FALCON COVE
MIDDLE SCHOOL

COURSE DIRECTORY
School Year 2020 - 2021

FALCON COVE MIDDLE SCHOOL
4251 BONAVENTURE BLVD.
WESTON, FLORIDA 33332
Office (754) 323-3200
Fax (754) 323-3285

http://www.falconcove.net

Steven Carruth, Principal
Cheryl Rubin, Assistant Principal (6th)
Tina Walls, Assistant Principal (7th)
Craig Saddler, Assistant Principal (8th)

Dave Roca, Guidance Director
Debra Zalman, Guidance Counselor (6th)
Jeffrey Showers, Guidance Counselor (7th)
Sandra Dempsey, Guidance Counselor (8th)

PRINCIPAL'S MESSAGE

Dear Students and Parents,

Welcome to our 2020 - 2021 Course Directory. This document will assist you in selecting your courses for the upcoming school year.

We are very proud of our curriculum and programs. We will continue to have high expectations while fostering a warm, caring, and safe environment to enhance learning for all. We challenge you to set high expectations for yourself and follow-through with hard work and dedication. In doing this, you will ensure a bright future ahead.

Please review the enclosed information together as a family and consult with your guidance counselor, teachers and/or administrators. We are here to help you in your journey of learning.

Have a fun and successful 2020-2021 school year!

Sincerely,

Mr. Steven Carruth
Principal

MISSION STATEMENT

The Falcon Cove Middle School family is dedicated to providing quality education in a safe environment that maximizes individual strengths while fostering life-long learning and social responsibility in a diverse society.

Falcon by
Falcon Cove Art Department

IMPORTANT INFORMATION FOR PARENTS AND STUDENTS

This course directory has been prepared to assist Falcon Cove Middle School students and their parents with the course selection process for the 2020-2021 school year. Please read the information contained in this document very carefully. It will serve as a valuable tool when choosing an academic path for your child.

We believe that the students' years at Falcon Cove Middle School will provide them with successful and positive experiences. Students will encounter many opportunities for academic, physical, social, and emotional growth. They will not only enhance their present skills and abilities, but also be better prepared for success in the next grade as well as future endeavors.

REGISTRATION PROCEDURE

- Students will be placed into their core curricular classes based on their FSA scores.
- Teacher can recommend students for modified placement if academic performance conflicts with FSA score.
- A planning sheet will be posted on the school website so that students can discuss elective choices with parents.
- School staff will meet with student to input their elective choices into virtual counselor during their science class.
- A print out of a student's recommended academic placement and elective choices will be sent home to be signed by parents.
- Parents that want a different academic placement from the school suggested placement can sign a waiver.
- ALL course selections are FINAL.

NOTE: All information in this booklet is subject to change based upon Florida's Department of Education and The School Board of Broward County directives.

MIDDLE SCHOOL GRADING SCALE

90% - 100%	A
87%- 89%	B+
80% - 86%	B
77% - 79%	C+
70% - 76%	C
67% - 69%	D+
60% - 66%	D
0% - 59%	F

FALCON COVE COURSE REQUIREMENTS

* All students will take Language Arts, Mathematics, Social Studies, Science, and four electives*.

* Students with an FSA Reading score of 1 or below and/or FAIR assessments indicating areas of concern will be placed in the appropriate Reading course as needed. Teacher recommendation will also be used to determine appropriate placement.

* Students will be placed in a reading course following Broward's Middle School placement guidelines.

ADVANCED ACADEMIC PLACEMENT RECOMMENDATIONS for MATH

6th Grade

-Level 4 or above on the FSA Math.
-Level 3 or above on the FSA Reading.
-Academic quarter grades of A's and B's in the 5th grade mathematics program
-Teacher Recommendation: (mathematical maturity and confidence, ability to show work mathematically, self-motivated and completes all homework on time)

7th Grade

-Level 4 or above on the FSA Math.
-Level 4 or above on the FSA Reading.
-Academic quarter grades of A's and B's in the 6th grade Advanced mathematics program
-Teacher Recommendation: (mathematical maturity and confidence, ability to show work mathematically, self-motivated and completes all homework on time)

8th Grade
Algebra I Honors

-Level 4 on the FSA Math
-Level 4 or higher on the FSA Reading
-Academic quarter grades of at least 90% in advanced 7th grade mathematics
-answer 75% of questions correct on the school-based Algebra Readiness Test
-Teacher Recommendation: (mathematical maturity and confidence, ability to show work mathematically, self-motivated and completes all homework on time)
Additionally, it is suggested that students have a strong work ethic and can independently complete homework and study for tests, are self- motivated, give 100% effort, participate in class discussions, and enjoy the challenge of an extremely rigorous curriculum.

PRE-ALGEBRA (GEM 6)

Students must score a 346 on the Math FSA and a 336 on the Reading FSA to be placed into this class. Students will complete three years of course work in one school year.

GEM 7 (ALGEBRA I HONORS)

Students need to complete the 6th grade GEM program with test scores of 87% or higher (B+), midterm and final exam scores of 80% or higher, overall quarter grades of 90% or higher and score an 80% or higher on the FCMS Algebra Placement Test. Additionally, it is suggested that students have a strong work ethic and can independently complete homework and study for tests, are self- motivated, give 100% effort, participate in class discussions, and enjoy the challenge of an extremely rigorous curriculum.

GEM 8 (GEOMETRY HONORS)

Successful completion of Algebra I Honors in 7th grade with a grade of "B" or higher and a passing grade on the Algebra EOC exam. Also, it is STRONGLY recommended that students have a chapter test score average of 85% or higher in Algebra I Honors.

EMF ONLINE PROGRAM

Students will be invited by the district by the end of their 5th grade year if they received a ***perfect score*** on the 4th grade Math FSA.

FALCON COVE ACADEMIC COURSE OFFERINGS

The following courses are available to Falcon Cove Middle School students:

6th Grade	7th Grade	8th Grade
Language Arts	**Language Arts**	**Language Arts**
LA 6	LA 7	LA 8
LA 6 Advanced	LA 7 Advanced	LA 8 Advanced
LA 6 Gifted	LA 7 Gifted	LA 8 Gifted
LA 6 ELL**	LA 7 ELL**	LA 8 ELL**
LA Cambridge	LA 7 Cambridge	LA 8 Cambridge
Mathematics	**Mathematics**	**Mathematics**
Math 6	Math 7	Pre-Algebra
Math 6 Advanced	Math 7 Advanced	Algebra 1 Honors
Pre-Algebra (GEM 6)	Algebra 1 Hon (GEM 7)	Geometry Hon (GEM 8)
EMF 6	EMF 7	EMF 8
Science	**Science**	**Science**
(Earth Science)	(Life Science)	(Physical Science)
Science 6	Science 7 S	Science 8
Science 6 Advanced	Science 7 Advanced	Science 8 Advanced
Science 6 Gifted	Science 7 Gifted	Science 8 Gifted

Science 6 Cambridge GEARS Comprehensive	Science 7 Cambridge GEARS	Science 8 IGSCE Pre-AICE Biology Biology Honors Science 8 Cambridge
Social Studies (World History) SS 6 SS 6 Advanced SS 6 Gifted SS 6 Cambridge	**Social Studies** (Civics) SS 7 SS 7 Advanced SS 7 Gifted SS 7 Cambridge	**Social Studies** (U.S. History) SS 8 SS 8 Advanced SS 8 Gifted SS 8 Cambridge
Reading Intensive Reading 6 Rdg. 6 (Developmental) Rdg. 6 ELL**	**Reading** Intensive Reading 7 Rdg. 7 (Developmental) Rdg. 7 ELL**	**Reading** Intensive Reading 8 Rdg. 8 (Developmental) Rdg. 8 ELL**

**Note: All ELL students that have an A1 or A2 status will automatically be placed into the ELL reading block. B1 students are subject to the ELL Coordinator's discretion, based on test scores and academic performance.

All reading placement must adhere to the guidelines set forth in Broward County's Middle School Placement Chart and K-12 Plan for 2020 - 2021.

FALCON COVE ELECTIVE COURSE OFFERINGS

Students will choose from the following elective courses. Every effort will be made to give students their first choice. However, scheduling conflicts may preclude the first choice. Due to enrollment fluctuations and the number of students requesting a course, some elective courses may not be available. It is important, therefore, to carefully consider alternative elective choices.

Per state legislation, middle school students are required to take one semester of Physical Education each year in 6-8 grades. **If Physical Education (P.E.) is not your child's elective choice, then a parent/guardian must sign a waiver.**

The P.E. requirement shall be considered waived if

1. The student is in a required remedial course.
2. The student participates in physical activity outside of school equal to or in excess of the requirement.
3. The parent requests another elective and signs the waiver.

6th Grade Electives

FULL YEAR ELECTIVES

___03000000 DANCE 1
___04000000 DRAMA 1
___13030000 CHORUS
___13020000 BEGINNING BAND
___13021100 ROCK BAND
___13021200 JAZZ BAND
___1700000S STUDY HALL
___1700000B NOVEL STUDIES
___1700000H NOVEL STUDIES IN SPANISH (Mandatory for Dual Language Participants)
___88092000 HOME ECONOMICS
___1700000D MATH COMPETITION
___17000000 SCIENCE COMPETITION
___21040500 JR ROTC
___1700000A CHESS
___1508200A YOGA
___15086000 PHYSICAL EDUCATION
___17000002 INTRO TO PUBLIC SPEAKING
___07080000 INTRO TO FOREIGN LANGUAGES (One semester of both Spanish and French)
___07090000 SPANISH INTRO FOR SPANISH SPEAKERS (Mandatory for Dual Language Participants)
___01010100 ART
___80004000 ORIENTATION TO CAREER CLUSTERS
___82002200 TECHNOLOGY (Microsoft Office Suite)
___17000001 ROBOTICS I LEGO LEAGUE

7th and 8th Grade Electives

Course	Grade(s)	Pre-requisite
Art I	7, 8	
Art II	8	
Band Beginning	7, 8	
Band Intermediate	7, 8	
Band Advanced	7, 8	
Creative Writing	7, 8	**High School Credit**
Dance I		
Dance II	7, 8	
Debate	8	**High School Credit**
Drama I	7, 8	
Drama II	7, 8	
Drama III	7, 8	
Film	7, 8	**High School Credit**
Film 2	8	**High School Credit**
French I	7, 8	**High School Credit**
French II	8	**High School Credit**
Global Perspectives	7	
M/J Journalism (Yearbook)	7	
Journalism I (Yearbook)	8	**High School Credit**
Television &Cinema Produciton	8	**High School Credit**
Law Studies	7, 8	**High School Credit**
Latinos In Action	7, 8	
Robotics I Lego	7,8	
Robotics II Vex	7, 8	
Fundamentals of Web/Software Design	7,8	
Peer Counseling	7, 8	Application/ Approval Needed
Physical Education	7, 8	
Yoga	7, 8	
Rock Band	7, 8	
Chorus	7, 8	
Orchestra	7,8	
Spanish I	7, 8	**High School Credit**
Spanish II	8	**High School Credit**
Spanish I/Spanish Speakers	7, 8	**High School Credit**
Spanish II/Spanish Speakers	8	**High School Credit**
Mandarin I	7, 8	**High School Credit**
Speech/Debate	7, 8	
Study Hall	7, 8	
Novel Studies	7, 8	
Home Economics	7, 8	
Math Competition	7, 8	
Intro to JROTC	7, 8	
Chess	7, 8	
Chess II	7, 8	
Orientation to Health Science Professions	7, 8	
Technology (Microsoft Office Suite)	7,8	

SIXTH GRADE
CORE CURRICULUM

Students will be placed into a reading course based on Broward County's Middle School Placement Criteria Chart and the K-12 Reading Plan.
*Reading programs subject to change according to district guidelines.

READING INTENSIVE **6**
This course provides strategic reading intervention focusing on scaffolding the Language Arts Florida Standards with support across texts of increasing complexity.

DEVELOPMENTAL READING FOR ELL STUDENTS **6**
This course provides intensive ESOL instruction for the development of listening, speaking, reading, writing, and language skills for English language learners.

READING DEVELOPMENTAL **6**
This course provides strategic reading instruction to develop academic vocabulary, comprehension, and inferential thinking through text-based reading and writing.

LANGUAGE ARTS **6**
This course provides educational experiences addressing the English Language Arts Florida Standards. The content may include the study of literature, use of the writing process, application of reading, listening, spelling, grammar, speaking, critical thinking, and applications of language arts skills to daily life and the environment.

LANGUAGE ARTS FOR ELL STUDENTS **6**
The objective of this course is to provide beginning, intermediate, and advanced English instruction in communication skills to students with limited proficiency in English, and to develop an awareness of the students' cultures in relation to United States culture. The content may include, but not be limited to, instruction and practice in listening, speaking, reading, writing instruction, analysis of sentence structure and paragraphs, study skills and the relation of English proficiency to the working world.

LANGUAGE ARTS ADVANCED **6**
At the advanced level, content and curriculum addressed in Language Arts may be accelerated and covered in greater depth utilizing more challenging, complex texts.

LANGUAGE ARTS GIFTED **6**
At the gifted level, the Broward County curriculum is accelerated, enriched, and differentiated as needed to meet the needs of gifted students. Additional resources are used to challenge students on a higher level and technology tools are utilized to assist students in the creation and distribution of writing. Students will learn to communicate confidently and effectively and develop reading, writing, speaking and listening skills. Students will gain advanced reading comprehension and maturity in writing and oral communication. All students participate in the District Literary Fair and outside writing competitions as determined by the teacher. **Gifted Only Class**

LANGUAGE ARTS CAMBRIDGE **6**

This course serves as the introductory course for the three stages of the Cambridge Secondary 1 curriculum. Students will learn to communicate confidently and effectively, and develop the skills to respond to a range of information, media and texts. The Cambridge curriculum will be enhanced with the Broward County curriculum and will focus on reading comprehension through novel studies, informative and argumentative writing, critical thinking activities and grammar strategies. Students will begin to develop advanced reading comprehension levels, a maturity in writing and a maturity in expression which will lead them smoothly into the second stage of the Secondary I curriculum. All students will participate in the District Literary Fair. **Application is now online at Falconcove.net (Please see website for timeline and details)**. Also, please visit this website for more information on the Cambridge program. http://www.cie.org.uk/

MATHEMATICS **6**

http://www.cpalms.org/Public/PreviewCourse/Preview/10283

The objective of this course is to provide additional practice and to establish grade level proficiency with the standards established for 6th grade by the Florida Department of Education. The content may include, but not be limited to multiplication and division of decimals and fractions, data analysis, ratios, rates, fraction, decimal and percent equivalencies and their applications, algebraic expressions and equations, functions and inequalities and using formulas in geometry. Many of these concepts will be taught through word problems.

MATHEMATICS ADVANCED **6**

http://www.cpalms.org/Public/PreviewCourse/Preview/10284

The objective of this course is to provide additional practice and to establish proficiency with the standards established for 6th grade by the Florida Department of Education. The content may include, but not be limited to multiplication and division of decimals and fractions, data analysis, ratios, rates, fractions, decimals, and percent equivalencies and their applications, algebraic expressions and equations, functions and inequalities and using formulas in geometry. Many of these concepts will be taught through word problems. Additionally, students will explore integers, operations with rational numbers and measurement specifically volume and surface area. This course involves independent work, follows chapter sequence of the text which builds on previously taught concepts and requires students to apply the skills that they have learned. The pace is accelerated and requires at least 15 minutes of homework daily. Advanced Math Placement Recommendation: Level 4 or above on FSA Mathematics, Level 3 or above on FSA Reading, Academic grades of A's and B's in the 5th grade mathematics program. It is suggested that students have a strong work ethic, can independently complete homework and study for tests, are self- motivated, and enjoy the challenge of a rigorous curriculum.

PRE-ALGEBRA GEM (Great Explorations in Mathematics) **6**

http://www.cpalms.org/Public/PreviewCourse/Preview/10284

http://www.cpalms.org/Public/PreviewCourse/Preview/10286

GEM 6 "PRE-ALGEBRA" pulls almost all of the standards from both 6th and 7th Grade Advanced Math. Students eligible for this class are identified during their fifth-grade year. The objective of this course is to incorporate and master all critical mathematical content fundamental to high school level course work, specifically Algebra I Honors. The content may include, but not be limited to, algebra, estimation, geometry, graphing, number theory, percent, probability, statistics, problem solving, ratio, proportion, scientific notation, and rational numbers. This mostly-digital course is very fast paced and is a combination of direct, teacher-led lessons and online virtual lessons. GEM 6 requires approximately 60 minutes of online homework daily which will involve independent learning via online videos and practice.

GEM 6 Math Placement Recommendation: Level 5 on FSA Mathematics, Level 4 or above on FSA Reading, Academic grades of A's in the 5th grade mathematics program and a score of 65 or higher on the county Gem placement test. It is strongly recommended that students who choose this course do so with the understanding that the curriculum is incredibly fast-paced and covers the equivalent of three years (6th, 7th, and 8th Grade) of mathematics in a single year. It is also highly recommended that students choose Study Hall as one of their electives, so they have enough time to complete the extensive workload

EMF (Elements of Mathematics: Foundations) Online Program 6

EMF is a self-contained, self-study program delivered by the Institute for Mathematics & Computer Science that allows independent and high achieving students to earn four credits of High School Mathematics as well as complete middle school mathematics course standards before leaving middle school. The EMF curriculum exposes students to subject areas not found in the standard curriculum such as operational systems, set theory, number theory, abstract algebra, and probability and statistics. The EMF program is a 6^{th} through 8^{th} grade program. If completion of all 3 years is reached, students will have credits in Algebra 1 Honors, Geometry Honors, Algebra 2 Honors and Precalculus Honors. Throughout the 3 years, all students must maintain an 80% on each module or higher and must follow the timeline set forth by EMF. This timeline does not account for holidays and days off so students should budget additional hours outside of school
each day to complete the program and stay within the desired timeline. This program is extremely fast paced and requires the student to put in double homework time, compared to other classes, in order to complete the required online curriculum in three years.

EARTH-SPACE SCIENCE 6

The Earth Science curriculum builds on the natural curiosity of students. By connecting them to the beauty of geological history, the amazing landforms around the globe, the nature of the sea and air, and the newest discoveries about our universe, the curriculum gives students an opportunity to relate to their everyday world. Students will explore topics such as the fundamentals of geology, oceanography, meteorology, and astronomy; Earth's minerals and rocks; Earth's interior; plate tectonics, earthquakes, volcanoes, and the movements of continents; geology and the fossil record; the oceans and the atmosphere; and the solar system and the universe. Lesson assignments help students discover how scientists investigate the science of our planet.

EARTH-SPACE SCIENCE, ADVANCED 6

The Earth Science curriculum builds on the natural curiosity of students. By connecting them to the beauty of geological history, the amazing landforms around the globe, the nature of the sea and air, and the newest discoveries about our universe, the curriculum gives students an opportunity to relate to their everyday world. Students will explore topics such as the fundamentals of geology, oceanography, meteorology, and astronomy; Earth's minerals and rocks; Earth's interior; plate tectonics, earthquakes, volcanoes, and the movements of continents; geology and the fossil record; the oceans and the atmosphere; and the solar system and the universe. Lesson assignments help students discover how scientists investigate the science of our planet. COURSE OBJECTIVES: • Describe through hands-on and virtual exploration the many aspects of the science of our planet, as well as the universe beyond our planet. • Utilize tools and concepts to think critically about the fundamentals of geology, oceanography, meteorology, and astronomy; Earth's minerals and rocks; Earth's interior; plate tectonics, earthquakes, volcanoes, and the movements of continents; geology and the fossil record; the oceans and the atmosphere; and the solar system and the universe. • Research and explain the key concepts and connections to the everyday world of geological history, landforms around the globe, the nature of the sea and air, and the newest discoveries about our universe.

SCIENCE – GEARS (COMPREHENSIVE SCIENCE ACCELERATED) 6

This course provides a rigorous and comprehensive foundation for the 6th-grade student. It covers the relevant topics in all the major scientific disciplines, building on prior knowledge and expanding on subjects. Students begin with a review of the scientific process and get more into depth with the idea of critical analysis of theories and experimental research. They will move on to discuss principles of physical science and energy. In the life science portion of the course, students will cover structure and function of organisms, genetics and evolution, and tenets of ecology. This will flow into the environmental science topics including earth's cycles and environmental problems. A brief discussion of the solar system will also be covered. Students will learn about the assigned topics through interactive activities, experimentation, discussion, and engaging text and animations. Graded assignments will be stimulating and thought-provoking, hopefully paving the way for future interest in the scientific disciplines. COURSE OBJECTIVES: • Explain and use the methods and tools of scientific inquiry, applying them across scientific disciplines. • Identify properties of an atom, element, compound, and mixture, and apply knowledge to use of formulas and equations. • Describe the concepts of friction, gravity, waves, and kinetic and potential energy. • Apply knowledge of structure and function of organisms to categorize them taxonomically and compare and contrast across the taxonomic levels. • Define and give examples of adaptations and explain how they apply to genetics and evolution. • Describe energy flow in terms of food webs and trophic levels, involving biotic and abiotic components. • Identify features of the major biomes. • Describe the environmental cycles involving water, nitrogen, and carbon and discuss the global implications of altering them. • Identify sources of environmental distress and discuss different measures that humans are taking, or may take in the future, to improve the health of the planet.

WORLD HISTORY **6**

The objective of this course is to understand that the world is comprised of many diverse cultural groups who have made significant contributions to both the past and present. Students will explore the development of civilizations in historical and geographical settings, as well as the individuals and events that have significantly influenced culture and history. They will examine the major political, economic, social, and religious beliefs and institutions of selected Eastern and Western cultures. The content will include, but not be limited to, the study of ancient societies such as Egypt, Greece, and Rome.

Additional Requirements:

At the advanced, gifted, and Cambridge level, critical thinking and application skills are emphasized when comparing and contrasting historical and contemporary issues. They will develop collaborative skills, as well as public speaking skills, through individual and group projects. Additional course requirements may include outside readings, having access to news articles for current events, and Internet access for research objectives. Students must complete a research-based project that emphasizes the use of primary sources, has a thesis statement, and has a conclusion that demonstrates original student analysis.

SEVENTH GRADE CORE CURRICULUM

Students will be placed into a reading course based on Broward County's Middle School Placement Criteria Chart and the K-12 Reading Plan.

*Reading programs subject to change according to district guidelines.

READING INTENSIVE **7**

This course provides strategic reading intervention focusing on scaffolding the Language Arts Florida Standards with support across texts of increasing complexity.

DEVELOPMENTAL READING FOR ELL STUDENTS **7**

This course provides intensive ESOL instruction for the development of listening, speaking, reading, writing, and language skills for English language learners.

READING DEVELOPMENTAL **7**

This course provides strategic reading instruction to develop academic vocabulary, comprehension, and inferential thinking through text-based reading and writing.

LANGUAGE ARTS **7**

This course provides educational experiences addressing the English Language Arts Florida Standards. The content may include the study of literature, use of the writing process, application of reading, listening, spelling, grammar, speaking, critical thinking, and applications of language arts skills to daily life and the environment.

LANGUAGE ARTS FOR ELL STUDENTS **7**

The objective of this course is to provide beginning, intermediate, and advanced English instruction in communication skills to students with limited proficiency in English, and to develop an awareness of the students' cultures in relation to United States culture. The content may include, but not be limited to, instruction and practice in listening, speaking, reading, writing instruction, analysis of sentence structure and paragraphs, study skills and the relation of English proficiency to the working world.

LANGUAGE ARTS ADVANCED **7**

At the advanced level, content and curriculum addressed in Language Arts may be accelerated and covered in greater depth utilizing more challenging, complex texts.

LANGUAGE ARTS GIFTED **7**

At the gifted level, the Broward County curriculum is accelerated, enriched, and differentiated as needed to meet the needs of gifted students. Additional resources are used to challenge students on a higher level and technology tools are utilized to assist students in the creation and distribution of writing. Students will learn to communicate confidently and effectively and develop reading, writing, speaking, and listening skills. Students will gain advanced reading comprehension and maturity in writing and oral communication. All students participate in the District Literary Fair and outside writing competitions as determined by the teacher. **Gifted Only Classes**

LANGUAGE ARTS SECONDARY I CAMBRIDGE **7**

The objective of this course is to continue and develop the inquiry-based approach to learning students adapted in 6th grade. The curriculum will focus on merging the world events around us with the content taught in class through novel studies, discussions and presentations of social issues, applications of speaking and listening skills, and the use of writing for creative as well as formal expression. Students will continue to develop their maturity of critical thinking skills and logical reasoning while implementing the Cambridge curriculum in unison with the Broward Country curriculum. This course includes advanced reading materials with focus on rigorous vocabulary use and an analysis and discussion of current social issues. All students will participate in the District Literary Fair. **Application and acceptance required for participation**. Please visit this website for more information on the Cambridge program. http://www.cie.org.uk/

MATHEMATICS **7**

http://www.cpalms.org/Public/PreviewCourse/Preview/10285

The objective of this course is to provide additional practice and to enable proficiency with the MAFS established for 7th grade by the Florida Department of Education. Students will continue to develop mathematical content fundamentals for grade level proficiency. Emphasis is placed on computational proficiency. The content may include,

but not be limited to, computational and applicational work with integers, rational numbers, percent, linear equations and functions, proportions and similarity, data analysis and probability, surface area and volume, measurement and proportional reasoning.

MATHEMATICS ADVANCED **7**

http://www.cpalms.org/Public/PreviewCourse/Preview/10286

The objective of this course is to provide additional practice and to enable proficiency with the MAFS established for 7th grade by the Florida Department of Education. Students will continue to develop mathematical content fundamentals for higher level coursework. Emphasis is placed on computational proficiency. The content may include, but not be limited to, computational and applicational work with integers, rational numbers, percents, linear equations and functions, proportions and similarity, data analysis and probability, surface area and volume, measurement and proportional reasoning. Additionally, students will explore geometry and spatial reasoning, statistics and inequalities. This is a Pre-Algebra course and students who successfully complete this course may meet the requirements for Algebra 1 Honors as 8th graders.

Seventh Grade Advanced Math Placement Recommendation: Level 4 or above on FSA Mathematics, Level 4 or above on the FSA Reading, Academic quarter grades of A's and B's in the 6th grade advanced mathematics program. It is suggested that students have a strong work ethic, can independently complete homework and study for tests, are self-motivated, and enjoy the challenge of a rigorous curriculum.

ALGEBRA I HONORS **GEM (Great Explorations in Mathematics)** **7**

http://www.cpalms.org/Public/PreviewCourse/Preview/10290

This is a high school course for high school credit. Algebra I Honors in the 7th grade is a continuum of GEM 6. The objective of this course is to provide a rigorous and in-depth study of Algebra I Honors, emphasizing deductive reasoning skills, as a foundation for more advanced mathematics courses. The content may include, but not be limited to, operations and properties used within the real number system, algebraic and graphical solutions to first-degree equations and inequalities in one and two variables, operations with polynomials, rational and irrational algebraic expressions, quadratic equations, quadratic inequalities, quadratic functions and the use of a graphing calculator.

Throughout this course students are expected to develop the skills needed to solve mathematical problems. There is a strong emphasis on algebraic problem solving. This course has a fast pace requiring 30-60 minutes of homework daily and involves independent work. Students should be highly motivated, responsible, self-directed, and committed to spending the time required to gain proficiency with the content skills. Additionally, there will be a midterm exam, an End of Course State Exam which counts as 30% of the overall grade, and the letter grade will count towards their high school GPA. Students who successfully complete the course requirements will receive one high school honors credit.

GEM 7 Placement Recommendations: The recommendations are made by the 6th grade GEM teachers based on the following criteria in addition to the district requirements. Students need to complete the 6th grade GEM program with test scores of 87% or higher, midterm and final exam scores exam scores of 80% or higher and score an 80% or higher on the Algebra Placement Test as well as overall quarter grades of 90% or higher. Additionally, it is suggested that students have a strong work ethic, can independently complete homework and study for tests, are self- motivated, give 100% effort, participate in class discussions, and enjoy the challenge of an extremely rigorous curriculum.

EMF (Elements of Mathematics: Foundations) Online Program 7

EMF is a self-contained, self-study program delivered by the Institute for Mathematics & Computer Science that allows independent and high achieving students to earn four credits of High School Mathematics as well as complete middle school mathematics course standards before leaving middle school. The EMF curriculum exposes students to subject areas not found in the standard curriculum such as operational systems, set theory, number theory, abstract algebra, and probability and statistics. The EMF program is a 6^{th} through 8^{th} grade program. If completion of all 3 years is reached, students will have credits in Algebra 1 Honors, Geometry Honors, Algebra 2 Honors and Precalculus Honors. Throughout the 3 years, all students must maintain an 80% on each module or higher and must follow the timeline set forth by EMF. This timeline does not account for holidays and days off so students should budget additional hours outside of school each day to complete the program and stay within the desired timeline. This program is extremely fast paced and requires the student to put in double homework time, compared to other classes, in order to complete the required online curriculum in three years.

LIFE SCIENCE 7

The Life Science program invites students to investigate the world of living things—at levels both large and small—by reading, observing, and experimenting with aspects of life on Earth. Students explore an amazing variety of organisms, the complex workings of the cell and cell biology, the relationship between living things and their environments, and discoveries in the world of modern genetics. Students tackle such topics as ecology, microorganisms, animals, plants, cells, animals, species, adaptation, heredity, genetics, and the history of life on Earth. Lesson activities and assignments help students discover how scientists investigate the living world.

Additional Requirements:

At the advanced and gifted level in each grade, critical thinking and application skills are emphasized. Additional course requirements will include a more in-depth exploration of topics of interest to the student and will require that each student demonstrate proficiency in the practice of science by completing an independent, experimentally based research project suitable for competition in the district required science fair. **Application and acceptance required for participation in Life Science Pre-Cambridge**

Civics is an empowering course that provides students with the critical skills to analyze

and study the duties and rights of citizens. Using guided questioning, students will learn the importance of knowing the rights and responsibilities that are guaranteed under the Constitution of the United States. Students will examine the different forms and functions of government and assess their knowledge of the American colonies and their early doctrines and government. The influence that England and the Age of Enlightenment had on the foundations of democracy will be studied. Students will use research and higher thinking skills to create collaborative projects to extend their knowledge of the Constitution and its principles. An in-depth study of the Bill of Rights will reinforce an understanding of the purpose and goals of the Legislative, Executive and Judicial Branches of government. Units on voting, political parties and public opinion about national, state and local governments will enable students to better understand society and the challenges people face.

Additional Requirements:
At the regular, advanced, gifted and Cambridge level, all students will be required to take the Florida State End of Course Exam (EOC). The test score will account for 30% of their overall Civics grade. Pacing to prepare for this exam will be adjusted accordingly, depending on whether the class is working at the regular, advanced or gifted level. Group projects, research papers, mock trials, and additional reading passages will be used to enhance class material at the advanced and gifted levels. Cambridge students will have a more intensive writing program with small groups working to create various curriculum-based projects. Cambridge students will also participate in off campus field trips to reinforce the curriculum.

EIGHTH GRADE CORE CURRICULUM

Students will be placed into a reading course based on Broward County's Middle School Placement Criteria Chart and the K-12 Reading Plan.
*Reading programs subject to change according to district guidelines.

READING INTENSIVE **8**
This course provides strategic reading intervention focusing on scaffolding the Language Arts Florida Standards with support across texts of increasing complexity.

DEVELOPMENTAL READING FOR ELL STUDENTS **8**
This course provides intensive ESOL instruction for the development of listening, speaking, reading, writing, and language skills for English language learners.

READING DEVELOPMENTAL **8**
This course provides strategic reading instruction to develop academic vocabulary, comprehension, and inferential thinking through text-based reading and writing.

LANGUAGE ARTS **8**

This course provides educational experiences addressing the English Language Arts Florida Standards. The content may include the study of literature, use of the writing process, application of reading, listening, spelling, grammar, speaking, critical thinking, and applications of language arts skills to daily life and the environment.

LANGUAGE ARTS FOR ELL STUDENTS **8**

The objective of this course is to provide beginning, intermediate, and advanced English instruction in communication skills to students with limited proficiency in English, and to develop an awareness of the students' cultures in relation to United States culture. The content may include, but not be limited to, instruction and practice in listening, speaking, reading, writing instruction, analysis of sentence structure and paragraphs, study skills and the relation of English proficiency to the working world.

LANGUAGE ARTS ADVANCED **8**

At the advanced level, content and curriculum addressed in Language Arts may be accelerated and covered in greater depth utilizing more challenging, complex texts.

LANGUAGE ARTS GIFTED **8**

At the gifted level, the Broward County curriculum is accelerated, enriched, and differentiated as needed to meet the needs of gifted students. Additional resources are used to challenge students on a higher level and technology tools are utilized to assist students in the creation and distribution of writing. Students will learn to communicate confidently and effectively and develop reading, writing, speaking, and listening skills. Students will gain advanced reading comprehension and maturity in writing and oral communication. All students participate in the District Literary Fair and outside writing competitions as determined by the teacher. **Gifted Only Classes**

LANGUAGE ARTS SECONDARY I CAMBRIDGE **8**

This course is the final stage of the Secondary I Cambridge curriculum and is primarily focused on the mastery of inquiry-based writing about social and world events, literature analysis, media and poetry. Students will continuously express their mastery of expression through oral communication, critical thinking activities, debate and presentations. Students will develop a sense of cultural awareness and a span of knowledge that will promote cross-curricular understanding in order to become productive citizens of the world. All students will participate in the District Literary Fair. **Application and acceptance required for participation**. Please visit this website for more information on the Cambridge program. http://www.cie.org.uk/

MATHEMATICS

PRE-ALGEBRA **8**

http://www.cpalms.org/Public/PreviewCourse/Preview/10287

The objective of this course is to strengthen and build upon arithmetic skills while preparing for Algebra I in high school as well as to provide additional practice and to establish proficiency with the MAFS established for 8th grade by the Florida Department of Education. The content may include, but not be limited to real numbers, exponents, scientific notation, proportional and non-proportional relationships and functions, solving

equations and systems of equations, transformational and measurement geometry, and statistics.

ALGEBRA I HONORS 8

http://www.cpalms.org/Public/PreviewCourse/Preview/10290

This is a high school course for high school credit. The objective of this course is to provide a rigorous and in-depth study of algebra, emphasizing deductive reasoning skills as a foundation for more advanced mathematics courses and developing the skills needed to solve mathematical problems. The content may include, but not be limited to, operations and properties used within the real number system, algebraic and graphical solutions to first degree equations and inequalities in one and two variables, relations and functions, direct and inverse variations, operations with polynomials, including all forms of factoring, rational and irrational algebraic expressions, quadratic equations, quadratic inequalities, quadratic functions, and use of the graphing calculator. Students who successfully complete the course requirements will receive one high school credit. It is strongly recommended that students have completed the 7th Grade Advanced Textbook in their seventh-grade year. Additionally, there will be a midterm exam, and a State End of Course Exam, which counts as 30% of their overall grade, and the letter grade will count towards their high school GPA. There will also be approximately 30-60 minutes of homework daily. **There will be a summer assignment which will cover 8th grade skills which will be necessary for success in this 9th grade high school class.**

Algebra 1 Honors Placement Recommendations: Students must meet all of the following requirements to obtain a recommendation for entrance into this course, a 75% or higher on the Falcon Cove Middle School Algebra Placement test and 90% or higher quarter grade for all for three quarters in the 7th grade advanced course, and teacher recommendation which is made based on the presence of a strong work ethic, mathematical maturity and confidence, ability to show work mathematically, self-motivation, 100% effort, participation in class discussions, and completing all homework on time. Students should enjoy the challenge of an extremely rigorous curriculum.

GEOMETRY HONORS GEM (Great Explorations in Mathematics) 8

http://www.cpalms.org/Public/PreviewCourse/Preview/10295

This is a high school course for credit. Students who enroll in this course should be A/B Algebra I Honors students who have demonstrated mastery of algebra skills as evidenced by their grades and exam scores. This course is a rigorous and in-depth high school course which helps lay the foundation for higher level math work such as AICE, AP coursework, and college entrance exams. The emphasis is on methods of proof, the formal language of mathematics, the fundamental properties of geometry, the understanding of deductive and inductive reasoning, solving real-world problems by applying the geometric properties and algebraic skills, and using transformational and coordinate geometry. This course has a fast pace requiring 45-60 minutes of homework daily and involves a good deal of independent work since the approach of the course is the discovery method. Students should be highly motivated, responsible, self-directed, and committed to spending the time required to gain proficiency with the content skills. It is highly recommended (and necessary for success) that students have a strong working

knowledge of algebra for this class. Tests involve questions requiring the application and proof (both formal and informal) of skills learned. Additionally, there will be a midterm exam, and a State End of Course Exam and the letter grade will count towards their high school GPA.

EMF (Elements of Mathematics: Foundations) Online Program 8

EMF is a self-contained, self-study program delivered by the Institute for Mathematics & Computer Science that allows independent and high achieving students to earn four credits of High School Mathematics as well as complete middle school mathematics course standards before leaving middle school. The EMF curriculum exposes students to subject areas not found in the standard curriculum such as operational systems, set theory, number theory, abstract algebra, and probability and statistics. The EMF program is a 6 - 8 grade program. If completion of all 3 years is reached, students will have credits in Algebra 1 Honors, Geometry Honors, Algebra 2 Honors and Precalculus Honors. Throughout the 3 years, all students must maintain an 80% on each module or higher and must follow the timeline set forth by EMF. This timeline does not account for holidays and days off so students should budget additional hours outside of school
each day to complete the program and stay within the desired timeline. This program is extremely fast paced and requires the student to put in double homework time, compared to other classes, in order to complete the required online curriculum in three years.

PHYSICAL SCIENCE 8

The Physical Science program introduces students to many aspects of the physical world, focusing first on chemistry and then on physics. The course provides an overview of the physical world and gives students tools and concepts to think clearly about matter, atoms, molecules, chemical reactions, motion, force, momentum, work and machines, energy, waves, electricity, light, and other aspects of chemistry and physics. Among other subjects, students study the structure of atoms; the elements and the Periodic Table; chemical reactions; forces, including gravitational, motion, acceleration, and mass; and energy, including light, thermal, electricity, and magnetism.

PHYSICAL SCIENCE ADVANCED 8

Physical Science will provide opportunities for students to investigate the introductory concepts of physics and chemistry. Topics will include, but not be limited to: dynamics, classification, interaction of matter, the periodic table, forms of energy, electricity and magnetism, chemical interactions, nuclear reactions, and career opportunities. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

BIOLOGY HONORS 8

Biology I Honors will provide opportunities to students for general exploratory experiences and activities in the fundamental concepts of life. Topics will include, but not be limited to: the Scientific Method, laboratory apparatus usage and safety, biochemistry, cell biology, genetics, botany, zoology, human anatomy and physiology, and ecological relationships. Laboratory activities that include the use of the scientific method,

measurement, laboratory apparatus, and safety are an integral part of this course. A state written End of Course (EOC) exam will count as 30% of the student's final course grade.

IGCSE BIOLOGY (CAMBRIDGE ONLY) 8

With an emphasis on human biology, The Cambridge IGCSE Biology enables learners to understand the technological world in which they live and take an informed interest in science and scientific developments. Learners gain an understanding of the basic principles of biology through a mix of theoretical and practical studies. They also develop an understanding of the scientific skills essential for further study at Cambridge International A Level, (AICE) which are useful in everyday life. As they progress, learners understand how science is studied and practiced, and become aware that the results of scientific research can have both good and bad effects on individuals, communities and the environment.

As well as a subject focus, the biology syllabus enables learners to:

- better understand the technological world, with an informed interest in scientific matters;
- recognize the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life • develop relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness;
- develop an interest in, and care for, the environment;
- better understand the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment;
- develop an understanding of the scientific skills essential for both further study and everyday life.

A state written End of Course (EOC) exam will count as 30% of the student's final course grade.

Application and acceptance required for participation

UNITED STATES HISTORY 8

Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization Period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events, which influenced the development of the United States and the resulting, impact on world history. This course offers scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, and participating in an extended research-based paper/project. Students will also participate in Junior Achievement, which teaches the key concepts of work readiness, entrepreneurship, and financial literacy.

Additional Requirements:

Advanced, gifted and Cambridge students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive

evaluation, investment portfolio contests, or other teacher-directed projects). Expectations include: reading assignments from longer text passages as well as shorter ones when text is extremely complex, making close reading and rereading of texts central to lessons, asking high- level, text-specific questions and requiring high-level, complex tasks and assignments, requiring students to support answers with evidence from the text, and providing extensive text-based research and writing opportunities (claims and evidence).

EXCEPTIONAL STUDENT LEARNING SUPPORT (ESLS)

Placement in these classes is determined by the student's (IEP), Individualized Education Plan as decided annually by the IEP committee. Reading placement will be based on State/Broward District's K-12 Reading Plan.

ESE SUPPORT

Students in these classrooms are attempting to earn an academic diploma in General Education to acquire Common Core Standards without modifications only accommodations. Exceptional Education Students participate in the general education classroom with support. Support Facilitators, along with classroom teachers,
collaborate or consult on student success by providing a variety of services and strategies. Support Facilitation is designed to provide assistance within the general education setting. The degree of services is determined by student need and committee recommendation

SPECIALIZED VARYING EXCEPTIONALITIES – SPECIAL DIPLOMA STUDENTS TAKING FLORIDA ALTERNATE ASSESSMENT.

Courses are offered in a Specialized Varying Exceptionalities classroom for the following subject areas: language arts, math, science and social studies. Curriculum in the Specialized Varying Exceptionalities classrooms is based on individualized student academic and behavioral needs. Instruction is presented through an intensive curriculum using a variety of modalities such as very small group instruction, continuous hands-on learning activities, infused sensory activities and social training.

ELECTIVES

ART APPRECIATION I (available to 6th, 7th & 8th graders)

This is a discipline-based art education course. The four disciplines include aesthetics, art history, art criticism, and art production. This course will provide experiences necessary to understand, appreciate and produce two-dimensional artwork. The content should include, but not be limited to, the elements of art and the principles of design. This will assist students with the perception of and the response to basic concepts. The students

will also learn seeing techniques combined with internationally known drawing techniques. They will be using a variety of art mediums such as watercolor, colored pencils, pastels and others necessary to produce two-dimensional artwork.

ART APPRECIATION II (7 / 8)
This is a discipline-based art education course. The four disciplines include aesthetics, art history, art criticism, and art production. This course is designed to provide experiences necessary to produce three-dimensional artwork. Art Appreciation II offers more independent study with projects being more self-motivated and self-directed. The content may include, but not limited to, the basic design concepts of ceramics and contribution to the Falcon Cove Middle School Beautification Project by designing and painting large-scale murals around the campus.

BEGINNING BAND (6/ 7/ 8)
The objective of this course is to introduce students with limited or non-musical backgrounds to the fundamentals of band. Students will develop a basic understanding of music notation and perform 12 major scales. Students are expected to practice 30 minutes per day. Optional activities are Solo Ensemble and Band Festivals.

BAND INTERMEDIATE (7/8)
The objective of this course is to continue the development of skills gained from the beginning band level. The band will perform medium to difficult music. Students will perform 12 memorized major scales. Selected students must attend all rehearsals, concerts and perfect music. A minimum of 30 minutes per day of practice is expected. All students must attend the Solo Ensemble, Band Festival, and All County Band Audition.

BAND ADVANCED (7/ 8)
The objective of this course will be to perfect musical skills accomplished in prior classes. Students will perform 12 memorized major scales. Selected students must attend all scheduled rehearsals and concerts, as well as perfect all music assigned. Practice is a minimum of 40 minutes per day. As a requirement for this course, all students will attend All County Band, All County Jazz Band, Area Honors Band, and All State Auditions.

CHESS I (6/ 7/ 8)
Knowing the rules of chess and how the pieces move does not mean one has become a chess player. This is a beginner's chess course designed to introduce the game and hopefully create lifelong chess players. This full year course will start with the history, rules, and different periods of the game. It will then go into game strategy and tactics. Students will play chess at least 60 minutes on average during class and will be part of a class ranking system. Student seats are based on their class rank number; as their ranking stature changes, so will their seat location. Students will have a lot of fun meeting new friends while enjoying the game of chess, with the hope they can rank high enough to earn an invitation to the coveted Chess II class.

Chess II: Competitive Chess (7/8)
This full year class is by invitation only; it is designed for students who have developed not only a passion for the game, but have been able to display the strategies and tactics acquired in Chess I. This hand-selected homogeneous group is specifically designed for the chess player who wants to dive deeper into the game. Students will solve daily chess puzzles, study different opening moves, and learn to deal with the pressures of playing with a clock. Students will be required to purchase a Falcon Cove chess polo and can earn the opportunity to represent our school in local tournaments and events.
Prerequisite: Chess I

CHORUS (6/ 7/ 8)
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.

CREATIVE WRITING (High School Credit) (6/ 7/ 8)
The purpose of this course is to enable students to learn and use writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.
The content should include, but not be limited to, the following:

- a study of a variety of short literary collections, including poetry, one-act plays, the short story, and memoir to determine and practice
- writing for varied purposes and in varied genres
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers, especially regarding peer reviews of multiple drafts.

DANCE I (6/ 7/ 8) DANCE II
Students develop dance technique and movement vocabulary in two or more dance forms. In the process, dancers demonstrate use of class and performance etiquette, analytical and problem-solving skills, and studio practices in a safe dance environment. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source. Dance II is a competition dance class. Before and after school rehearsals are required.

DEBATE (High School Credit) (Performing Arts Credit) (available to 8th graders)
The objective of this course is to provide instruction in a variety of speaking skills and techniques, from the basic to the complex. The content may include, but not be limited

to, speeches presented in competition such as Congress, Extemp, Impromptu, Original Oratory, Mock Trial, Prose/Poetry, Humorous Interpretation, Dramatic Interpretation, Duo Interpretation, Duet Acting, and the Lincoln Douglas Debate. Students are also responsible for the research involved with each facet of the course. *STUDENTS ARE REQUIRED TO ATTEND COMPETITIVE SPEECH/DEBATE TOURNAMENTS THROUGHOUT THE SCHOOL YEAR (AFTER SCHOOL AND SATURDAYS) IN ORDER TO RECEIVE THE HIGH SCHOOL CREDIT.

DIGITAL INFORMATION SYSTEMS (High School Credit) (8)
This course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Digital Information Technology includes the exploration and use of databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards.

DRAMA I (6/ 7/ 8)
This course introduces various topics that may include, but are not limited to: theatre history, basic acting techniques, improvisation, pantomime, music, make-up, Shakespearean plays, poetry, concepts of lighting and sound, set construction, producing, career possibilities, movie-making, teamwork, and musical theatre.

DRAMA II (available to 7th & 8th graders)
This advanced course is designed to improve performance skills. Upon completion of this course, students will be prepared for a high school performing arts program. Topics include, but are not be limited to: the Stanislavski method, character development, directing, focus techniques, stage managing, blocking, voice/breath control, and filmmaking. Extensive homework and out of class activities will be required, including participation in the annual Junior Thespian acting festival & competition.
Prerequisite: Drama I

DRAMA III (available to 8th graders)
This advanced course is designed for serious actor. Upon completion of this course, students will be prepared for a high school performing arts program. Special emphasis will be on expanding the actor's range of performance and exploring new genres. Optional filmmaking opportunities and competitions will be available. Extensive homework and out of class activities will be required, including participation in the annual Junior Thespian acting festival & competition.
Prerequisite: Drama II

FILM 1 (7/8)
Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. The instructional focus will be on film. Students produce digital animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

FILM 2 (7/ 8)
Students explore and develop concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional animations. The instructional focus will be on film. As they become more adept at using the tools and techniques available to them, students design digital animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication. This course incorporates hands-on activities, the use of technology, and consumption of art materials.
Prerequisite: Film I

FRENCH INTRODUCTION (6/ 7/ 8)

Beginning French introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this half year course. Students whom have never studied a foreign language and want the exposure without the concern of impacting their high school GPA should take this course prior to French 1.

FRENCH 1 (High School Credit) (available to 7th and 8th graders)

French 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

FRENCH 2 (High School Credit) (available to 8th graders)

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

FUNDAMENTALS OF WEB AND SOFTWARE DESIGN (7 / 8)

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 Information Technology career cluster. The content includes but is not limited to foundational knowledge and skills related to web and software development in the information technology industry. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

PRE-AICE GLOBAL PERSPECTIVES (8th grade)/ (High School Credit)

This course is a unique, transformational class that develops students' critical thinking skills, problem solving, research, communication and collaboration. The curriculum is taught through a series of challenges subdivided into several activities; each challenge designed to encourage the learner to become independent, active, and innovative. Some topics are: Conflict and Peace, Human Rights, Education for ALL, Tradition, Culture and Identity, Sports and Recreation and the Digital World.

GEOGRAPHY (IGCSE) 8TH grade

Through the Cambridge IGCSE Geography syllabus, Learners will develop a sense of place by looking at the world around them on a local, regional and global scale. Learners will examine a range of natural and man-made environments, and study some of he processes which affected their development.

HOME ECONOMICS (6/ 7/ 8)

This course includes but is not limited to the development of leadership skills, communication skills, and employability skills; resource management; exploration of careers in the culinary field; food safety and sanitation; safe, proper use of culinary tools/equipment; interpreting recipes and developing menus; basic food preparation skills; front-of-the-house responsibilities; artistic presentation of food; and the use of technology in the culinary field.

INTRODUCTION TO FINANCIAL LITERACY (7 / 8)

Emphasis will be placed on economic decision-making and real-life applications using real data. The primary content for the course pertains to the study of learning the ideas, concepts, knowledge and skills that will enable students to implement beneficial personal decision-making choices; to become wise, successful, and knowledgeable consumers, savers, investors, users of credit and money managers; and to be participating members of a global workforce and society.

INTRODUCTION TO LEADERSHIP STUDIES (available to 7th & 8th graders)

The purpose of this course is to enable students to develop knowledge of the history, customs, traditions and function of the Junior Reserve Officer Training Corps (JROTC) as well as to stimulate an enthusiasm for scholarship as a foundation for higher citizenship and leadership goals. The course includes the development of basic leadership skills including leadership principles, values, and attributes. Students also develop knowledge of self-control, citizenship, wellness and fitness. A study of the United States Constitution, Bill of Rights, responsibilities of United States citizens and the federal justice system is also provided.

INTRO TO PUBLIC SPEAKING (6th grade only)

In this introductory class student will learn the process or act of performing a speech to a live audience. This type of speech is deliberately structured with three general purposes: to inform, to persuade and to entertain. Students will also build confidence through presenting as well as practice informative and argumentative writing skills.

JAZZ BAND (6/ 7/ 8)

Students with experience on an instrument suited for jazz ensemble explore the fundamentals of performance practices, improvisation, and music theory through a diverse repertoire of high-quality jazz literature. Students learn the basics of foundational jazz styles, use chord symbols, develop knowledge of musical structure, and study the history of jazz and its iconic musicians.

JOURNALISM FOR MIDDLE SCHOOL (7)

The objective of this course is to provide students the opportunity to develop the necessary skills to create a school newsletter and yearbook. Content will include public speaking, writing and critical thinking skills through investigative journalism techniques and the use and care of media-related technology, including, but not limited to, computer

video-editing software. Students with a variety of interests may find this course to be challenging. Skills in photography, layout design, drafting, editing and revision encompass a major portion of the course. Students should be self-motivated, able to work both cooperatively and independently and must be prepared to adhere to strict deadlines. Students will have homework on a daily basis and will be expected to work on weekends as well as holiday breaks. As part of the class curriculum, students will be required to attend events before and after school that will be featured throughout the three core areas of the class: School Newsletter and Yearbook. **When necessary, students may be required to remain afterschool, to meet deadlines.**

JOURNALISM I (High School Credit) (8) Pre-requisite: Journalism for Middle School

The objective of this course is to provide students the opportunity to develop all the skills involved in publishing as well as developing/creating a school newsletter and yearbook. Content will include public speaking, writing and critical thinking skills through investigative journalism techniques and the use and care of media-related technology, including computer video-editing software. Students with a variety of interests may find this course to be challenging. Skills in photography, layout design, drafting, editing and revision encompass a major portion of the course. Students should be self-motivated, able to work both cooperatively and independently and must be prepared to adhere to strict deadlines. Students will have homework on a daily basis and will be expected to work on weekends as well as holiday breaks. Students will be expected to write weekly news stories and cover social media for school as well as complete graphic design layout and copyright for yearbook. Students are also required to market/sell yearbooks as part of the quarter grades. **When necessary, students may be required to remain afterschool, to meet deadlines**

LATINOS IN ACTION I and II (7 /8)

The LIA classroom model is implemented as an elective course for Middle School, and High Schools. Class time is split between a rigorous college/career readiness curriculum and literacy tutoring at local elementary schools. Outside of this, LIA students serve in their communities, are involved in extracurricular activities.

Vision:

All LIA students graduate high school, college and career ready.
All LIA students retain through post-secondary educational tracks while cultivating character traits and leadership skills necessary to succeed in life.
All LIA students have the self-efficacy to persist through their educational goals and become contributing members of their communities.

LAW STUDIES (High School Credit) (available to 7th & 8th graders)

The law studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of the American legal system as the foundation of American society by examining those laws which have an impact on citizens' lives and an introduction to fundamental civil and criminal justice procedures. Content should include, but is not limited to, the need for law, the basis for our legal system, civil and criminal law, adult and juvenile courts, family and consumer law,

causes and consequences of crime, individual rights and responsibilities, and career opportunities in the legal system.

MANDARIN I (High School Credit) (7 / 8)
Chinese 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

MANDARIN II (HIGH SCHOOL CREDIT) (available to 8th graders)
Chinese 2 reinforces the fundamental skills acquired by the students in Chinese 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Chinese 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.
Prerequisite: Chinese I

MATH COMPETITION (6/ 7/ 8)
Math Competition is a course that is designed to provide Math Club students with critical problem-solving skills and to expand their mathematical knowledge to better prepare for competitions. It is open to all grade levels 6-8. All students enrolled in this course are required to be competing members of the math club. Competitions are held after school and on weekends. Students in this course will work above and beyond their core mathematics course to prepare for various competitions. The course will focus on content, team-work, individual category, speed and various competition strategies. This is a full year course. During 1st semester, the primary focus will be preparing for competitions. During 2nd semester, students will complete, and present projects focused on a variety of competition strategies.

NOVEL STUDIES (7 / 8)
Novel studies is a collaborative book studies class which allows students a way of building experiences of the world, helping students to see and understand things which have never happened to us firsthand, building on their experiences to increase our knowledge of the unknown, enabling us to witness and attempt to understand things from new vantage points.

ORIENTANTION TO HEALTH SCIENCE PROFESSIONS-HOSA (8)
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 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. Instruction and learning

activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

PEER COUNSELING (7 and 8)

The objective of this course is to provide knowledge and opportunities for students to assist their peers. This is accomplished through enhancing interpersonal skills; role- playing, team-building and skill building activities are used. The content will include, but not be limited to, peers as tutors, counselors, mentors, mediators and helpers. Various teen and social issues are discussed. Guest speakers are invited to share their expertise with students. **Application process and instructor's approval required.**

P.E. (6/ 7/ 8)

Our objective in physical education is to help students develop healthy lifestyles during their time in middle school and to develop positive lifetime attitudes regarding physical activity. The sports and physical fitness curriculum is based upon the belief that 1) lifelong learning and skill development is on-going and progressive, 2) lifetime activity attitudes are best internalized by continued practice, and 3) students need to incorporate principles of fitness into their daily lives.

Students comprehend, evaluate, and demonstrate:

- Daily running and exercises
- Competency in a variety form of movement
  Concepts and principles of health-related fitness
- Personal health-enhancing activities (fitness assessment)
  Benefits of regular participation in physical activity
  Responsible personal and social behavior
- Enjoyment, challenges, and self-expression

ROBOTICS (6/ 7/ 8)

LEGO League is for 6th graders and VEX is for 7th and 8th graders that have previously taken Robotics 1. The objective of this course is to utilize engineering principles to design, construct and operate robots. Students will work on computer modules that will allow them to develop the engineering skills that need to be applied to robot creation process.

ROCK BAND (6/ 7/ 8)

Students with little or no experience playing guitar, keyboard, piano, drums, and bass will develop musicianship and performance skills as they study, rehearse, and perform contemporary American music. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

SCIENCE COMPETITION (6/ 7/ 8)
The SECME/STEM Olympiad is a class where students could participate not only in Broward County SECME Olympiad but the FAU sponsored Science Olympiad as well. Each competition has several smaller competitions (mousetrap car, bottle rocket, bridge build, banner, essay, etc.) Teams compete with the final product, but they also must submit research logs, a technical drawing and a technical report. The SECME Olympiad aligns with national STEM standards so the is strong support for content and curriculum. Each competition has several smaller competitions (mousetrap car, bottle rocket, bridge build, banner, essay, etc.) Teams compete with the final product, but they also must submit research logs, a technical drawing and a technical report. The SECME Olympiad aligns with national STEM standards so the is strong support for content and curriculum.

SPANISH INTRODUCTION (6/ 7/ 8)
Beginning Spanish introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this half year course. Students whom have never studied a foreign language and want the exposure without the concern of impacting their high school GPA should take this course prior to Spanish 1.

SPANISH I (High School Credit) (available to 7th & 8th graders)
Spanish 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

SPANISH II (High School Credit) (available to 8th graders)
Spanish 2 reinforces the fundamental skills acquired by the students in Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued**. Prerequisite: Spanish I credit**

SPANISH FOR SPANISH SPEAKERS I (High School Credit) (available to 7th & 8th graders)

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. Language Arts Standards are also included in this course to enable students to become literate in the Spanish language and gain a better understanding of the nature of their own language as well as other languages to be acquired

SPANISH FOR SPANISH SPEAKERS II (High School Credit) (available to 8th graders)

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Spanish grammar skills acquired in Spanish for Spanish Speakers 1. Students are exposed to a variety of Spanish literary genres and authors. Language Arts Standards are also included in this course to enable students to become literate in Spanish and gain a better understanding of the nature of their own language as well as other languages to be acquired. **Prerequisite: Spanish for Spanish Speakers I credit**

SPEECH-DEBATE 1 (7 / 8)

The purpose of this course is to develop students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings. Additionally, students will learn a variety of competition speech events where they may choose to participate in the after school and Saturday Speech tournaments (optional attendance).

STUDY HALL (6/ 7/ 8)

Study Hall is a course designed to allow students to work independently or receive academic help on their current courses of study. Students will also learn studying skills, organization and good work habits. Students are expected to bring necessary assignments to complete and/or study appropriately in the course.

TECHNOLOGY (6/ 7/ 8)

The objective of this course is to teach students to develop competence and confidence in using MS Office applications. Students will create/print presentations, outline their ideas, add/modify templates, and learn how to review and share their presentations. 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 information Technology career cluster. Students will be offered Microsoft Certification for PowerPoint, Word, and Excel. Upon completion of all three exams students will earn a Microsoft Office Specialist (MOS) status which is recognized world-wide.

Instruction and learning activities are provided in a self-paced laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the content and in accordance with current practices.

TELEVISION & CINEMA PRODUCTION (8)
The objective of this course is to provide the opportunity to develop the necessary skills to create both live television productions and professional video edited features. Content may include public speaking, writing and critical thinking skills the use and care of media-related technology, including, but not limited to, computer video-editing software, audio mixing devices, and live video editing techniques. Students with a variety of interests may find this course to be challenging. Students should be self-motivated, able to work both cooperatively and independently and must be prepared to adhere to deadlines. As part of the class curriculum, students will be required to attend events before and after school that will be featured in the morning announcements. **Students might have to arrive early for production of morning announcements.**

YOGA (6 /7/ 8)
This course is designed to introduce students, safely and accessibly, to the basic postures, breathing techniques, and relaxation methods of yoga. Students will begin to experience the benefits of stretching, moving, and breathing freely as they relieve built up stress, learn to relax, and ultimately get more out of day-to-day life. The aim of this course is to promote vibrant health and to tap the body's latent energy reserves.