

# Curriculum Guide



**Teague Middle School**

**2024-2025**

Seminole County Public Schools

[Teague Middle School Website](#)

# Principal's Letter

January 2024

Welcome to Teague Middle School, where EVERY CHILD is valued, nurtured, and expected to be successful. We are committed to providing the best possible educational program for our students. My hope is that this curriculum guide will help parents and students become aware of opportunities here at Teague and allow for excellent planning as we partner with you to prepare our students for high school and beyond.

I urge parents to look not only at courses offered in their child's current grade, but also in the following grade. One of the most important things successful people do is plan ahead. This curriculum guide will give you an overview of course opportunities available to you as you prepare for your future in high school and afterwards.

I urge you to carefully consider courses that will challenge you and prepare you to successfully complete and reach your potential. WE are here to support your efforts, because after all, when our students succeed, Teague succeeds!

Ask questions! We are here to assist you. Great plans and careful implementation lead to successful futures.

Prepare for greatness!

Respectfully,

*Connie E. Collins*

Connie E. Collins, Ed.D.

Principal

Teague Middle School

# Teague Middle School Contact Information

1350 McNeil Road  
Altamonte Springs, FL 32714  
(407) 320-1550

Office Hours  
8:30 am – 4:30 pm

## **Administration**

Dr. Connie Collins - Principal

Mr. Ken Viola - Assistant Principal

Dr. Victoria Hyatt - Assistant Principal

Ms. Mary Joe Zarcone - Assistant Principal

Mr. Jeff Norton - Dean of Students, Grade 6 & 7 (A-K)

Mr. Kelvin Ferrell - Dean of Students, Grade 7 (L-Z) & 8

## **School Counselors**

Ms. Aleisha Kraft, A-K

Ms. Jill Halsey, L-Z

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## STUDENT PROGRESSION PLAN

- 1. Middle School Instructional Program** - The Florida State Standards serve as the foundation of the middle school curriculum for Seminole County Public Schools. Student mastery of subject area content is monitored through teacher observation, assignment completion, and assessments.
- 2. Middle School Assessment**- All students must participate in the statewide assessment testing required by Section 1008.22, Florida Statutes.
- 3. Core Academic Program Requirements** - Middle school students are required to receive 3 years of instruction in language arts, math, science, and social studies.
- 4. Section 1003.455, Florida Statutes** - Requires the equivalent of one class period per day of physical education for one semester of each year for students in grades sixth through eighth. The physical education requirement shall be waived for a student in grades kindergarten through grade eight who meets one of the following criteria: [PE Letter from DOE](#)
- 5. Grouping for Instruction** - Flexible grouping of middle school students that is developmentally appropriate, ethnically diverse, and instructionally sound is encouraged 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.
- 6. Advanced Courses** - Advanced courses are open for enrollment to any student who desires to self-select a more rigorous and challenging curriculum. Advanced classes are offered in math, language arts, science and social studies (all grade levels).
- 7. High School Credit Courses** - Middle school students enrolled in a high school credit course may not drop the course or transfer into a lower level course after the completion of the first nine week grading period.
- 8. 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.
- 9. Intensive Instructional Support** - Students who are not performing at grade level will be enrolled in intensive reading and/or math classes. Principals may substitute an intensive class for any course on a student's schedule. Exploratory, enrichment, and elective classes will be given first consideration for schedule changes for academic support classes.

For more information:

[SCPS Student Progression Plan](#)

## 10. DISTRICT LEVEL OF PERFORMANCE

A minimum, cumulative year to date GPA of a 2.0 or above is required for students to progress to the next grade level.

## ADMISSIONS AND TRANSFERS

All Seminole County Public School enrollments are provided online at the SCPS website.

[Enrolling your student in Seminole County Public Schools](#)

## ATTENDANCE

Regular attendance provides students with the opportunities necessary to meet course goals and objectives. Many school activities, including class discussions, laboratory experiments, and guest speakers cannot be replicated with bookwork. Students must be present in class 90% of the class time in order to be counted as present. Regular student attendance is encouraged at all times. It is the responsibility of the student and parent to ensure that the student is in attendance at school every day. Students are required to bring a written note signed by a parent or guardian when they return to school after any absence. Notes should be turned in to the clinic within 5 days of a student's return to school in order for the absence to be excused. An unexcused absence is recorded if appropriate documentation is not provided. Parents are allowed to excuse up to 10 absences with a parent note. After those 10 absences, medical documentation must be provided. Absences may be excused for the following reasons: 1.) medical treatment provided by a physician or sickness/injury that makes attendance inadvisable 2.) observance of religious practices or a religious holiday 3.) law enforcement order or court subpoena 4.) death of a family member 5.) natural disaster.

All other absences will be unexcused. The SCPS attendance policy (Policy -po5200) for middle schools is accessible in its entirety at [www.scps.k12.fl.us](http://www.scps.k12.fl.us).

[SCPS Board Policy Manual](#)

## GUIDANCE DEPARTMENT

**Seminole County Middle School programs** have been designed to meet the requirements of Title IX, which states, "No person in the United States shall, on the basis of sex, be denied the benefits of, or be subject to discrimination under any educational program or activity receiving federal assistance."

Contact your student's school counselor with any scheduling concerns.

### **Schedule Change Policy**

*Teague Middle School utilizes the Seminole County Public School automated scheduler to establish student schedules. The automated scheduler is programmed to ensure 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, lunch periods, or friends. Schedule-related issues should be discussed with the assigned school counselor.*

## **GRADING POLICY**

Upon completion of each nine-week grading period, a report card will be issued. The report card will depict the student's grade that is based on his/her academic performance in each class that reflects examinations as well as written papers, class participation, and other academic performance criteria. The report card will include information about the student's conduct, attendance, and GPA.

## **LETTER GRADE RANGE POINTS**

A 90 - 100 (4)

B 80 - 89 (3)

C 70 - 79 (2)

D 60 - 69 (1)

F 59 and below (0)

Any middle school student enrolled in a high school credit course will be graded in accordance with high school grading policies. The grade earned will become part of the official high school transcript.

## **E.S.O.L**

The ESOL program is designed to meet the immediate linguistic needs of the English Language Learner (ELL), as well as the academic needs of students whose native language is other than English and who are not proficient in the English language. The instruction shall be designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing as rapidly as possible. All English Language Learners must meet state requirements (Florida Administrative Code Rule 6A-6.903) to be exited from the program.

[Seminole County ESOL Services](#)

## **EXCEPTIONAL STUDENT SUPPORT SERVICES**

Services are available for children determined eligible for vision and hearing disabilities from birth to age 2 and all identified students with disabilities ages 3 through their 22nd birthday. Students who are identified as gifted may receive services from kindergarten through grade 12. These services are described in the Exceptional Student Education Policies and Procedures (SP&P Manual) which is approved by the Florida Department of Education and the School Board of Seminole County.

[Seminole County Public Schools ESE Services](#)

## **INTENSIVE READING**

Students who do not meet the requirements for grade level performance in English language arts may be enrolled the following year in an accelerated reading support program.

## **FOUNDATIONAL SKILLS IN MATHEMATICS**

Students who do not meet the requirements for grade level performance in mathematics, may be enrolled the following year in an accelerated mathematics support program designed to develop a deeper understanding of math concepts and to advance student learning.

## **DRESS CODE**

Teague Middle School adheres to the [SCPS Dress Code](#).

# 21st Century Choices for all 21st Century Students

Seminole County Schools recognizes that today's students learn in different ways, at different rates, and on different schedules. Our schools now offer the flexibility to accommodate today's students and families through a variety of choice programs that include magnet schools and programs of emphasis, as well as virtual options for full-time Kindergarten through grade twelve students and part-time virtual coursework for students in grades six through twelve. These programs offer a wide range of acceleration opportunities, as well as credit recovery and remediation, through blended schedules that permit students to take some face-to-face courses and some virtual courses, depending on each student's most optimal learning situation.

Seminole County students have the opportunity to choose the educational pathway-the ePathway- that best suits their learning style, personal interests, and academic strengths. Students will have a variety of course options, both core and elective, that can be taken in a modern classroom setting or in a virtual environment. Students may choose any blend of virtual and traditional classes, including a full-time schedule of online courses, while remaining publicly enrolled in their school, and participating in the extracurricular activities of their choice. Virtual classes can be taken either in a lab setting at the school or in their home environment.

Examples of the expanded choices include middle and high school computer labs that will be open for extended hours so students can access virtual classes beyond the school day, which allows students to either attend school during traditional hours or create a flexible schedule. High school students will also have the opportunity to participate in college level courses through the Advanced Placement Program, college dual enrollment and access to courses (including online courses) in the State University System. Students can matriculate credits towards an AA or AS degree while still enrolled in high school.

Elementary schools are designing plans to increase options for students to accelerate via virtual school coursework and unique environments for supporting both full time and part time virtual access. The goal is to provide flexibility and meet individual student needs.

Through these options, Seminole County students will experience a rigorous academic, individualized and flexible learning experience that best accommodates their individual needs, while participating in an array of extracurricular activities, performing arts, visual arts and athletic teams-the Triple A Experience.



**Teague Course Offerings and Descriptions**  
**Core Curriculum Courses**  
**Quick Reference Sheet**

<b>Subject</b>	<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
<b>Math</b>	Math I Math I Accelerated RAMP 6	Math II Math II Accelerated Algebra I Honors	Pre-Algebra Algebra 1 Algebra I Honors Geometry Honors
<b>Language Arts</b>	Language Arts I ESOL Language Arts I Language Arts I Adv Language Arts I Gifted	Language Arts II ESOL Language Arts II Language Art II Adv Language Arts II Gifted	Language Arts III ESOL Language Arts III Language Arts III Adv Language Arts III Gifted
<b>Science</b>	Comprehensive Science I Comp. Science I Adv Comp. Science 1 Gifted	Comprehensive Science II Comp. Science II Adv Comp. Science II Gifted	Comprehensive Science III Comp. Science III Adv Comp. Science III Gifted
<b>Social Studies</b>	World History World History Ad- vanced World History Gifted	Civics Civics Advanced Civics Gifted	US History US History Advanced US History Pre-AP
<b>Required Electives</b>	Required 1 Semester  Learning Pathways Physical Education	Required 1 Semester  Exploring Pathways Physical Education	Required 1 Semester  Physical Education

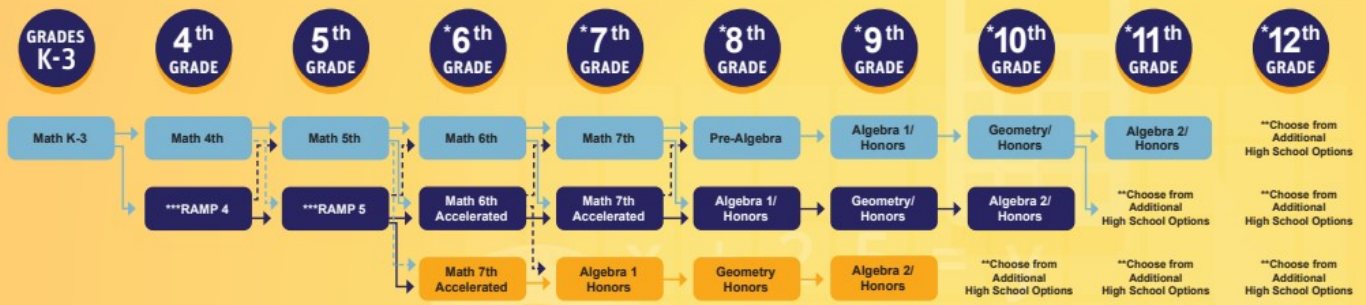
## Elective Offerings Quick Reference Sheet

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<u>Required Electives</u>  <b>Physical Education Learning Pathways</b>   <u>General Electives</u> Band I Understanding Music Chorus I Graphic Design 1 Theatre I Physical Education Robotics I Art I - 2D Innovation I Video Production I	<u>Required Electives</u>  <b>Physical Education Exploring Pathways</b>   <u>General Electives</u> Art I -2D Art II -3D Band I Band II (Concert) Band III (Symphonic) Band IV (Jazz) Chorus I Chorus II (Concert) Chorus III (Ensemble) Graphic Design I Graphic Design II Innovation I Innovation II Latinos in Action Physical Education Theatre I Theatre II Advanced Theatre Robotics I Robotics II Robotics III Student Leadership Video Production II (TNN) Yearbook Young Men of Distinction	<u>Required Electives</u>  <b>Physical Education</b>   <u>General Electives</u> Ambassador – Guidance Ambassador – Teacher Art II – 3D Band II (Concert) Band III (Symphonic) Band IV (Jazz) Chorus II (Concert) Chorus III (Ensemble) Creative Photography Graphic Design II Advancing Pathways Institute of Innovation III Physical Education Robotics II Robotics III Spanish I (HS Credit) Theatre II Advanced Theatre Video Production II (TNN) Yearbook Young Men of Distinction

# 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



## Math

### Grade 6

**Mathematics I** - This course is designed to continue the development of mathematical concepts and processes that can be used to solve real world problems. The curriculum focuses on a review of basic operations with whole numbers and continues in depth with decimals and fractions. Rate, ratio, proportion and percent are presented along with patterns and number sense. Integers and algebraic concepts are introduced. Selected topics in geometry (i.e., terminology, transformations, and relationships) are taught as time permits. Measurement, estimation, and problem solving skills are studied.

**Mathematics I Accelerated** - This course is designed to continue the development of mathematical concepts and processes that can be used to solve real world problems. The curriculum includes understanding graphs, the structure and properties of rational numbers and equivalent representation of numbers including fractions, decimals, percent, and numbers with exponents, and absolute value. Emphasis is placed on the use of expressions, equations, formulas, data analysis, probability, and integers. Scale drawings, dimensional analysis, circles, solids, probability, and patterns in Algebra are introduced. This course is designed to prepare students for advanced mathematics courses.

**RAMP 6-** (*Recommended Prerequisite 5<sup>th</sup> Grade PRIMES*) - This rigorous course combines content from 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades in order to prepare students to be successful in Algebra I Honors in 7<sup>th</sup> grade. Due to the quantity and rigor of material that students must learn for success in Algebra I Honors, **students will be expected to complete additional assignments and coursework outside of the classroom on the computer. This work will be completed using a “virtual bridge” that provides computer-based instruction and assessment that the teacher will integrate into work completed in the classroom.** Students who are successful in this program have the opportunity to be eligible for Geometry in the eighth grade.

### Grade 7

**Mathematics II** - In Grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

**Mathematics II Accelerated** - (*Recommended Prerequisite 6<sup>th</sup> Grade Mathematics I Advanced*) - In this Grade 7 Advanced Mathematics course, instructional time should focus on five critical areas: (1) solving problems involving scale drawings and informal geometric constructions, and working with two and three-dimensional shapes to solve problems involving area, surface area, and volume; (2) drawing inferences about populations based on samples; (3) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (4) grasping the concept of a function and using functions to describe quantitative relationships; and (5) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

**Algebra 1 Honors/Gifted** - (*Recommended Prerequisite 6<sup>th</sup> Grade Mathematics I Advanced/GEMS*) The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situa-



## Math (continued)

### Grade 8

**Pre-Algebra** - In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

**Algebra 1 Honors** - (*Recommended Prerequisite 7<sup>th</sup> Grade Mathematics II Advanced*) - The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. **\*Students enrolled in this course must pass an End of Course Exam (EOC) to receive high school credit. 30% of a student's course grade shall be based on the EOC exam.**

**Geometry Honors** - (*Recommended Prerequisite 7<sup>th</sup> Grade Algebra I Honors*) - This course includes a rigorous, in-depth study of all 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 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. 30% of a student's course grade shall be based on the EOC exam.**

## Language Arts

### Grade 6

**Language Arts I** - The sixth-grade language arts curriculum integrates writing, grammar and usage, literature, speaking, listening, and critical thinking skills. Students will enhance writing skills through the forms of personal narratives, expository, and persuasive writings. Reading skills will be reinforced through a variety of literature selections such as: short stories, novels, tales, poetry, myths and legends, drama, and nonfiction. Oral and written responses to literature, distinguishing characteristics of various genres, literary elements, and academic vocabulary study will be emphasized. **\*All 6<sup>th</sup> grade students will participate in the Tropicana Speech Contest.**

**Language Arts I Advanced/Gifted** - The purpose of this course is to provide sixth grade students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning. This curriculum is blended and designed to be fast paced for those students who are self-motivated, reading and writing above grade level, and who enjoy the facets of language arts. **\*All 6<sup>th</sup> grade students will participate in the Tropicana Speech Contest.**

### Grade 7

**Language Arts II** - 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 persuasive writing, literary response journals, and practice their oral communication skills through formal and informal speeches.





## Language Arts (Continued)

**Language Arts II Advanced/Gifted-** The advanced language arts curriculum in seventh grade consists of literature, composition, grammar, spelling, and vocabulary and uses texts of high complexity that promotes advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning. This curriculum is blended and designed to be fast paced for those students who are self-motivated, reading and writing above grade level, and who enjoy the facets of language arts. 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.

### Grade 8

**Language Arts III -** 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 persuasive and expository writing, producing a variety of finished products, including poems, summaries, reviews, and essays.

**Language Arts III Advanced/Gifted-** The advanced language arts curriculum in seventh grade consists of literature, composition, grammar, spelling, and vocabulary and uses texts of high complexity that promotes advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning. 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.

## Science

### Grade 6

#### 6<sup>th</sup> Grade Comprehensive Science

#### 6<sup>th</sup> Grade Comprehensive Science Advanced/Gifted

6<sup>th</sup> 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 6<sup>th</sup> grade Comprehensive will be: *Classification of Organisms, Plate Tectonics, Atoms and Molecules, Ecosystems, Our Solar System, and The Geosphere and Cryosphere*. The class will be supported by digital content as well as hands-on, cooperative, and literacy-based activities. Advanced/Gifted students will be provided opportunities to dive deeper into the content and to make even more connections across science and with other disciplines.

### Grade 7

#### 7<sup>th</sup> Grade Comprehensive Science

#### 7<sup>th</sup> Grade Comprehensive Science Advanced/Gifted

7<sup>th</sup> 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 from the content covered in 6<sup>th</sup> grade and will be developed further in 8<sup>th</sup> grade. The major concepts covered during 7<sup>th</sup> grade Comprehensive will be: *Heredity, Weathering and Erosion, Cell Structure and Function, Homeostasis in Cells, Stars and Galaxies, and The Hydrosphere and Atmosphere*. The class will be supported by digital content as well as hands-on, cooperative, and literacy-based activities. Advanced/Gifted students will be provided opportunities to dive deeper into the content and to make even more connections across science and with other disciplines.



## Science (Continued)

### Grade 8

#### 8<sup>th</sup> Grade Comprehensive Science 8<sup>th</sup> Grade Comprehensive Science Advanced/ Gifted

Beginning in the 2018-2019 school year, 8<sup>th</sup> 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 from the content covered in both 6<sup>th</sup> grade and 7<sup>th</sup> grade and will be developed further in 8<sup>th</sup> grade. The class will be supported by digital content as well as hands-on, cooperative, and literacy-based activities. Advanced/Gifted students will be provided opportunities to dive deeper into the content and to make even more connections across science and with other disciplines.

### Grade 6

**World History** - The primary content for this course pertains to the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

**World History Advanced/Gifted** - The following content area strands: World History, Geography, Civics, and Economics are covered throughout this curriculum. The primary content for this course pertains to the world's earliest civilizations and 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

## Social Studies

methods of historical inquiry and primary and secondary historical documents.

### Grade 7

**Civics** - The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. **\*Students enrolled in this course will take an End of Course exam (EOC) which will count for 30% of the final grade earned.**

**Civics Advanced/Gifted** - 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 17 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 enrolled in this course will take an End of Course exam (EOC) which will count for 30% of the semester grades earned.**

### Grade 8

**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. So that students can clearly see the relationship between cause and



## Social Studies (Continued)

### Grade 8

**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. Advanced courses offer scaffold 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 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 (e.g., History Fair Project, participatory citizenship project, mock congressional hearing, or other teacher-directed projects). This course is designed to prepare students for Honors and/or Advanced Social Studies course work in High School.

**Pre-AP/Gifted United States History** - This course is designed for the highly motivated student who wishes to pursue Advanced Placement courses in high school. 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. 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 Advanced Placement course work will be emphasized.





## Institute of Innovation

### **Innovation I: Creativity Through Self Expression** **Grades 6-8** **Semester**

Understanding that creativity is often the forerunner to innovation, this course creates opportunities for students to develop their own personal brand through reflection and self-evaluation. Students will work in teams to bring their experiences outside of this classroom (music, dance, theatre, visual arts, chorus, creative writing, robotics, physical education, technology, volunteerism) to bring voice to current issues that are relevant in their communities.

In "Startup Branding," students will learn how to turn ideas into brands, with a specific focus on the importance of early branding decisions in new ventures and brand design execution with limited resources. The course will include multi-week assignment in which student teams will design a new brand for a new venture. Course coverage includes brand strategy, brand design, the brand experience, launching the brand, and leading the brand. The course format is a blend of lecture, exercise, cross-team collaboration and ideation sessions, and guest speakers.

### **Innovation II: Building an Innovation Community in Our School** **Grades 7-8** **Semester**

Innovation 2 is part 2 of 3 in the Innovation series. It is a project-based course building upon the skills learned in Innovation 1: creativity, critical thinking, problem-solving and innovation. Students take on a more independent role in this course building leadership and soft skills while providing commercials and footage for Teague Network News, the school's in-house News Station. The course is divided into 3 parts. The first part is adding additional layers of creativity like lateral thinking and collaboration.

The second part is learning and becoming proficient in technical skills such as video creation, 3-D modeling and printing. The third part consolidates the skills from Part 1 and 2 to create products that will address the United Nation Global Goals: Infrastructure & Innovation, Health & Wellness, Sustainable Cities and Renewable Energy. A few project highlights include learning more about self and multiple intelligences, building a city including bridges, roads, buildings, farms, etc. and budgeting

### **Innovation III: Community – Creating and Innovating Beyond the School** **Grade 8** **Semester**

Innovation 3 is part 3 of 3 in the Innovation series. It is a project-based course building upon the skills learned in Innovation 1 and 2: creativity, critical thinking, problem-solving and innovation. Students are independent in this course building leadership, interview, initiation and soft skills while providing commercials and footage for Teague Network News, the school's in-house News Station as well as maintaining and planning Innovation bulletin board. The course is divided into 3 parts. The first part is showcasing mastery of skills learned in Innovation 1 & 2. Students work as a team to complete various challenges while taking surveys and gathering student body input to plan and prototype products with an emphasis on collaboration. The second part is mastery in technical skills Google Slides, Pixton, video creation, 3-D modeling and printing and the design thinking process. The third part consolidates the skills from Innovation 1 and 2 to complete a Passion Project and a Shark Tank Invention.



## Electives

### **Art 2D-1** **Grades 6-7** **Semester**

This semester course is an exploratory progress visual arts class for students in 6th and 7th grade to develop a visual language and fundamental art skills through production of two-dimensional works of art. Production activities may include drawing, painting, and print making. Students will learn to prepare their artwork for display in local and district art shows.

### **Art II** **Grades 7-8** **Semester**

This semester course is designed for students in grades 7 and 8. Students will be challenged with art techniques, skills and methods with emphasis on creating 3-dimensional artwork which may include ceramics, sculpture, basic animation, photography and digital art. Students will learn to prepare their artwork for display in local and district art shows

### **Band I** **Beginning Band** **Grades 6-7** **Semester**

Students with little or no instrumental experience develop foundational instrumental technique, foundational music literacy, and aesthetic musical awareness through rehearsal, performance, and study of high-quality band literature. Instrumentalists work on the fundamentals of music notation, sound production, instrument care and maintenance, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **Band II** **Symphonic Band** **Grades 7-8** **Year**

Concert Band is open to students who have taken Band 1. Students should be proficient in music reading, scales, tone production, and articulation. All of the basic techniques that were introduced in Beginning Band are further developed in Concert Band. Greater emphasis is placed upon performing band music at an intermediate level. Students will have after school rehearsals when necessary for concert preparation. Performances are an integral part of the curriculum.

### **Band III** **Wind Ensemble Band** **Grades 7-8** **Year**

This is a yearlong accelerated advanced-level instrumental class for students who have successfully completed at least one year of Beginning Band and/or Concert Band. Students will be given challenging opportunities to develop a higher level of musicianship and performance skills through the study of different levels of styles of band literature. Students will participate in concerts, Music Performance Assessment, and performance activities that enhance the school music program and school. Teacher recommendation is required.

### **Instrumental Ensemble** **Jazz Band** **Grades 7-8** **Year**

Students must also be enrolled in band 3. The course explores the rhythmic and improvisational skills uses to perform jazz as well as the stylistic and historical understanding. Performances are an integral part of the curriculum. Teacher recommendation is required.



## Electives

### **Chorus I** **Beginning Chorus** **Grades 6-7** **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.

### **Chorus II** **Concert Chorus** **Grades 7-8** **Year**

Students build on previous choral experience to expand vocal, technical, musical, and ensemble skills through rehearsal, performance, and study of high-quality choral literature. Singers focus on increasing knowledge of music theory, music literacy, and aesthetic response. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### **Chorus III** **Ensemble Chorus** **Grades 7-8** **Year**

Students with previous choral experience build intermediate-level knowledge of vocal technique, musical literacy, ensemble skills, and related musical knowledge through rehearsal, performance, and study of a variety of high-quality choral literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### **Understanding Music** **Grade 6** **Semester**

Students engage in an exploratory study of music through the examination of significant composers and their compositions across selected musical eras and/or genres. Students will also learn about modern and historical instruments and gain a rudimentary understanding of the elements of music in order to develop strategies for listening to and appreciating musical works. Students may be expected to attend one or more performances outside of the school day to support and extend learning in the classroom.

### **Theatre I** **Grades 6-7** **Semester**

Through simple scripted scenes, performance projects, and/or practical application, students learn to identify what makes performances believable and explore the tools used to create, articulate, and execute them. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside of the school day to support, extend, and assess learning in the classroom.

### **Theatre II** **Grades 7-8** **Semester**

Students with previous acting experience continue to build skills and knowledge in acting through analysis, discussion, and classroom performance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside of



## Electives

### **Advanced Theatre** **Grade 7/8** **Year**

Students with previous acting experience and instruction examine the various dimensions of characters through analysis, discussion, and classroom performance. They learn to break down a scene from a character's point of view, and also learn to sustain a character and build the relationship between actor and audience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside of the school day to support, extend, and assess learning in the classroom. (Application required).

### **Video Production I** **Fundamentals of Telecommunication** **Grade 6** **Semester**

This course is designed to introduce students to television production techniques. The course will include television history, script writing and interviewing techniques and will incorporate technology as a means of attaining skills. Students will be introduced to production roles; basic equipment use and basic editing techniques.

### **Video Productions II** **Tiger News Network** **Grades 7-8** **Semester**

This course is designed to implement television production techniques. The course will include script writing and interviewing techniques and will incorporate technology as a means of attaining skills. Students will be implement production roles, basic equipment use and basic editing techniques. **(Application required)**

### **Robotics I** **Grades 6-7** **Semester**

If you love Legos then this is the course for you! Students will be introduced to engineering and design using principles of physics. Next, we move to basic robot building and coding. Students will learn to program robots to navigate courses and complete tasks using attachments.

### **Robotics II** **Grades 7-8** **Semester**

This course provides a hands-on, minds-on program that uses challenges based on read world scientific problems to engage students is research, problem solving and engineering. Using the principles of design and engineering learned in Robotics I, students will be challenged to engineer more complex designs, create innovate solutions to problems and take their programming skills to the next level. *Prerequisite – Robotics I*

### **Robotics III** **Grades 7-8** **Semester**

This course provides a hands-on, minds-on program that uses challenges based on read world scientific problems to engage students is research, problem solving and engineering. This course is designed for students interested in competing in robotics. Students will utilize engineering, programming, and leadership skills to create a theme-based project that will be entered into competition with other area middle schools. This class has additional time requirements outside of school. *Prerequisite – Robotics I or II OR Participation in Competition Robotics in previous year. Attendance at competition events will be a required part of this program. (Application required)*



## Electives

### **Yearbook**

**Grades 7-8**

**Year**

**Application Required**

This course will allow students to develop skills in writing, editing, rewriting, and proofreading in the construction of the school's yearbook. During the year, students will expand knowledge of computer technology through creating layouts for each page in the yearbook. Students enhance skills in teamwork, time management, and organization throughout the course. It may be necessary for students to cover extra-curricular activities as a part of the requirements for this course.

### **Spanish I**

**Grade 8**

**High School Credit**

The purpose of this course is to enable students to begin to acquire proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered, and real-life applications are emphasized throughout the course.

### **Student Ambassadors/Student Assistants**

**Grade 8**

**Application Required**

**Semester**

ESE

Media Center

Front Office

Art

Robotics

Exceptional Student/PE

Theatre

Additional teachers as requested

### **Creative Photography**

**Grade 7-8**

**Semester**

Learn and apply basic camera skills to photograph animals, people, and landscapes. You will select subjects, take photographs, and print and display memories in your own portfolio.

### **Physical Education**

**Grades 6-8**

**1 Semester Required each year**

Students participate in a variety of experiences that enhance sports skills, cardiovascular endurance, and overall fitness through a wide range of individual and team sports in physical education. Rules, relevant facts, and sportsmanship will be taught to students in these activities. Emphasis is placed on students enjoying physical activity and learning lifetime skills to maintain wellness, while in a safe and healthy environment.

### **Personal Fitness**

**Grade 8**

**Semester**

**High School Credit – 8th period Virtual Course**

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





## Middle School LEAP Courses

*All middle school students must complete at least two of the three courses listed below by the end of 8th grade. (Learning Pathways is required along with either Exploring Pathways or Advancing Pathways)*

### **LEAP – Learning Pathways Grade 6 Required Semester**

In this course students will learn about a wide variety of career opportunities and create a meaningful career plan that aligns with their strengths and interests through purposeful projects and engaging experiences. Students will have an opportunity to earn a digital tools certificate.

### **LEAP – Exploring Pathways 7th Grade Semester**

Students will engage in a deeper exploration of the career cluster groups and the SCPS high school programs for which they link, including the associated technologies and the AI within each cluster. Students will participate in collaborative problem-solving, have an opportunity to earn multiple digital tool certificates, and produce a comprehensive individualized career portfolio.

### **LEAP—Advancing Pathways Grade 8 Semester**

Students will advance their computer science skills in preparation for high school AP Computer Science Principles. Students will complete projects with coding and prototypes using the CS Discoveries curriculum from Code.org. Students will explore various computer science related careers in all industries and have the opportunity to earn a digital tools certification.



## **Before and After School Activities**

**Subject to change based on teacher/student interest and availability**

### **Clubs**

Bridge Club

Cheer Squad

Chess Club

Fellowship of Christian Athletes (FCA)

Future Educators

Gamers Club

Mash-Up Club

National Junior Honor Society

Robotics

Soccer Club

Thespians

### **After School Tutoring**

### **Athletics**

Basket Ball

Cross Country

Track

Volleyball