Trips
6-7-8	<b>MARINE BIOLOGY I</b> 2000025MR1	1 Sem	This course will examine the physical aspects of the oceans. Students will study the physical and chemical properties of seawater, geological processes that form the ocean basins, sea floor, and shoreline features. Introduction to the major groups of marine life. Included activities: Sea World field trip, sea star dissection
7-8	<b>MARINE BIOLOGY 2</b> 2000025MB2 Prerequisite: Marine Bio 1	1 Sem	As a continuation of Marine Biology 1, this course will continue to examine the physical aspects of the oceans. The focus is on marine science careers, ecological relationships in the oceans, the importance of coral reefs to the ocean ecosystems, human impact on the oceans, as well as studying Cnidaria (Jellyfish), mollusks, fish, and sharks. Included activities: Sea World field trip; squid, fish, and shark dissections
8	<b>MARINE BIOLOGY 3</b> 2000025MB3  Prerequisite: Marine Bio. 2	1 Sem	This course will focus on marine mammals as well as sea turtles. Students will look at conservation efforts to help protect the marine environment from human impact, and study husbandry techniques of marine life in aquarium settings. Included activities: Sea World field trip; stingray and pregnant shark dissections.
6-7-8	<b>ROBOTICS 1</b> 2003030RL1	1 Sem	This course provides entry level knowledge and applications to the beginning robotics student. Hands on projects, group activities, and the use of technology are an integral part of this course. The areas of emphasis include understanding and using a microcontroller, servo motors, and various types of sensors; designing and building a robot; and controlling a robot's actions through software programming.
6-7	<b>ROBOTICS 2</b> 2003030RL2 Prerequisite: Robotics I	1 Sem	This course continues the development of the knowledge and applications base begun in Robotics I. Hands on projects, group activities, and the use of technology are an integral part of this course. The areas of emphasis include an introduction to digital logic, Boolean Algebra, and basic electrical components understanding

## Specialized Student Interest Electives

Grade	Course	Length of Course	Description
7-8	<b>STUDENT AMBASSADORS</b> 0500000AB	1 Year	<p>Student Ambassadors are a group of students dedicated to the positive promotion of Sanford Middle School. Ambassadors will be the image and voice within our school and community. This course will help develop and provide leadership training in public relations, communication, and interpersonal skills. Students will learn the important life skills including but not limited to, professional conduct, basic etiquette, and social manners, appropriate collaborative interactions, and effective time management. Students will be expected to earn service hours as they practice their skills through community service within our school and community..</p> <p><a href="#">Fill out Interest Form Here</a></p>
6-7-8	<b>YEARBOOK 1</b> 1006000YB	1 Year	<p>The yearbook elective is a full-year commitment to being the staff of Sanford Middle School's yearbook. During the year, students will enhance teamwork, time management, organizational, and writing and editing skills while learning photography and the computer technology necessary to design each page of the yearbook. Students entering this course must commit to meeting deadlines, as well as attending extracurricular events and special training clinics. Yearbook staff members also learn business and sales skills and are required to solicit advertisements. References and parent consent forms must accompany the application for this class.</p> <p><a href="#">Fill out Interest Form Here</a></p>
7-8	<b>TECH TEAM</b> 0500000ET	1 Year	<p>In this year long course, students apply information technology skills in a real-life setting as they help support IT needs in classrooms and offices across campus. Students receive hand-on training in technology systems and support. Students must complete an application and demonstrate an appropriate level of prior experience with technology hardware and software..</p> <p><a href="#">Fill out Interest Form Here</a></p>

## Registration Process

To complete the registration form, students need to know several things:

- 1) Students have 7 academic periods to fill on their daily schedule.
- 2) Four of those periods are the core courses of math, science, language arts, and social studies.
- 3) Students choose the level of content area course they will take for the following year (Standard/Advanced/IB).
- 4) **Becoming a Pre-IB Prep. Student:**
  - a. **Out of Zone students** chose to be a Pre-IB Prep. student during the random selection application process. If you did not choose to be Pre-IB during that time you can choose to be a Pre-IB student during the registration process by checking the Pre-IB box on the registration form and selecting the Pre-IB courses.
  - b. **In Zone students** can choose to be a Pre-IB student during the registration process by checking the Pre-IB box on the registration form and selecting the Pre-IB courses.
  - c. **All Pre-IB Prep students** must check the Pre-IB box on the registration form.
  - d. **All Pre-IB Prep students** must take all advanced level/Pre-IB core courses.
- 5) All Pre-IB students **MUST** select a Math class on their registration form.
- 6) Non-Pre-IB students may take as many advanced level core courses as they want or all standard level core courses.
- 7) All 6<sup>th</sup>-8<sup>th</sup> graders also take 1 semester of PE (Physical Fitness) and 1 semester of the required ePathways /LEAP Computer Course for their grade level.
- 8) Remaining electives should be in rank order by student preference on the selection form.
- 9) Pre-IB students are required to take Spanish as an elective. The 6<sup>th</sup> and 7<sup>th</sup> grade students will take a semester Spanish elective. Eighth grade Pre-IB students will take Pre-IB Spanish I for high school credit.
- 10) When completing the elective portion of the registration form please follow the directions carefully. Please note the important directions about choosing electives and rank ordering them (1 being your top choice). Every effort is made to give students their top choices but there is no guarantee for electives. Space is limited for all electives; content area courses take priority on a student's schedule.

### Family Guidelines and Considerations while Scheduling

- 1) Review the courses listed and consult with your classroom teachers over course selections.
- 2) Review the Curriculum Guide and discuss your course selections with your parents/guardians.
- 3) Write down any questions you may have for your counselor.
- 4) Fill in personal information at the top of the registration form.
- 5) Check off your required course selections. Make sure to include level of courses selected.
- 6) Rank order your electives you have selected.
- 7) Once your registration form is complete, have your parent/guardian sign it and return the form to your guidance counselor.

### High School Credit

*Students may be awarded high school credit beginning in 7<sup>th</sup> Grade and into 8<sup>th</sup> Grade for the following courses:*

**Algebra I** - The student must successfully complete the course and demonstrate mastery of the Sunshine State Standards. Students may retake Algebra I for grade recovery and credit during the regular 9th grade school year.

**Algebra I Honors** - The student must successfully complete the course and demonstrate mastery of the Florida State Standards. Students may retake Algebra I for grade recovery and credit during the regular 9th grade school year.

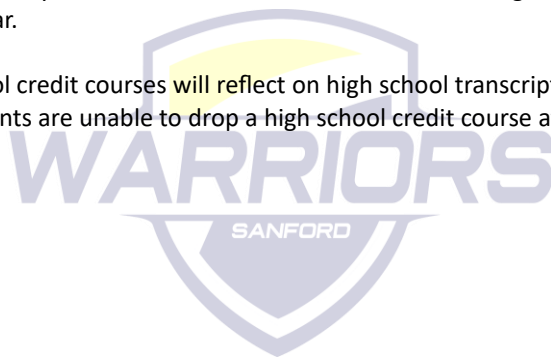
**Geometry I Honors** - [Prerequisite: Algebra I Honors] The student must successfully complete the course and demonstrate mastery of the Florida State Standards. Students may retake Geometry for grade recovery and credit during the regular 9th grade school year.

**PRE-IB Spanish I** – Year long 8th grade course. Must be an IB student.

**HS Spanish 1**– Year long 8th grade course.

**Environment Science**- The student must successfully complete the course and demonstrate mastery of the Florida State Standards (**EOC**). Students may retake **Environmental Science Honors** for grade recovery and credit during the regular 9th grade school year.

-----Grades earned in high school credit courses will reflect on high school transcripts. As indicated in the Student Progression Plan, students are unable to drop a high school credit course after the first quarter-----









## 6th Grade Course Request Form 2023-2024

Student Services Department  
1700 French Ave.  
Sanford, FL 32771  
Phone: 407-320-6154

**Office Use ONLY**  
**STEM MAGNET**

- ☐ ZONED  
☐ OUT OF ZONE

Revised 1/10/23

### PRE-IB PREP MAGNET SELECTION FORM

Student Last Name:	Student First Name:
Student ID:	Current School:

SELECT one course level under each Content Area Course.  
Gifted courses must meet eligibility criteria.

Language Arts	World History	Comprehensive Science	Math
<input type="checkbox"/> 1001020LI M/J Language Arts 1 IB	<input type="checkbox"/> 210901 M/J World History IB	<input type="checkbox"/> 2002050LI M/J Comprehensive Science 1 IB	<input type="checkbox"/> 1205020 M/J/ ACCEL Math GR 6 <input type="checkbox"/> 1205020L M/J Math GR 6 Acc./ Gifted <input type="checkbox"/> 1205050G M/J/ ACCEL MATH GR 7 for GR 6 (This course has a prerequisite) 5th grade teacher initial-
<b>REQUIRED PRE-IB PREP ELECTIVES</b>			
The electives below will be automatically scheduled for all Pre-IB PREP Students at SMS			
0708000 Spanish 6 IB (.5)	91001100 Learning Pathways (.5)	1508060 PE (.5) (OR Phys Ed Electives: Cheer, Volleyball, Dance)	

Choose 10 Elective Courses from below. RANK ORDER them from 1 thru 10 with number 1 being your top selection. Students who need Intensive Reading or Math classes will be placed in those courses first and then electives. Student scheduling priority is based on Content Area classes and Electives are not guaranteed. Terms to know, Semester = .5 and Year Long = 1.0. Courses marked with (\*) are Special Interest Electives and will need the application form completed before May 1. **\*\*All 6<sup>th</sup> Grade Students are required to take PE and 6th Grade LEAP**

#	Course Name	#	Course Name	#	Course Name
	Art 1--.5 (0101005)		Cheerleading --.5 (1508070C)		Health --.5 (1700000EH))
	Drama 1--.5 (0400000)		Volleyball--.5 (1508070V)		Herpetology 1 --.5 (2000025EH1)
	Convo. Spanish--.5 (0708100)		Dance--.5 (1508070D)		Marine Bio 1 --.5 (2000025EM1)
	Speech & Debate--.5 (1007000)		Team Sports--.5 (1508070TS)		Pre-Vet 1 --.5 (200025EV1)
	Creative Writing 1 --.5 (1009000)		Gaming 1--.5 (1700000G1)		Ecology --.5 (2002200E)
	Guitar 1--.5 (1301060)		Aeronautics 1 --.5 (1700000EA1)		Video Prod. 1 --.5 (8260300)
	Band 1 -- 1.0 (1302000)		Robotics 1 --.5 (1700000ER1)		Pre-Med 1 --.5 (1700000K1)
	Chorus 1--1.0 (1303000)		Engineering Design --.5 (8600060)		
					*Yearbook--1.0 (1006000YB)