

Seminole Middle School



Course Directory 2025-2026

It's A Great Day To Be A Panther

Seminole Middle School Mission Statement

Seminole Middle School strives to empower all students to achieve at their highest potential and to become productive members in their community.

Seminole Middle School Leadership Team

Emily Gonzalez, Principal

Ashley Pastor, Assistant Principal

Tameka Smith, Assistant Principal

Washington Woodburn, Assistant Principal

Robbie Robinson, Guidance Director

Stephanie Castillo, School Counselor

Dorothy Delima, School Counselor

Sharon Walker, Literacy Coach

Alan Sakowitz, ESE Specialist

Principal's Message

Dear Panther Students and Parents,

Welcome to our 2025-2026 Course Directory. This document will assist you in selecting your courses for the upcoming school year. At Seminole Middle School, we pride ourselves in offering engaging and interesting electives that help to enrich the middle school experience.

Please review the enclosed information as a family and if you have any questions, reach out to your school counselor, teachers and/or administrators. We are here to help you in making these important decisions. Thank you and we are looking forward to an incredible 2025-2026 school year!

Emily A. Gonzalez
Principal
Seminole Middle School
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Information For Parents and Students

This course directory is designed to help Seminole Middle School students and their families navigate the course selection process for the 2025-2026 school year. Please review this document carefully, as it will be an essential resource in choosing the right academic path for your child.

At Seminole Middle School, we are committed to providing an environment that promotes academic excellence along with physical, social, and emotional growth. The middle school years offer numerous opportunities to build on existing skills while preparing for future success.

Registration Procedures

- Core Curriculum: Students will be assigned to their core classes based on FAST scores and teacher recommendations.
- Modified Placement: Teachers may suggest alternative placements if a student's academic performance differs from what their FAST score indicates.
- Elective Selection: Detailed instructions for choosing electives will also be posted on the website. Elective Selections will be done using Microsoft Forms.
- Parental Waiver: Parents must sign a waiver for any unique academic placements.
- Final Selections: All course selections are FINAL.

NOTE:

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

Seminole Middle School Placement Requirements

All students will take Language Arts, Math, Social Studies, and Science. Students with FAST Reading and/or Math Achievement Levels of 1 or 2 will be placed in the appropriate reading course and/or math support course as needed. Teacher recommendations will also be used to determine appropriate placement.

All reading placements must adhere to the guidelines set forth in Broward County's Middle School Placement Chart and K-12 Plan for 2025-2026.

Math Placement Is Based on the Following Criteria:

Math placement will be based on FAST/EOC test scores, grades, and teacher recommendations. All students placed in Honor Algebra 1 or Geometry will be required to pass the End of Course (EOC) Exam to receive high school credit.

All FAST Level 3 students taking Honors Algebra 1 will be given a Project-Based Learning Algebra Support Class in place of one elective to ensure success on the Algebra EOC Exam.

Seminole Middle Core Courses

6th Grade Traditional

- Language Arts 6
- Math 6
- Earth Science 6
- World History 6

6th Grade DECAL

- English 1 Cambridge Lower Secondary
- GEM Math OR Advanced Math
- Science GEARS 6
- Advanced World History 6

7th Grade Traditional

- Language Arts 7
- Math 7
- Life Science 7
- Civics 7

7th Grade DECAL

- English 2 Cambridge Lower Secondary
- GEM Math (Algebra 1) OR Advanced Math 7
- Science GEARS 7
- Advanced Civics 7

8th Grade Traditional

- Language Arts 8
- Pre-Algebra 8
- Physical Science 8
- US History 8

8th Grade DECAL

- English 3 Cambridge Lower Secondary
- GEM Math (Geometry) OR Honors Algebra 1
- GEARS Biology
- Advanced US History 8

Seminole Middle School Elective Courses

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

6th Grade DECAL Electives

- Cambridge Global Perspectives
- Half Year: Pre-Law/Intro to Speech and Debate

6th Grade Electives

- Beginning Band
- Culinary
- Chorus
- Fairy Tales
- Introduction to American Sign Language
- Media Research
- Music Through the Ages
- Physical Education

6th Grade Half-Year Electives

- Art/Drama
- Intro to Music/Intro to Spanish

7th Grade DECAL Electives

- Creative Writing 1 & 2
- Speech 1

7th Grade Electives

- African American Literature
- American Sign Language 1
- Art 2
- Dark Side of Fairy Tales
- Drama 2
- Exploring Technology 7
- Film as Literature
- Intermediate Band
- Orientation to Career and Technical Occupations
- Physical Education
- Spanish 1
- Yearbook

High School Credit Classes for 7th Grade

High School Credit Courses have a midterm and final exam. Grades earned in these courses will appear on high school transcripts and will be sent to colleges. Only academically sound students committed to their studies should consider selecting these courses. Students should have excellent grades and good homework/study habits.

- **American Sign Language 1**
- **Creative Writing 1 & 2**
- **Spanish 1**
- **Speech 1**

8th Grade DECAL Electives

- Creative Writing 3 & 4
- Debate
- Law Studies
- Psychology/Sociology

8th Grade Electives

- Advanced Band
- American Sign Language 2
- Art 3
- Art-Advanced
- Chorus
- Drama 3
- Drama-Advanced
- Exploring Technology 8
- Film as Literature 8
- Heroes and Villians
- Literature of the Imagination
- Peer Counseling
- Physical Education
- Rockets, Riddles, & Robots
- Spanish 2
- Yearbook

High School Credit Classes for 8th Grade

High School Credit Courses have a midterm and final exam. Grades earned in these courses will appear on high school transcripts and will be sent to colleges. Only academically sound students committed to their studies should consider selecting these courses. Students should have excellent grades and good homework/study habits.

- **American Sign Language 2**
- **Creative Writing 3 & 4**
- **Debate**
- **Law Studies**
- **Psychology/Sociology**
- **Spanish 2**

6th Grade Core Curriculum

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

INTENSIVE READING

This course provides strategic reading intervention focusing on scaffolding the Language Arts Florida Standards with support across texts of increasing complexity. Reading Intervention programs adopted by the District will be used to target instruction at the student's instructional level.

LANGUAGE ARTS

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

ENGLISH 1 CAMBRIDGE LOWER SECONDARY

Learners develop skills and understanding in four areas: reading, writing, speaking, and listening. They will learn how to communicate effectively and respond to a range of information, media, and texts to:

- become confident communicators, able to apply all four skills effectively in everyday situations
- see themselves as readers, engaging with a range of texts for information and for pleasure, including texts from different times and cultures
- see themselves as writers, using the written word clearly and creatively for a range of different audiences and purposes.

MATHEMATICS

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. Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

ADVANCED MATHEMATICS

The objective of this course is to provide additional practice and to establish proficiency with the standards established for 6th grade by the Florida Department of Education. The content may include but not be limited to multiplication and division of decimals and fractions, data analysis, ratios, rates, fractions, decimals, and percent equivalencies and their applications, algebraic expressions and equations, functions and inequalities, and using formulas in geometry. Many of these concepts will be taught through word problems. Additionally, students will explore integers, operations with rational numbers, and measurement, specifically volume and surface area. This course involves independent work, follows the chapter sequence of the text, which builds on previously taught concepts, and requires students to apply the skills that they have learned. The pace is accelerated and requires at least 15 minutes of homework daily.

Advanced Math Placement Recommendation: Level 4 or above on 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.

PRE-ALGEBRA GEM (GREAT EXPECTATIONS IN MATHEMATICS)

GEM 6 "PRE-ALGEBRA" pulls almost all 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.

EARTH SPACE SCIENCE

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.

SCIENCE-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.

WORLD HISTORY

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

7th Grade Core Curriculum

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

INTENSIVE READING

This course provides strategic reading intervention focusing on scaffolding the Language Arts Florida Standards with support across texts of increasing complexity. Reading Intervention programs adopted by the District will be used to target instruction at the student's instructional level.

LANGUAGE ARTS

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

ENGLISH 2 CAMBRIDGE LOWER SECONDARY

Learners develop skills and understanding in four areas: reading, writing, speaking, and listening. They will learn how to communicate effectively and respond to a range of information, media, and texts to:

- become confident communicators, able to apply all four skills effectively in everyday situations
- see themselves as readers, engaging with a range of texts for information and for pleasure, including texts from different times and cultures
- see themselves as writers, using the written word clearly and creatively for a range of different audiences and purposes.

MATHEMATICS

The objective of this course is to provide additional practice and to enable proficiency with the standards established for 7th grade by the Florida Department of Education. Students will continue to develop mathematical content fundamentals for grade-level proficiency. Emphasis is placed on computational proficiency. The content may include, but not be limited to, computational and applicational work with integers, rational numbers, percentages, linear equations and functions, proportions and similarity, data analysis and probability, surface area and volume, measurement, and proportional reasoning.

ADVANCED MATHEMATICS

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

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

ALGEBRA 1 HONORS GEM (GREAT EXPECTATIONS IN MATHEMATICS)

This is a high school course for high school credit. Algebra I Honors in the 7th grade is a continuum of GEM 6. The objective of this course is to provide a rigorous and in-depth study of Algebra I Honors, emphasizing deductive reasoning skills as a foundation for more advanced mathematics courses. The content may include, but not be limited to, operations and properties used within the real number system, algebraic and graphical solutions to first-degree equations and inequalities in one and two variables, operations with polynomials, rational and irrational algebraic expressions, quadratic equations, quadratic inequalities, quadratic functions and the use of a graphing calculator. Throughout this course, students are expected to develop the skills needed to solve mathematical problems. There is a strong emphasis on algebraic problem solving. This course has a fast pace, requiring 30-60 minutes of homework daily, and involves independent work. Students should be highly motivated, responsible, self-directed, and committed to spending the time required to gain proficiency with the content skills.

Additionally, there will be a midterm exam, an End of Course State Exam which counts as 30% of the overall grade, and the letter grade will count towards their high school GPA. Students who successfully complete the course requirements will receive one high school honors credit.

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

LIFE SCIENCE

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 cells 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, species, adaptation, heredity, genetics, and the history of life on Earth. Lesson activities and assignments help students discover how scientists investigate the living world.

COMPREHENSIVE SCIENCE 2 ACCELERATED ADVANCED (GEARS 2)

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, including 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.

CIVICS

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

End Of Course Exam: All students will be required to take the Florida State End Of course Exam (EOC). The test score will account for 30% of their overall Civics grade. Pacing to prepare for this exam will be adjusted accordingly, depending on whether the class is working at the regular, advanced, or gifted level. Group projects, research papers, mock trials, and additional reading passages will be required.

8th Grade Core Curriculum

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

INTENSIVE READING

This course provides strategic reading intervention focusing on scaffolding the Language Arts Florida Standards with support across texts of increasing complexity. Reading Intervention programs adopted by the District will be used to target instruction at the student's instructional level.

LANGUAGE ARTS

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

ENGLISH 3 CAMBRIDGE LOWER SECONDARY

Learners develop skills and understanding in four areas: reading, writing, speaking, and listening. They will learn how to communicate effectively and respond to a range of information, media, and texts to:

- become confident communicators, able to apply all four skills effectively in everyday situations
- see themselves as readers, engaging with a range of texts for information and for pleasure, including texts from different times and cultures
- see themselves as writers, using the written word clearly and creatively for a range of different audiences and purposes.

MATHEMATICS PRE-ALGEBRA

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

ALGEBRA I HONORS

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.

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.

GEOMETRY HONORS GEM (GREAT EXPECTATIONS IN MATHEMATICS)

This is a high school course for credit. Students who enroll in this course should be A/B Algebra I Honors students who have demonstrated mastery of algebra skills as evidenced by their grades and exam scores. This course is a rigorous and in-depth high school course that 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.

PHYSICAL SCIENCE

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.

BIOLOGY 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.

UNITED STATES HISTORY

The 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 that influenced the development of the United States and the resulting impact on world history. This course offers scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in notetaking, and participating in an extended research-based paper/project. Students will also participate in Junior Achievement, which teaches the key concepts of work readiness, entrepreneurship, and financial literacy.

Exceptional Student Learning Support

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

ESE Support

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

SPECIALIZED VARYING EXCEPTIONALITIES: STUDENTS TAKING FLORIDA ALTERNATE ASSESSMENT

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

Elective Courses

AFRICAN AMERICAN LITERATURE

This course is intended to create opportunities for students to read, write, and speak beyond the Reading and Language Arts classroom settings. Students will read novels, short stories, and works by African American authors and about the African American experience.

INTRODUCTION TO AMERICAN SIGN LANGUAGE

M/J American Sign Language Beginning introduces students to the target language and its culture. Students will learn beginning receptive and expressive signing skills and be introduced to culture, connections, comparisons, and communities during this one-year course.

AMERICAN SIGN LANGUAGE 1*

American Sign Language 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language with introductions to culture, connections, comparisons, and communities.

AMERICAN SIGN LANGUAGE 2*

American Sign Language 2 reinforces the fundamental skills acquired by the students in American Sign Language 1. The course develops increased receptive and expressive skills as well as cultural awareness. Specific content to be covered is a continuation of skills acquired in American Sign Language 1, while communication remains the primary objective. The cultural survey of the target language is continued.

ART

Students are introduced to the rigor and routine of the art production process, including planning, producing, and reflecting on art. With an emphasis on studio arts, students explore a wide range of 2D and 3D media, skills, and techniques related to contemporary and historical art perspectives. Projects may include but are not be limited to drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Students develop technical skills, foster their expressive abilities, and employ the use of the elements of art throughout the production process.

ADVANCED ART

Students manipulate 2D and 3D media, skills, and techniques toward a desired project outcome within a studio art environment through the exploration of either contemporary or historical art viewpoints. Projects may include but are not limited to drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Students explain the significance of their personal artwork, investigate multiple artistic project solutions, and create expressive and technically rigorous artwork requiring sequentially ordered procedures and specified media to achieve intended results. Students actively employ thoughtful use of the elements and principles of art throughout the art production process with the intention of creating unified pieces of artwork.

BEGINNING BAND

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.

INTERMEDIATE BAND

Students with previous band experience build on instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of high-quality band literature. Instrumentalists expand their knowledge of music notation, music theory, sound production, 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.

ADVANCED BAND

Students with previous band experience expand on their instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of intermediate-level, high-quality band literature. Instrumentalists extend their knowledge of music notation and theory, sound production, 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.

CABRIDGE GLOBAL PERSPECTIVES

This course develops the skills of research, analysis, evaluation, reflection, collaboration, and communication. It strengthens the links across English as a first or second language, mathematics, science, and ICT Starters. Research says that the earlier students start to develop and practise their skills, the greater the impact on their learning. Making Cambridge Global Perspectives available to younger students will develop and embed cross-curricular skills at an earlier age, supporting them in their studies as they progress to Cambridge Upper Secondary and beyond.

CHORUS

Students with little or no choral experience develop beginning vocal techniques and skills, critical and creative thinking skills, and an appreciation of music from around the world and through time. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

CREATIVE WRITING 1-4*

The purpose of this course is to develop writing and language skills needed for individual expression in literary forms. The content includes, but is not limited to, the following: development of and practice in writing a variety of literary works, including original poetry, short stories, plays, novels, and/or essays, and nonfiction.

CULINARY

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

DARKSIDE OF FAIRY TALES

This course is intended to create opportunities for students to read, write, and speak beyond the Reading and Language Arts classroom settings. Students will read novels, short stories, and works focused on the darker side of the fairy tale.

DEBATE*

The objective of this course is to increase students' understanding of argument, critical thinking, and public speaking through a myriad of current event-related debates. Students will use a variety of means to demonstrate their knowledge and understanding of course content. Students participate in Extemporaneous Speech, Congressional Debate, Public Forum Debate, and Lincoln-Douglas Debate. A foundation for effective argumentation will be built by participating in mock debates to prepare for monthly competitions. Due to the high school Honors requirement, students in this course will BE REQUIRED to attend monthly competitive debate tournaments to earn competition points. Students will earn honors high school credit for successfully completing this course.

DRAMA

This course is designed for students with little or no theatre experience and promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development. Incorporation of other art forms in theatre also helps students gain appreciation for other art forms, such as music, dance, and visual art.

ADVANCED DRAMA

Students continue to build skills and knowledge as they explore aspects of theatre. Students explore theatre history, study the great American playwrights, examine the cultural and historical contributions to theatre, and improve their theatre knowledge and skills. Students learn about and begin to use the basic elements of theatre design through practical application and projects. 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. Students participate in Junior Thespians District Festival.

EXPLORING TECHNOLOGY

This is a hands-on exploration and career readiness course that provides students with industry certification in technology. This course allows students to practice skills such as Microsoft Word, Excel, and various other computer programs.

FAIRY TALES

This course is intended to create opportunities for students to read, write, and speak beyond the Reading and Language Arts classroom settings. Students will read novels, short stories, and works focused on the classic fairy tale.

FILM AS LITERATURE

This course explores the complex interplay between film and literature. Selected novels, short stories, and plays are analyzed in relation to film versions of the same works in order to gain an understanding of the possibilities and problems involved in the transposition to film. Students will read and watch movies to explore the similarities and differences between the written word and their films.

HEROES AND VILLAINS

This course will explore fantasy through a variety of Fairy Tales. Students will take a deeper look into their favorite heroes and villains and identify the real truth behind 'happily ever after'.

INTRO TO MUSIC

Students explore the essential elements of 20th- and 21st-century music in America (e.g., jazz, rock, soul, and blues) and global cultures (e.g., Latin, Bollywood, European, Asian, and world drumming). Students reflect on the significance of social influences and historical events on the development of music. Participants focus on the creation, use, and performance of music and the modes of listening, distributing, and gaining access to music. Public performances may serve as a resource for specific instructional goals.

INTRO TO SPEECH AND DEBATE

This course is focused on the use of correct and effective language and organizational skills in preparing, delivering, and evaluating different types of oral presentations and debates. Students will critique speeches, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed speeches. The purpose of this course is to develop grade 6 students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings.

LAW STUDIES*

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

LITERATURE OF THE IMAGINATION

This course focuses on stories, books, and novels that include horror, science fiction, fantasy, ghosts, dinosaurs, dragons, knights, aliens, true love, vampires, time travel, superpowers, and more.

MEDIA RESEARCH

The purpose of this course is to enable students to develop fundamental knowledge of the steps in the research process. The content should include, but not be limited to, the following: nature and purpose of research, research questions and hypotheses, research methods and procedures, review of literature and other resources, primary and secondary sources, directed investigations, organization of information, report formats, styles, and content, critical analysis of research, submission of an independent research project.

MUSIC THROUGH THE AGES

This course focuses on stories, books, and novels that focus on music and musicians. Students will learn about music throughout the ages and create presentations and projects that showcase their learning.

ORIENTATION TO CAREER AND TECHNICAL OCCUPATIONS

Students will learn Microsoft Word and PowerPoint along with other skills essential in high school, college, and business. Learn about occupations in a diverse range of careers.

PEER COUNSELING

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

PHYSICAL EDUCATION

This course is designed to help students develop healthy lifestyles during their time in middle school and to develop positive lifetime attitudes regarding physical activity. The sports and physical fitness curriculum are based upon the following beliefs: 1. Lifelong learning and skill development are ongoing and progressive, 2. Lifetime activity attitudes are best internalized by continued practice; 3. Students need to incorporate principles of fitness into their daily lives.

PRE-LAW

The social studies curriculum for this course consists of the following content area strands: Geography, Civics, and Government. The primary content for this course pertains to the principles, functions, and organization of the American legal system. The content should include, but not be limited to, the purpose of law, the role of citizens, the impact of laws on the lives of citizens, civil and criminal laws, fundamental civil and criminal justice procedures, causes and effects of crime, consumer and family law, comparison of adult and juvenile justice systems, and career opportunities in the legal system. Students will study methods of historical inquiry and primary and secondary historical documents.

PSYCHOLOGY*

Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction, and the progressive development of individuals. The content examined in this first introductory course includes major theories and orientations of psychology, psychological methodology, memory and cognition, human growth and development, personality, abnormal behavior, psychological therapies, stress/coping strategies, and mental health.

ROCKETS, RIDDLES, & ROBOTS

Students will learn the skills to solve any problem. Stimulate your brain with puzzles and various challenging problems. Build and test water rockets, mousetraps, cars, bridges, robots and more. Students may compete in SECME competitions.

SOCIOLOGY*

Through the study of sociology, students acquire an understanding of group interaction and its impact on individuals so that they may have a greater awareness of the beliefs, values, and behavior patterns of others. In an increasingly interdependent world, students need to recognize how group behavior affects both the individual and society.

INTRO TO SPANISH

The purpose of this course is to provide opportunities for improvement in student self-development through the study of Spanish language and culture. The content includes, but is not limited to, the following:

- exploration of basic principles of the Spanish language;
- cultural concepts related to the Spanish-speaking world, and
- comparisons between the students' language and culture and that of Spanish-speaking countries.

M/J Exploratory Spanish introduces students to the target language and its culture. Students will learn beginning skills of listening and speaking and be introduced to basic skills in reading and writing in Spanish. Also, culture and comparisons are included in this one-semester course.

SPANISH 1*

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

SPANISH 2*

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.

SPEECH*

This course is designed to build student facility in structuring various types of speeches, researching information, audience analysis, presentation of speeches, and building self-confidence in public speaking situations. Students will critique speeches, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed speeches.

YEARBOOK

This course provides instruction in aspects of journalism and photography in the publication of the school's yearbook in a workshop setting/experience. The content stresses instruction and practice in applying all aspects of the writing process (including prewriting, drafting, editing, and proofreading) to written work prepared according to journalistic standards. Students will learn photography, graphic design, layout techniques, and interview skills. Organization and management techniques related to journalistic productions will be stressed, including leadership skills, record keeping, time management, utilization of personnel, and task organization. Students of this course will have additional responsibilities after school and/or before school as part of their assignments. Computer programs, including Walsworth Online Design and Canva, will be taught and utilized on a regular basis. **Application Required**