

**TEQUESTA TRACE
MIDDLE SCHOOL**



**Course Directory
2024 – 2025**

Tequesta Trace Middle School
1800 Indian Trace
Weston, Florida 33326
(754) 323-4400

<https://www.browardschools.com/tequestatrace>

Administration:

Robert Rivera, Principal
Carol Nissen, Assistant Principal
Selima Mignott-Watson, Assistant Principal
Richard Gonzalez, Assistant Principal

Guidance:

Phillip Jones, Guidance Director
Cynthia Veronick, School Counselor
Lydia Margelot, School Counselor

A Message from Administration

Dear TTMS Students and Parents,

We are excited to embark on our 3rd school year of block scheduling where students have been afforded more opportunities to explore varying electives and topics of interest while also being provided academic supports based on each students' individual needs.

Please review through the attached 2024-2025 course code directory and ensure you pay close attention to what is being offered by grade level and appropriate curriculum progressions. It is imperative for you to have these discussions with your child prior to course code selections as once these selections are made in March 2024, there will be no revisions to those selections.

TTMS support staff continually reviews academic data to ensure appropriate placement and any adjustments to academic core courses will be adjusted prior to the opening of the school year 2024-2025.

If your child does not make elective selections and return the course cards in accordance with the deadlines provided (dates will be communicated to students and via Parentlink) elective selections will be made for he/she based on availability.

I look forward to another successful school year, "There is NO Place Like the Trace!"

Sincerely,

Mr. Robert Rivera, Principal

Table of Contents

CONTENTS ON PAGE	PAGE NUMBER
Front Page	1
School Information	2
A Message from Administration	3
Table of Contents	4
Tequesta Trace Academic Course Offerings (grades 6-8)	5
6 th Grade Core Curriculum: ELA	6
6 th Grade Core Curriculum: Math	7
6 th Grade Core Curriculum: Science	8
6 th Grade Core Curriculum: History	9
6 th Grade Core Curriculum: Literacy Support	10
6 th Grade Elective Course Offerings	11
7 th Grade Core Curriculum: ELA	12
7 th Grade Core Curriculum: Math	13
7 th Grade Core Curriculum: Science	14
7 th Grade Core Curriculum: History	15
7 th Grade Core Curriculum: History (continued)	16
7 th Grade Core Curriculum: Literacy Support	17
7 th Grade Elective Course Offerings	18
8 th Grade Core Curriculum: ELA	19
8 th Grade Core Curriculum: Math	20
8 th Grade Core Curriculum: Science	21
8 th Grade Core Curriculum: History	22
8 th Grade Core Curriculum: Literacy Support	23
8 th Grade Elective Course Offerings	24
Tequesta Trace Elective Course Descriptions (grades 6-8)	25-32

Tequesta Trace Academic Course Offerings

The following courses are available to Tequesta Trace Middle School students:

6th Grade				
<u>Language Arts</u> ELA 6 Traditional ELA 6 Advanced ELA 6 Cambridge	<u>Mathematics</u> Math 6 Traditional Math 6 Advanced Math 6 GEM EMF	<u>Science (Earth)</u> Science 6 Traditional Science 6 Advanced Science 6 Cambridge (GEARS)	<u>World History (SS)</u> SS 6 Traditional SS 6 Advanced SS 6 Cambridge	<u>*Reading</u> Intensive Reading 6

7th Grade				
<u>Language Arts</u> ELA 7 Traditional ELA 7 Advanced ELA 7 Cambridge	<u>Mathematics</u> Math 7 Traditional Math 7 Advanced Algebra 1 Honors (GEM 7)	<u>Science (Life)</u> Science 7 Traditional Science 7 Advanced Science 7 Cambridge (GEARS)	<u>Civics (SS)</u> SS 7 Traditional SS 7 Advanced SS 7 Cambridge	<u>*Reading</u> Intensive Reading 7

8th Grade				
<u>Language Arts</u> ELA 8 Traditional ELA 8 Advanced ELA 8 Cambridge	<u>Mathematics</u> Pre-Algebra Algebra 1 Honors Geometry 1 Honors (GEM 8)	<u>Science (Physical)</u> Science 8 Traditional Science 8 Advanced Biology 1 Honors (Cambridge 8)	<u>US History (SS)</u> SS 8 Traditional SS 8 Advanced SS 8 Cambridge	<u>*Reading</u> Intensive Reading 8

6th Grade Core Curriculum

6th Grade Language Arts

ELA 6 Traditional: This course defines what students should understand and be able to do by the end of 6th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

ELA 6 Advanced: This course defines what students should understand and be able to do by the end of the grade level. Knowledge acquisition should be the primary purpose of any reading approach. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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.

ELA 6 Cambridge: This course defines what students should understand and be able to do by the end of the grade level. Knowledge acquisition should be the primary purpose of any reading approach. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

Cambridge courses require a greater demand on students through increased academic rigor. Cambridge level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Learners develop English skills they can apply for a range of different purposes and audiences in everyday situations and in study. They will communicate confidently and effectively and develop the critical skills to respond to a range of information, media and texts with understanding and enjoyment.

6th Grade Mathematics

Math 6 Traditional: In grade 6, instructional time will emphasize five areas: (1) performing all four operations with integers, positive decimals and positive fractions with procedural fluency; (2) exploring and applying concepts of ratios, rates and percent to solve problems; (3) creating, interpreting and using expressions and equations; (4) extending geometric reasoning to plotting points on the coordinate plane, area and volume of geometric figures and (5) extending understanding of statistical thinking.

Math 6 Advanced: In grade 6 accelerated, instructional time will emphasize five areas: (1) performing all four operations with rational numbers with procedural fluency; (2) exploring and applying concepts of ratios, rates, percentages and proportions to solve problems; (3) creating, interpreting and using expressions, equations and inequalities; (4) extending geometric reasoning to plotting points on the coordinate plane, area and volume of geometric figures and (5) extending understanding of statistical thinking to represent and compare categorical and numerical data.

Advanced Math Placement Recommendation: Level 4 or above on FAST

Mathematics, Level 3 or above on FAST 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.

Math 6 GEM: GEM 6 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 FAST Mathematics, Level 4 or above on FAST Reading, Academic grades of A's in the 5th grade mathematics program. 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.

EMF (Elements of Mathematics Foundations) Online Program: 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 6th through 8th 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.

6th Grade Science (Earth)

Earth Science 6 Traditional: 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 Science 6 Advanced: At the advanced level 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.

Earth Science 6 Cambridge (GEARS): This is the first part of a series of a two courses progression designed to accelerate high ability students through the science content of the middle school curriculum. This course focuses on the Next Generation Sunshine Standard (NGSSS) from the Nature of Science, Physical Science, and the Earth Space Science bodies of knowledge. Laboratory investigations to develop a growing understanding of the complexity and ambiguity of empirical work and that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus, technologies, experimental procedures, and safety procedures are an integral part of this course. Learners will understand measurement error and acquire the skills necessary to calibrate and troubleshoot equipment used to make observations and to aggregate, interpret, and present the resulting data. The Florida Core Standards for literacy are infused through instructional practices that ensure reading from a wide range of informational texts and those that provide research and writing opportunities, while the mathematical focus on critical thinking skill development and logical reasoning.

6th Grade World History (SS)

World History 6 Traditional: 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 economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

World History 6 Advanced: 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 economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

World History 6 Cambridge: 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 economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

Cambridge Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

6th Grade Literacy Support Courses

6th Grade Intensive Reading: This course is designed for 6th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will teach standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The expected outcome is for the student to achieve grade-level proficiency.

6th Grade Developmental Language Arts for ELL Students: This course is designed for students who are native speakers of languages other than English. This course includes instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write middle grade level text independently. Instruction emphasizes reading comprehension, writing, and vocabulary study with access to a broad range of texts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success.

Tequesta Trace Elective Course Offerings

Students will choose from the elective courses below. Every effort will be made to give students their first choice. Due to scheduling conflicts, school or course enrollment, or other roadblocks – some elective course selections might be available. It is imperative to carefully select alternative elective choices where necessary.

6th Grade Electives	
<input type="checkbox"/> 01010100 Studio Art <input type="checkbox"/> 13020000 Beginning Band/Band I <input type="checkbox"/> 1700000C Chess <input type="checkbox"/> 1700000S Start Up Technology <input type="checkbox"/> 1700020C Entrepreneurship <input type="checkbox"/> 04000000 Drama I <input type="checkbox"/> 13020500 Chorus*	<input type="checkbox"/> 1700000B Marine Science <input type="checkbox"/> 1400000Q Latinos in Action I <input type="checkbox"/> 9009200Z Coding Fundamentals <input type="checkbox"/> 17000206 Film I <input type="checkbox"/> 17000006 Intro to Peer Counseling* <input type="checkbox"/> 1700000V Engineering & Robotics I <input type="checkbox"/> 15080000 Physical Education *Approval required TEACHER INITIALS

Dual Language Electives	Literacy-Based Electives
<input type="checkbox"/> 07090000 Intro to Spanish for Spanish Speakers <input type="checkbox"/> 1700000N Novel Studies in Spanish <i>*Students with Dual Language Program must select 1st/2nd choice as Novel Studies in Spanish and Intro to Spanish for Spanish Speakers</i>	<input type="checkbox"/> 1700000D Novel Talk <input type="checkbox"/> 1700010Y Speech and Debate <i>*All 6th grade students must participate in one (1) literacy-based elective except for students in the Dual Language Program, have a reading placement and/or in the ELL program</i>

7th Grade Core Curriculum

7th Grade Language Arts

ELA 7 Traditional: This course defines what students should understand and be able to do by the end of 7th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

ELA 7 Advanced: This course defines what students should understand and be able to do by the end of the grade level. Knowledge acquisition should be the primary purpose of any reading approach. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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.

ELA 7 Cambridge: This course defines what students should understand and be able to do by the end of the grade level. Knowledge acquisition should be the primary purpose of any reading approach. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

Cambridge courses require a greater demand on students through increased academic rigor. Cambridge level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Learners develop English skills they can apply for a range of different purposes and audiences in everyday situations and in study. They will communicate confidently and effectively and develop the critical skills to respond to a range of information, media and texts with understanding and enjoyment.

7th Grade Mathematics

Math 7 Traditional: In grade 7, instructional time will emphasize five areas: (1) recognizing that fractions, decimals and percentages are different representations of rational numbers and performing all four operations with rational numbers with procedural fluency; (2) creating equivalent expressions and solving equations and inequalities; (3) developing understanding of and applying proportional relationships in two variables; (4) extending analysis of two- and three-dimensional figures to include circles and cylinders and (5) representing and comparing categorical and numerical data and developing understanding of probability.

Math 7 Advanced: In grade 7 accelerated, instructional time will emphasize 7th and Pre-Algebra standards in six areas: (1) representing numbers in scientific notation and extending the set of numbers to the system of real numbers, which includes irrational numbers; (2) generating equivalent numeric and algebraic expressions including using the Laws of Exponents; (3) creating and reasoning about linear relationships including modeling an association in bivariate data with a linear equation; (4) solving linear equations, inequalities and systems of linear equations; (5) developing an understanding of the concept of a function and (6) analyzing two-dimensional figures, particularly triangles, using distance, angle and applying the Pythagorean Theorem. 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 3 or above on FAST Mathematics and Academic quarter grades of A's and B's in the 6th grade advanced mathematics program or Level 4 or above on FAST and completion of traditional grade 6 Math with a B+ or higher. 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 1 Honors (GEM 7): 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. 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 content skills. Additionally, there will be a midterm exam and 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.

7th Grade Science (Life)

Life Science 7 Traditional: 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.

Life Science 7 Advanced: At the advanced level, 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.

Life Science 7 Cambridge (GEARS): This is the second part of a 2 series course progression designed to accelerate high ability students through the science content of the middle school curriculum. This course focuses on the Next Generation Sunshine State Standards (NGSSS) from the Nature of Science, Life Science, and Physical Science bodies of knowledge. Laboratory investigations to develop a growing understanding of the complexity and ambiguity of empirical work and that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus, technologies, experimental procedures, and safety procedures are an integral part of this course. Learners will understand measurement error and acquire the skills necessary to calibrate and troubleshoot equipment used to make observations and to aggregate, interpret, and present the resulting data. The Florida Core Standards for literacy are infused through instructional practices that ensure reading from a wide range of informational texts and those that provide research and writing opportunities, while the mathematical focus on critical thinking skill development and logical reasoning.

7th Grade Civics (SS)

Civics 7 Traditional: The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

- Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism.
- Students compare the success of the United States and the success or failure of other nations' governing philosophies to evaluate their past, present and likely future effects.
- Students have a sense of civic pride and participate regularly in all levels of government.
- Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.

Civics 7 Advanced: The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

- Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism.
- Students compare the success of the United States and the success or failure of other nations' governing philosophies to evaluate their past, present and likely future effects.
- Students have a sense of civic pride and participate regularly in all levels of government.
- Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.

Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Civics 7 Cambridge: The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

- Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism.
- Students compare the success of the United States and the success or failure of other nations' governing philosophies to evaluate their past, present and likely future effects.
- Students have a sense of civic pride and participate regularly in all levels of government.
- Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.

Cambridge Level Course Note: Advanced courses require a greater demand for students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

7th Grade Literacy Support Courses

7th Grade Intensive Reading: This course is designed for 7th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will teach standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The expected outcome is for the student to achieve grade-level proficiency.

7th Grade Developmental Language Arts for ELL Students: This course is designed for students who are native speakers of languages other than English. This course includes instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills, so they are able to successfully read and write middle grade level text independently. Instruction emphasizes reading comprehension, writing, and vocabulary study with access to a broad range of texts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success.

Tequesta Trace Elective Course Offerings

Students will choose from the elective courses below. Every effort will be made to give students their first choice. Due to scheduling conflicts, school or course enrollment, or other roadblocks – some elective course selections might be available. It is imperative to carefully select alternative elective choices where necessary.

7th Grade Electives	
<input type="checkbox"/> 01010100 Studio Art <input type="checkbox"/> 01010200 Adv Studio Art* <input type="checkbox"/> 13020000 Beginning Band <input type="checkbox"/> 1700000P Adv Concert Band* <input type="checkbox"/> 1700000D Symphonic Band* <input type="checkbox"/> 1700000F Adv Jazz/Rock Band* <input type="checkbox"/> 13020500 Chorus* <input type="checkbox"/> 04000200 Drama I <input type="checkbox"/> 04000300 Adv Drama* <input type="checkbox"/> 17000003 Film I	<input type="checkbox"/> 1700000R Forensics <input type="checkbox"/> 83703600 Entrepreneurship <input type="checkbox"/> 1700010Q Latinos in Action I <input type="checkbox"/> 1700000V Engineering & Robotics I <input type="checkbox"/> 1700000G Broadcasting* <input type="checkbox"/> 17000002 Newspaper* <input type="checkbox"/> 14000000 Peer Counseling I* <input type="checkbox"/> 1700020B Yearbook* <input type="checkbox"/> 15080200 Physical Education *Approval Required TEACHER INITIALS

7th Grade High School Credit Elective Options	Dual Language Elective
<input type="checkbox"/> 0708340M Spanish I <input type="checkbox"/> 1007300M Speech <input type="checkbox"/> 9001110M Foundations of Web Design <i>*High school courses have both a midterm and final exam. Grades earned in these courses will appear on transcripts, which will be sent to colleges.</i>	<input type="checkbox"/> 1700000Y Novel Studies II in Spanish <input type="checkbox"/> 0709300D Spanish Speakers I (is a high school credit course) <i>*Students with Dual Language Program must select 1st/2nd choice Novel Studies II and Spanish Speakers I</i>

8th Grade Core Curriculum

8th Grade Language Arts

ELA 8 Traditional: This course defines what students should understand and be able to do by the end of 8th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

ELA 8 Advanced: This course defines what students should understand and be able to do by the end of the grade level. Knowledge acquisition should be the primary purpose of any reading approach. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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.

ELA 8 Cambridge: This course defines what students should understand and be able to do by the end of the grade level. Knowledge acquisition should be the primary purpose of any reading approach. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

Cambridge courses require a greater demand on students through increased academic rigor. Cambridge level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Learners develop English skills they can apply for a range of different purposes and audiences in everyday situations and in study. They will communicate confidently and effectively, and develop the critical skills to respond to a range of information, media and texts with understanding and enjoyment.

8th Grade Mathematics

Pre-Algebra: In grade 8, instructional time will emphasize six areas: (1) representing numbers in scientific notation and extending the set of numbers to the system of real numbers, which includes irrational numbers; (2) generate equivalent numeric and algebraic expressions including using the Laws of Exponents; (3) creating and reasoning about linear relationships including modeling an association in bivariate data with a linear equation; (4) solving linear equations, inequalities and systems of linear equations; (5) developing an understanding of the concept of a function and (6) analyzing two-dimensional figures, particularly triangles, using distance, angle and applying the Pythagorean Theorem.

Algebra 1 Honors: 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. Algebra I Honors Placement Recommendation: Students must successfully complete grade 7 Acceleration Math with an average of a C or higher and FAST level 3 or successfully completed grade 7 traditional with an average of B+ or higher and FAST level 4.

Geometry 1 Honors (GEM 8): (Great Explorations in Math) This is a high school course for credit. Students who enroll in this course should be 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. Geometry Placement Recommendations: Successful completion of GEM 7 and passing score (3 or higher) on the Algebra EOC.

8th Grade Science (Physical)

Physical Science 8 Traditional: 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 8 Advanced: At the advanced level, 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.

Biology 1 Honors: 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.

8th Grade US History (SS)

US History 8 Traditional: Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

US History 8 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. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

US History 8 Cambridge: Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

Cambridge Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

8th Grade Literacy Support Courses

8th Grade Intensive Reading: This course is designed for 8th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will teach standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The expected outcome is for the student to achieve grade-level proficiency.

8th Grade Developmental Language Arts for ELL Students: This course is designed for students who are native speakers of languages other than English. This course includes instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write middle grade level text independently. Instruction emphasizes reading comprehension, writing, and vocabulary study with access to a broad range of texts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success.

Tequesta Trace Elective Course Offerings

Students will choose from the elective courses below. Every effort will be made to give students their first choice. Due to scheduling conflicts, school or course enrollment, or other roadblocks – some elective course selections might be available. It is imperative to carefully select alternative elective choices where necessary.

8th Grade Electives	
<input type="checkbox"/> 01010100 Studio Art <input type="checkbox"/> 01010200 Adv Studio Art* <input type="checkbox"/> 1700000P Adv Concert Band* <input type="checkbox"/> 1700000D Symphonic Band* <input type="checkbox"/> 1700000F Adv Jazz/Rock Band* <input type="checkbox"/> 04000200 Drama I <input type="checkbox"/> 04000300 Adv Drama* <input type="checkbox"/> 13020500 Chorus* <input type="checkbox"/> 15080500 Physical Education	<input type="checkbox"/> 1700000G Broadcasting* <input type="checkbox"/> 17000003 Film I <input type="checkbox"/> 14000000 Peer Counseling I* <input type="checkbox"/> 82001200 Entrepreneurship <input type="checkbox"/> 1700020B Yearbook* <input type="checkbox"/> 17000002 Newspaper* <input type="checkbox"/> 17000100 Study Skills (FAST PM2/PM3 ELA/Math Level 4/5) *Approval Required TEACHER INITIALS

8th Grade High School Credit Elective Options	
<input type="checkbox"/> 0708340M Spanish I <input type="checkbox"/> 0708350M Spanish II (pre-requisite required) <input type="checkbox"/> 1007330M Debate Honors <i>High school courses have both a midterm and final exam. Grades earned in these courses will appear on transcripts, which will be sent to colleges.</i>	<input type="checkbox"/> 1700300Q Latinos in Action II <input type="checkbox"/> 1400300M Peer Counseling II* <input type="checkbox"/> 0709310D Spanish Speakers II <i>Students within Dual Language Program must select 1st/2nd choice as Spanish Speakers II and Latinos in Action</i>

Tequesta Trace

Elective Course Descriptions

Course Description	Course Information
Art Appreciation – Studio Art	Grades 6/7/8
<p>The beginning art class at Tequesta Trace Middle School offers students an opportunity to explore different types of media and learn intermediate artistic principles. The class focuses on the divergent disciplines of drawing, painting, and collage. Students will develop their artistic vocabulary, critiquing skills, and personal style. The main goals of the class are to introduce students to visual arts through activities that reflect various artistic styles and techniques. Students will apply the elements and principles of art using a wide variety of media, styles, and techniques. The course is designed to help students understand the scope of visual arts and is based on a studio project approach to the study of art.</p>	
Advanced Studio Art	Grades 7/8 *requires approval
<p>Tequesta Trace Middle School Advance Visual Arts classes empower students to explore various media and learn intermediate/advanced artistic principles. Students continue to investigate the divergent disciplines of drawing, painting, Collage, pen ink, and Textile art started during their beginning art courses. While studio project concepts, subject matter, and techniques advance in complexity, students are encouraged to continue finding their personal artistic voice.</p>	
Beginning Band	Grades 6/7
<p>This course is for students with little or no previous music experience. Students will learn to play an instrument while making friends and learning the language of music. In Beginning Band, students will learn to assemble and hold an instrument correctly, create and control the sound of an instrument, learn to count and read basic rhythms, and notes, and play songs on an instrument. As the course progresses students will have the opportunity to play music from some of their favorite movies, video games, memes, and songs as well as traditional musical works. Students who take beginning band will be eligible to attend a variety of excellent after-school music enrichment courses at TTMS if they choose to for additional music opportunities. Students in this course will also have performance opportunities at school functions, attend field trips, and participate in community events and Florida Bandmasters Association Events. Instruments for this course may be rented or purchased by the student or, if available, provided through the school</p>	
Band Intermediate – Adv. Concert Band	Grades 7/8 *requires approval
<p>(Approval required) This course is for students who have a minimum of a year of experience and have been approved by the director for more advanced musical study. Students in advanced band will play and perform music in class and have numerous performing opportunities. In Advanced Concert Band students will emphasize playing as part of an ensemble and teamwork. Students will learn more advanced rehearsal techniques and develop musical style and musical interpretation skills while improving and building confidence in counting and reading music. Advanced band students will play and perform music from some</p>	

<p>of their favorite movies, video games, memes, and songs as well as traditional musical works. Students who take Advanced Band will be eligible to attend a variety of excellent after-school music enrichment courses at TTMS if they would like additional music opportunities. Students in Advanced Band may also be permitted, with the Band Director's approval, to register. Students in this course will have several performance opportunities at school functions, attend field trip performances, community events, and be eligible to audition for All County and All State Bands and Florida Bandmasters Association Events. Instruments for this course may be rented or purchased by a student or, if available, provided through the school.</p>	
Band Advanced – Symphonic Band	Grades 7/8 *requires approval
<p>(Approval required) This Course may be taken for High School Credit* Qualifying 8th Grade Students who wish to get high school credits must register for music theory that meets at the same time and location. This is the most advanced concert band at Tequesta Trace and requires teacher approval and may require an audition for students new to the Tequesta Trace Band program. Students in this group must have demonstrated in previous band classes exceptional rehearsal decorum, discipline and commitment to achieving the highest level of music rehearsal and performance individually and with performing groups. This elite group will have numerous performing opportunities both in and out of town. Symphonic band Students will emphasis musicianship, teamwork, mastering technique, musical style and interpretation while performing in concerts and competitions. and building confidence in counting and reading music. Students in this course will have several performance opportunities at school functions, attend field trip performances, community events, be able to audition for All County and All State Band and other Florida Bandmasters Association Events. Instruments for this course may be rented or purchased by a student or, if available, provided through the school.</p>	
Broadcasting	Grades 7/8 *requires approval
<p>This course consists of the daily production of the TTMS morning announcements, Roar with the Cougars. Students will have the opportunity to participate in a variety of roles that include both on camera and behind the scenes, such as: news anchors, camera/lighting/sound, editing and green screen production, and content creators.</p>	
Chess I	Grade 6
<p>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 and rules 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. Students will have a lot of fun meeting new friends while enjoying the game of chess.</p>	
Chorus	Grades 6/7/8 *requires approval
<p>This is an audition-only vocal music course for students who want to learn, sing and perform music. The goal of this course is to expand vocal, technical, musical, and ensemble skills through rehearsal, performance, and study of high-quality choral literature. Students will also learn basic music theory and proper vocal technique. All students will be expected to attend all required concerts for their chorus class.</p>	
Creative Media	Grade 6
<p>Creative media is a fun and interactive course that covers and goes beyond the basics of computer programs like PowerPoint and Microsoft Word. In this course, students will learn new and exciting skills related to media and technology. Through hands-on activities and</p>	

<p>projects, students will unleash their creativity and discover their potential in the world of media. Whether it's creating a digital story or designing print material, students will have a blast while learning valuable skills. Join us for an amazing journey into the world of Creative Media.</p>	
Coding Fundamentals	Grade 6
<p>In this course, students are introduced to the basics of computer science and technology. Students will learn the core concepts of computer programming. Students will have the chance to earn the IC3 Sparks Digital Tool. This course is for beginners and all levels of experience in coding.</p>	
Debate Honors	Grade 8
<p>This course's objective 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 competitions such as Congress, Extemporaneous, Impromptu, Original Oratory, Mock Trial, Prose/Poetry, Humorous Interpretation, Dramatic Interpretation, Duo Interpretation, and the Lincoln Douglas Debate. Students are also responsible for the research involved with each facet of the course.</p> <p>*STUDENTS ARE REQUIRED TO ATTEND COMPETITIVE SPEECH/DEBATE TOURNAMENTS THROUGHOUT THE SCHOOL YEAR IN ORDER TO RECEIVE HIGH SCHOOL CREDIT</p>	
Drama I	Grades 6/7/8
<p>The Introduction to Theatre Arts elective will allow students to explore themselves and the world around them through performance and acting skills, scene studies, and playwriting. Students will be challenged to take risks, move outside of their current comfort zones, and use their imaginations to devise new pieces of theatre. Students will have the chance to choose a role, whether on stage or behind the scenes, that is just right for them and will work with peers to complete creative projects.</p>	
Advanced Drama	Grades 7/8 *requires approval
<p>This audition-only class is for serious performers that want to take their theatre skills to the next level. The main purpose of the class is to engage students in performance opportunities. Students will continue to learn about different styles of acting and methods of training in musical theatre. Students will be recording their performances to be played for their peers and self-evaluation. Students will be required to attend the District Thespian Festival and to participate in the yearly musical production. The competitions and performances will be held outside of school hours. They may also be required to attend rehearsals outside of school hours.</p>	
Engineering & Robotics I	Grades 6/7
<p>This course is designed to spark interest in and introduce students to engineering and robotics through Science, Math, Engineering, Art, and Math (STEAM). Students work together in groups while using the Engineering Design Process to accomplish various projects. Each project is geared towards developing different skills and concepts in engineering.</p>	
Entrepreneurship	Grades 6/7/8
<p>Have you ever thought of starting your own business one day? Do you have ideas for an innovation to improve the lives of others? If so, this class is for you! This Entrepreneurship Course is all about becoming a business owner. I will work with you on developing and refining your ideas. Additionally, you will learn how to market the ideas you developed. We</p>	

will work on ways to introduce your ideas to others in a fun and exciting way. I will work with each of you to help develop your own business plan. The concept is similar to the show Shark Tank. You will develop a business idea and then a sales pitch to attract investment. This class will involve heavy use of technology and learning to work on project-based learning. You will also have the opportunity to present your ideas at competitions against various schools.	
Film I	Grades 6/7/8
To understand how films are made, we delve into the creative choices of the director, cinematographer, editor, and others involved in the process. By examining the factors that distinguish a bad film from a good one, and what elevates a film to greatness, we gain insight into the art of filmmaking. We also explore how technological advancements have shaped the evolution of movies, fostering a deeper appreciation for the collaborative nature of moviemaking. Through the lens of technical, literary, and aesthetic analysis, we learn to critically analyze films as a unique narrative art form. Additionally, we uncover the rich history of cinema, exploring major film movements of the twentieth century. By understanding the concept of the film genre, we can better appreciate the diverse storytelling styles found in movies. Furthermore, we develop skills in writing critically and analytically about films, as well as in public speaking and presentation. Join us on this cinematic journey as we unlock the magic of the silver screen.	
Forensics	Grade 7
This course is an exciting hands-on introduction to the world of forensic science. Our focus will include the history of forensics, fingerprinting, handwriting, fiber analysis, ballistics, evidence analysis, and careers in forensics. The primary emphasis in this course will be for students to deepen their understanding of the sciences by applying scientific concepts and to develop/extend their scientific skills in the areas of crime scene investigations.	
Foundations of Web Design	Grade 7
This course is designed to provide a basic overview of the Internet, Intranets, and the Wide World Web. The course content will include operating systems, HTML page editors, basic HTML commands, navigation of the Internet, and web page design. Students will work toward the Intro to Programming using HTNL/CSS Industry Certification.	
Introduction to Peer Counseling	Grade 6 *requires approval
This course aims to equip students with the necessary skills to mentor and support students. The core of the program addresses skill-building in communication, problem-solving, and decision-making. It also addresses social individual, school, and family concerns. Students will also get the opportunity to work alongside Peer Counseling 1 and 2. Intro to Peer Counseling will allow students to flourish socially under the care and support of older more experienced peer counselors.	
Jazz Band	Grades 7/8 *requires approval
Approval Required Corequisite - Band 1,2,3 or Jazz Band (piano and guitar players may exempt this requirement with directors' approval) This Course may be taken for High School Credit* Qualifying 7th & 8th Grade Students who wish to get high school credits must register for music theory that meets at the same time and location. Known as the " ROCK'IN JAZZ CATZ" this class is Available to 7th & 8th Graders who have advanced musical experience on Saxophone, Trombone, Trumpet, Bass Guitar, Guitar, Drums and Drum Set and Piano and have past performance experience. The Tequesta	

Trace "Rock'in Jazz Catz" practice and learn Jazz, Rock, Salsa and other contemporary styles of music. There is a strong emphasis in learning chords, feeling and playing swing, and Improvisation with a strong emphasis on the components and characteristics of good soloing. Students will be expected to work independently in small combos and sections. Students will have performance opportunities at school functions, field trip performances, and community events, and will be qualified to audition for All County and All State Jazz Bands and other Florida Bandmasters Association Events. Students must also be enrolled in a traditional band course order to take this course unless they only play an approved rhythm instrument such as Bass and Guitar. Students must be approved or audition to take this course.	
Latinos in Action I	Grades 6/7
Students will complete individual and small group projects that relate to the four LIA pillars: leveraging personal and cultural assets, excelling in education, serving the community, and developing leadership skills. Students also serve as Peer Tutors/Mentors for our school.	
Latinos in Action II	Grade 8
Students will complete individual and small group projects that relate to the four LIA pillars: leveraging personal and cultural assets, excelling in education, serving the community, and developing leadership skills. Students also serve as Peer Tutors/Mentors for our school. This course includes tutoring in school and at a local elementary school at least twice a month (October-April).	
Marine Science	Grade 6
Do you love the ocean? Are you an avid boater, fisherman, or scuba diver? If not, that's completely okay. This course is designed for learners with all levels of knowledge and experience regarding the ocean. In the Marine Science course, students will explore the watery depths of our own planet and understand just how vital the ocean is to our existence. Throughout the course, students will be introduced to marine animals and see how they interact with each other and their environment. Students will also learn the importance of conserving this natural resource and how they can play a role in doing so. As an extra bonus, Marine Science students have opportunities throughout the year to participate in a variety of water related field trips with the highlight being a trip to Key Largo to snorkel among a protected coral reef.	
Newspaper	Grades 7/8 *requires approval
This course consists of the student production of the official TTMS Newspaper – The Paw Print. Students will oversee the design, creation, and production of the DIGITAL school newspaper. In this course, students will brainstorm article topics/ideas, research topics, interview students/staff, conduct student surveys, take photographs for articles, write articles, and revise/edit their work. The newspaper course supports ELA classes by focusing on research and writing skills.	
Novel Studies in Spanish (Dual Language)	Grade 6
Embark on an exciting literary journey where language comes alive, and stories unfold in two vibrant tongues! Our Middle School Dual Language Novel Studies course invites you to discover the magic of literature while honing your language skills in a dynamic bilingual setting. In this engaging and culturally rich course, you will explore a diverse selection of short stories and novels while collaborating with interactive multimedia projects. Through the lens of compelling narratives, you will delve into the worlds of mystery, adventure, fantasy, and more, all while developing a deep appreciation for the beauty of two languages.	

Novel Studies II in Spanish (Dual Language)	Grade 7
Welcome back to the next chapter of our literary adventure! In Dual Language Novel Studies 2, you will continue your exploration of captivating short stories and novels, further enriching your linguistic proficiency and cultural understanding through collaborative multimedia projects. Building upon the foundation laid in the first course, this sequel promises even more excitement, deeper insights, and a continued celebration of two languages.	
Novel Talk	Grade 6
The course is a collaborative book studies class that allows students a way of building experiences of the world, helping students to see and understand things that have never happened to them firsthand, building on their experiences to increase their knowledge of the unknown, enabling is to witness and attempt to understand things from new vantage points.	
Peer Counseling I	Grades 7/8 *requires approval
The main objective of this course is to empower students by fostering self-awareness and promoting understanding among their peers. We will focus on equipping peer counselors with essential skills for strategic planning, facilitating group activities, communicating effectively, and making informed decisions. Together, we will cultivate a vibrant school culture and community through exciting initiatives like organizing spirit weeks, creating unique student merchandise, fundraising efforts, recycling, and MUCH more. As a peer counselor, our role extends beyond these activities as we support students and staff members.	
Peer Counseling II	Grade 8 *requires approval
The purpose of this course is to enable students to further develop awareness of self and others. Emphasis will be on the acquisition of intermediate-level skills for thoughtful planning, peer facilitation, effective communication, and making healthy choices. Together, we will cultivate a vibrant school culture and community through exciting initiatives like organizing spirit weeks, creating unique student merchandise, fundraising efforts, recycling, and MUCH more. As a peer counselor, our role extends beyond these activities as we support students and staff members.	
Physical Education	Grades 6/7/8
The purpose of this course is to provide a foundation of knowledge, skills, and values necessary for the development of a physically active lifestyle. The course content provides exposure to a variety of movement opportunities and experiences which includes but is not limited to: fitness activities, team sports, and class tournaments aligned with the curriculum for each quarter. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.	
Spanish for Spanish Speakers – Intro (Dual Language)	Grade 6
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. The course content will reflect the cultural values of Spanish language and societies. Students are engaged with animated video tutorials of grammar and vocabulary. There is also a storytelling section that students enjoy a lot!	

Spanish Speakers I	Grade 7
<p>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 fundamental of Spanish grammar. 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 the Spanish language and gain a better understanding of the nature of their own language as well as other languages to be acquired. The course content will reflect the cultural values of Spanish Language and societies.</p> <p>THIS IS A HIGH SCHOOL LEVEL COURSE.</p>	
Spanish Speakers II	Grade 8
<p>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. The course content will reflect the cultural values of Spanish Language and societies.</p> <p>THIS IS A HIGH SCHOOL LEVEL COURSE.</p>	
Spanish I	Grades 7/8
<p>Spanish 1 is a high school credit introductory course that introduces students to the target language and culture. During this course, students will develop speaking, writing, reading, and listening skills in Spanish around topics related to the everyday life of a student. Emphasis is placed on proficient communication in Spanish. The course has 6 lessons with 4 sections each: Contextos is all about vocabulary used in everyday life. Fotonovela is about soap operas that relate te everyday common life situations. Estructura is all about grammar concepts and how to conjugate verbs. Adelante is all about culture around the Spanish World. Students are engaged in the course with animated grammar tutorials, soap operas, videos of culture of Latin-American Countries, advertisements of Spanish Ads/ commercials and so much more.</p>	
Spanish II *pre-requisite: successful completion of Spanish I	Grade 8
<p>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.</p>	
Speech	Grade 7
<p>This course's purpose 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 settings. Also, students will learn various speaking skills and techniques for competition speech events. *STUDENTS ARE REQUIRED TO ATTEND COMPETITIVE</p>	

SPEECH/DEBATE TOURNAMENTS THROUGHOUT THE SCHOOL YEAR IN ORDER TO RECEIVE HIGH SCHOOL CREDIT.	
Speech and Debate	Grade 6
This course is focused on developing the use of correct and effective language and organizational skills in preparing, delivering, and evaluating different types of oral presentations and debate. Students will critique speeches, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed speeches.	
Start Up Technology	Grade 6
This course is all about apps. You will learn the basics of computer coding. It is an entry level class and you do not need any prior coding knowledge. In this elective we will create several different apps, some of which are simple games. If done correctly these apps can run on your phone as well. During the second semester you will focus on creating your own app and designing it for a business you could create. We are on the laptops virtually every minute in this course.	
Study Skills	Grade 8
Study Hall offers a dedicated block of time where students can study in one assigned classroom with all the technology to conduct research. By using this time to study or complete their work, students can learn in an environment that meets their academic needs and allows them to stay focused and become more confident.	
Yearbook	Grades 7/8 *requires approval
Dive into the thrilling world of yearbook design, the ultimate project-based learning course that transforms 192 blank pages into a vibrant chronicle of the school year. This isn't just a class, it's a journey where you'll learn about photography, graphic design, journalistic writing, interviewing, and even fundraising. You'll be part of a dynamic team, working hard and celebrating victories together. Imagine the thrill of seeing your work in the hands of hundreds, treasured and revisited for years to come. This isn't just a class, it's your chance to etch your mark in the records of your school's history. Join us, be a part of the dream team, and create a yearbook that captures the spirit of our student body.	