

Department of Middle School Education

2017-2018

Master Schedule Resource Packet



Teaching and Learning

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General Middle School Curriculum Overview

Each middle school student will be registered in a minimum of seven (7) courses per year while in a Pinellas County middle school.

Basic Course Requirements

The basic course requirements are listed below for middle school student progression. Students must pass all twelve (12) of these courses or higher level courses:

- Language Arts: Grades 6, 7, 8
- Mathematics: Grades 6, 7, 8
- Science: Grades 6, 7, 8
- Social Studies: Grades 6, 7, 8

Natural Progression for Middle School Language Arts

Grade	Course #	Abbreviated Title	Placement Guidelines FSA ELA	Maximum Class Size
6	1001010	M/J Language Arts 1 or	Guidelines will vary by course	22
	1001020	M/J Language Arts 1 ADV		22
7	1001040	M/J Language Arts 2 or		22
	1001050	M/J Language Arts 2 ADV		22
8	1001070	M/J Language Arts 3 or		22
	1001080	M/J Language Arts 3 ADV or		22
	1001320	English 1 Honors (HS Credit)		25

Natural Progression for Middle School Math

Grade	Course #	Abbreviated Title	Placement Guidelines FSA Math	Maximum Class Size
6	1205010	M/J Grade 6 Math or	Guidelines will vary by course	22
	1205020	M/J Grade 6 Math ADV		22
7	1205040	M/J Grade 7 Math or		22
	1205050	M/J Grade 7 Math ADV		22
8	1205070	M/J Grade 8 Pre-Algebra		22
	1200310	Algebra 1 (HS Credit)		25
	1200320	Algebra 1 Honors (HS Credit)		25

Natural Progression for Middle School Science

Grade	Course #	Abbreviated Title	Placement Guidelines FSA Math & ELA	Maximum Class Size
6	2002040	M/J Comp Science 1 or	Guidelines will vary by course	22
	2002050	M/J Comp Science 1 ADV		22
	2002055	M/J Accelerated Science 1 Honors		22
7	2002070	M/J Comp Science 2 or		22
	2002080	M/J Comp Science 2 ADV		22
	2002085	M/J Accelerated Science 2 Honors		22
8	2002100	M/J Comp Science 3 or		22
	2002110	M/J Comp Science 3 ADV or		22
	2002410	Integrated Science Honors (HS Credit)		25

Natural Progression for Middle School Social Studies

Grade	Course #	Abbreviated Title	Maximum Class Size
6	2100010	M/J US History	22
6	2100020	M/J US History ADV	22
7	2106010	M/J Civics	22
8	2100015	M/J US History C/P or	22
	2100025	M/J US History ADV C/P	22

English Language Arts

Content Specialist: Chastity Downing

Grade 6

Begin 1st run with 2014 FSA Data as current data 2nd run 2015 FSA +previous yr. 2014 FSA

Course Title	Course Code	Reading Scale Score	condition	Previous Scale Score
Grade 6 Language Arts	10010100	259 > 332 or		
		≥ 333	and	< 321
Grade 6 Language Arts, Advanced	10010200	≥ 333	and	≥ 321

Grade 7

Course Title	Course Code	Current Reading Level	condition	Previous Reading Level
Grade 7 Language Arts	10010400	267 > 339 or		
		≥ 340	and	< 326
Grade 7 Language Arts, Advanced	10010500	≥ 340	and	≥ 326

Grade 8

Course Title	Course Code	Current Reading Level	condition	Previous Reading Level
Grade 8 Language Arts	10010700	274 > 344		
		≥ 345	and	< 333
Grade 8 Language Arts, Advanced	10010800	345 > 359 or	and	≥ 333
		≥ 359	and	No Prerequisite
Grade 8, English I Honors*	10013201	≥ 359	and	Has Prerequisite
* Prerequisite 10010500				

*Placement into English I Honors Course in 8th Grade- Students must have been in the Grade 7 Language Arts Advanced Course in 7th Grade

Additional Course Requirements

Intensive Reading Options

Middle school students who score at Level 1 or Level 2 on the statewide, standardized Reading assessment or the English Language Arts (ELA) assessment the following year the student may be enrolled in and complete a remedial course or a content area course in which remediation strategies are incorporated into course content delivery. Students in grades 6-8 who score at Level 1 or Level 2 on the statewide, standardized Reading assessment or the English Language Arts (ELA) assessment and do not need instruction in decoding or text reading efficiency may receive reading remediation through a content area course with a Reading Certified/Endorsed, Content Area Reading Professional Development (CAR-PD), or Next Generation/Common Core Content Area Reading Professional Development (NGCAR-PD) qualified teacher in which remediation strategies are incorporated into course content delivery. Those students who qualify for content reading remediation must also have an approved Secondary Individual Literacy Improvement Plan in place, and data must be available to show that Level 1 or Level 2 students do not have decoding or text reading efficiency issues based on district placement criteria.

GRADE	COURSE	2015-2016 COURSE NUMBERS	FSA DATA 2015	SRI DATA	CELLA-FOR ELL STUDENTS	ACCESS 2.0 ELL STUDENTS
6-8	Intensive Reading, single period Technology-based program: TBD	10000106 <i>grade 6</i> 10000107 <i>grade 7</i> 10000108 <i>grade 8</i>	FSA < Level 3	If Level 1 then SRI > 800 If Level 2 then SRI >600 and <1050 If no FSA, then SRI >800 and < 1050	CELLA High intermediate and proficient	
	Intensive Reading, single period – EBD or ELL (self-contained) Technology-based program: TBD	1000010E <i>Grade 6 EBD</i> 1000010 <i>grade 7 EBD</i> 1000010G <i>grade 8 EBD</i> 1002181R <i>ELL 6-8</i>	student is coded for self-contained EBD or ELL course	student is coded for self-contained EBD or ELL course	CELLA Beginning or low intermediate	
	Intensive Reading, double period Technology-based program: Read 180	1000010A <i>grade 6</i> 1000010B <i>grade 7</i> 1000010C <i>grade 8</i>	<u>Has not scored</u> ≥ Level 3 on FSA or prior FCAT 2.0 Reading exam	If Level 1 then SRI ≤ 800 If Level 2 then SRI ≤600 If no FSA, then SRI ≤800	CELLA High intermediate and proficient	This course must be paired with intensive language arts 10000000 Gr. 6: 1000000A Gr. 7: 1000000B Gr. 8: 1000000C
	Intensive Reading, double period Technology-based program: System 44	1000010X <i>grade 6</i> 1000010Y <i>grade 7</i> 1000010Z <i>grade 8</i>	<u>Has not scored</u> ≥ Level 3 on FSA or prior FCAT 2.0 Reading exam	Level 1 and <600	CELLA Consult ESOL Specialist	

Sixth grade students who scored Level 3 or higher must take a year-long reading course, as determined by the school. Sixth grade students enrolled in the gifted elective or a district level application program may exempt this requirement if they scored at Level 3 or above on the fifth grade statewide, standardized Reading Assessment.

Level 3-5 only: Electives-- Manually Entered			
Reading I-- <i>Daybook (required)</i>	M/J READ 1 (grade 6)	10080100	<i>Full year course – required for students scoring at proficiency or higher</i>
Reading I – Advanced (elective)	M/J READ 1 Adv (grade 6)	10080200	<i>Full year course</i>
Reading 2-- <i>Plugged-in to Reading (elective)</i>	M/J READ 2 (grade 7)	10080400	<i>Full year course</i>
Reading 2 - Advanced (elective)	M/J READ 2 Adv (grade 7)	10080500	<i>Full year course</i>
Reading 3-- <i>Plugged-in to Reading (elective)</i>	M/J READ 3 (grade 8)	10080700	<i>Full year course</i>
Reading 3 – Advanced (elective)	M/J READ 3 Adv (grade 8)	10080800	<i>Full year course</i>

Intensive Math Options

Intensive Math is required for the following students:

If a middle grades student scores Level 1 or Level 2 on the statewide, standardized Mathematics assessment the following year the student may receive remediation, which may be integrated into the student’s required mathematics courses. In Pinellas County all students scoring a Level 1 on the statewide, standardized Mathematics assessment will receive direct daily instruction in an intensive math class. Students scoring a level 2 can receive remediation which must be integrated into the grade level required math course; however, schools must closely monitor the progress of these students to ensure student success.

Grade Level	Course Title	Course Code	ACRs	Current Math Level
6	M/J Intensive Math (annual)	1204000A	Rule 1	1 (required)
7	M/J Intensive Math (annual)	1204000B	Rule 1	1 (required)
8	M/J Intensive Math (annual)	1204000C	Rule 1	1 (required)

Physical Education is required for the following students:

Physical education is required in grades 6, 7, and 8 for a minimum of one (1) semester. Any student having written parental consent (see PCS Form 2-3097) or who is enrolled in a remedial class may be exempt from the physical education requirement.

Physical Education

Content Specialist: TBD

<i>Grade Level</i>	<i>Course Code</i>	<i>Code Name</i>	<i>Length Semester or Year Long</i>	<i>Level Beg, Intermediate, Adv</i>
6	1508000	M/J Fitness-Grade 6	Semester	No Level
6	1508100	M/J Gymnastics/Educational Dance – Grade 6	Semester	No Level
7	1508200	M/J Team Sports-Grade 7	Semester	No Level
7	1508300	M/J Outdoor Pursuits/Aquatics- Grade 7	Semester	No Level
8	1508400	Extreme/Alternative Sports-Grade 8	Semester	No Level
8	1508500	M/J Individual and Dual Sports- Grade 8	Semester	No Level
6-7	1508600	M/J Comprehensive-Grades 6/7	Semester	No Level
7-8	1508700	M/J Comprehensive-Grades 7/8	Semester	No Level

Health Education

Content Specialist: TBD

<i>Grade Level</i>	<i>Course Code</i>	<i>Code Name</i>	<i>Length Semester or Year Long</i>	<i>Level Beg, Intermediate, Adv</i>
6	0800030	M/J Health 4	Semester	No Level; Required course unless parent signed waiver 2-3180
7	0800040	M/J Health 5	Semester	No Level
8	0800050	M/J Health 6	Semester	No Level; Required course unless parent signed waiver 2-2648
6-8	1400000	Peer Counseling 1	Year Long	Beginning

Health is required in grades 6 and 8.

- M/J Health 6 (08000500) or Personal Development (85002300) will meet the requirement for Comprehensive Health Education/Family Life Education.
- Sixth grade students enrolled in a yearlong program (i.e., band, strings, chorus, world languages, etc.) may opt out of the sixth grade health requirement.
- Only eighth grade gifted students enrolled in the gifted program as an elective may opt out of the eighth grade health requirement. Written parental consent is required. (see PCS Form 2- 2648)

Mathematics Placement

Content Specialist: Matthew Rothenberger

Grade 6

Course Title	Course Code	ACRs	Current Yr. Math Level		Prior Yr. Math Level
IB School (3761) bypassed					
Grade 7 Mathematics Advanced	1205050	Rule 1	AL= (5)	and	AL= (5)
		Rule 2	No Score	and	AL= (5)
Grade 6 Mathematics, Advanced	1205020	Rule 1	AL= (5)	and	AL= (1,2,3,4)
		Rule 2	AL= (2,3,4)	and	AL= (3,4,5)
		Rule 3	AL= (3,4)	and	AL= (1,2)
		Rule 4	AL= (2) & (Read=2,3,4)	and	AL= (2)
		Rule 5(*)	AL= (1)	and	AL= (3,4,5)
		Rule 6	No Score	and	AL= (3,4,5)
Grade 6 Mathematics	1205010	Rule 1	AL= (2)	and	AL= (1,2)
		Rule 2(*)	AL= (1)	and	AL= (1,2)
		Rule 3	No Score	and	AL= (1,2)
M/J Intensive Math (annual)	1204000A	(*)	required for all level 1's		

Grade 7

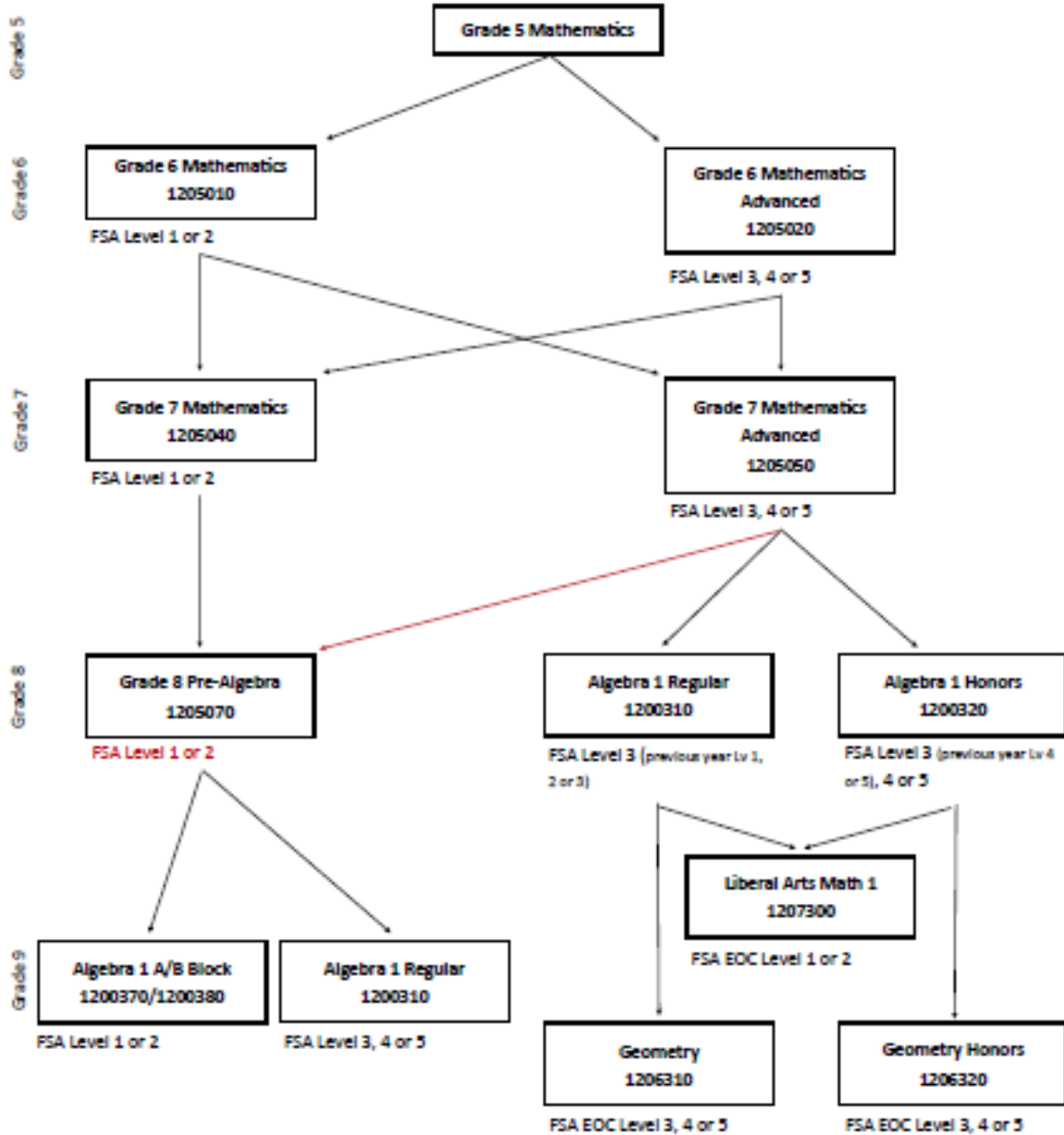
Course Title	Course Code	ACRs	Current Yr. Math Level		Prior Yr. Math Level
IB School (3761) bypassed					
Algebra 1 Honors	1200320	Rule 1	prerequisite of (1205050)		
Grade 7 Mathematics, Advanced	1205050	Rule 1	AL= (2,3,4,5)	and	AL= (3,4,5)
		Rule 2	AL= (3)	and	AL= (1,2)
		Rule 3	AL= (2) & (Read=3,4,5)	and	AL= (2)
		Rule 4(*)	AL= (1)	and	AL= (3,4,5)
		Rule 5	No Score	and	AL= (4,5)

Grade 7 Mathematics	1205040	Rule 1	AL= (2)	and	AL= (1,2)
		Rule 2(*)	AL (1)	and	AL= (1,2)
		Rule 3	No Score	and	AL= (1,2,3)
M/J Intensive Math (annual)	1204000B	(*)	required for all level 1's		
Grade 8					
Course Title	Course Code	ACRs	Current Yr. Math Level		Prior Yr. Math Level
IB School (3761) bypassed					
Geometry Honors	1206320	Rule 1	prerequisite of (1200320)		
Algebra 1 Honors, (prerequisite of 1205050)	1200320	Rule 1	prerequisite of (1205050) and AL= (4,5)		
		Rule 2	prerequisite of (1205050) and AL= (3)	and	AL= (4,5)
		Rule 3	No Score	and	prerequisite of (1205050) AL= (4,5)
Algebra 1, (prerequisite of 1205050)	1200310	Rule 1	prerequisite of (1205050) and AL= (3)		
		Rule 2	prerequisite of (1205050) and AL= (2)	and	AL= (4,5)
		Rule 3 (*)	prerequisite of (1205050) and AL= (1)	and	AL= (4,5)
		Rule 4	No Score	and	prerequisite of (1205050) AL= (3)
Grade 8 Pre-Algebra	1205070	Rule 1	AL= (2)	and	AL= (1,2,3)
		Rule 2(*)	AL= (1)	and	AL= (1,2,3)
		Rule 3	No Score	and	AL= (1,2)
M/J Intensive Math (annual)	1204000C	(*)	required for all level 1's		

Middle School Mathematics Course Progressions

2017-2018 School Year

Traditional Pathways



Traditional Middle Schools
Mathematics Acceleration Placement Criteria

Grade 6 students in Traditional school settings with a Level 5 in both 4 th & 5 th grade will be scheduled into Grade 7 Math ADV (a student or parent may opt out of this accelerated placement).				
Course Title	Course Code	ACRs	Current Math Level 5 th Grade	Previous Math Level 4 th Grade
* Grade 7 Mathematics, Advanced	1205050	Rule 1	5	4, 5
Grade 7 placement for 2016-2017				
Course Title	Course Code		Current Math Level	Previous Math Level
M/J Pre-Algebra	1205070		Parent/Teacher Recommendation	
Algebra 1 Honors	1200320		Parent/Teacher Recommendation	
Grade 8 placement for 2017-2018				
Course Title	Course Code		Current Math Level	Previous Math Level
Algebra 1 Honors	1200320		Pre-Algebra Track	
Geometry Honors	1206320		Alg. 1 Hon Track	

<p style="text-align: center;">Incoming 6th Grades (Optional Acceleration Track – Daily Double Block Class 85-90-minute period) Students/parents selecting this option make the choice to give up an elective to accelerate in Math Education. The district will schedule these students into the Grade 6 Math Adv course via the math scheduler and the school will have to add the 2nd course (Grade 7 Math Adv) in the place of an elective course.</p>				
Course Title	Course Code		Current Math Level 5 th Grade FCAT	Previous Math Level 4 th Grade FCAT
Grade 6 Mathematics, Advanced Grade 7 Mathematics, Advanced	1205020 1205050		4, 5	4, 5

Grade 7 Placement				
Course Title	Course Code		Current Math Level	Previous Math Level
M/J Pre-Algebra	1205070		Parent/Teacher Recommendation	
Algebra 1 Honors	1200320		Parent/Teacher Recommendation	

Grade 8 Placement				
Course Title	Course Code		Current Math Level	Previous Math Level
Algebra 1 Honors	1200320		Pre-Algebra Track	
Geometry Honors	1206320		Alg. 1 Hon Track	

Centers for Gifted Studies Middle School Mathematics Placement Criteria

Thurgood Marshall, Morgan Fitzgerald, Dunedin Highlands

Grade 6 students in Centers for Gifted Studies with a Level 5 in both 4th & 5th grade will be scheduled into Grade 7 Math ADV (a student or parent may opt out of this accelerated placement).				
Course Title	Course Code	ACRs	Current Math Level 5 th Grade	Previous Math Level 4 th Grade
* Grade 7 Mathematics, Advanced	1205050L	Rule 1	5	4, 5
Grade 7 Placement				
Course Title	Course Code		Current Math Level	Previous Math Level
M/J Pre-Algebra	1205070L		Parent/Teacher Recommendation	
Algebra 1 Honors	1200320L		Parent/Teacher Recommendation	
Grade 8 Placement				
Course Title	Course Code		Current Math Level	Previous Math Level
Algebra 1 Honors	1200320L		Pre-Algebra Track	
Geometry Honors	1206320L		Alg. 1 Hon Track	

*incorporation of key standards skipped from MJ Grade 6 Math Adv. Required

Incoming 6th Grades				
(Optional Acceleration Track – Daily Double Block Class 85-90-minute period)				
<p style="text-align: center;">Students/parents selecting this option make the choice to give up an elective to accelerate in Math Education. The district will schedule these students into the Grade 6 Math Adv course via the scheduler and the school will have to add the 2nd course (Grade 7 Math Adv) in the place of an elective course.</p>				
Course Title	Course Code	ACRs	Current Math Level 5 th Grade FCAT	Previous Math Level 4 th Grade FCAT
Grade 6 Mathematics, Advanced Grade 7 Mathematics, Advanced	1205020L 1205050L		4, 5	4, 5
Grade 7 Placement				
Course Title	Course Code		Current Math Level	Previous Math Level
M/J Pre-Algebra	1205070L		Parent/Teacher Recommendation	
Algebra 1 Honors	1200320L		Parent/Teacher Recommendation	
Grade 8 Placement				
Course Title	Course Code		Current Math Level	Previous Math Level
Algebra 1 Honors	1200320L		Pre-Algebra Track	
Geometry Honors	1206320L		Alg. 1 Hon Track	

Gifted Services in Traditional School

Middle School Mathematics Placement Criteria

Grade 6 students in the Gifted Program with a Level 5 in both 4 th & 5 th grade will be scheduled into Grade 7 Math ADV (a student or parent may opt out of this accelerated placement).				
Course Title	Course Code	ACRs	Current Math Level 5 th Grade	Previous Math Level 4 th Grade
* Grade 7 Mathematics, Advanced	1205050G	Rule 1	5	4, 5
Grade 7 Placement				
Course Title	Course Code		Current Math Level	Previous Math Level
M/J Pre-Algebra	1205070G		Parent/Teacher Recommendation	
Algebra 1 Honors	1200320G		Parent/Teacher Recommendation	
Grade 8 Placement				
Course Title	Course Code		Current Math Level	Previous Math Level
Algebra 1 Honors	1200320G		Pre-Algebra Track	
Geometry Honors	1206320G		Alg. 1 Hon Track	

Grade 6 students in the GIFTED PROGRAM using the below option MUST be scheduled into Double Block Class (85-90-minute period) The district will schedule these students into the Grade 6 Math Adv course via the scheduler and the school will have to add the 2 nd course (Grade 7 Math Adv) in the place of an elective course.				
Course Title	Course Code		Current Math Level	Previous Math Level
Grade 6 Mathematics, ADV (1 st Sem) Grade 7 Mathematics, ADV (2 nd Sem)	1205020G 1205050G		4 or 5	4 or 5
Grade 7 students in the GIFTED Program Placement				
Course Title	Course Code		Current Math Level	Previous Math Level
M/J Pre-Algebra	1205070G		Parent/Teacher Recommendation	
Algebra 1 Honors	1200320G		Parent/Teacher Recommendation	
Grade 8 students in the GIFTED Program Placement				
Course Title	Course Code		Current Math Level	Previous Math Level
Algebra 1 Honors	1200320G		Pre-Algebra Track	
Geometry Honors	1206320G		Alg. 1 Hon Track	

- ❖ Students not meeting the above placement requirements must follow the traditional math progression track

MYP Math Placement Options **(John Hopkins, Largo MS & Sanderlin PK-8)**

Natural Math Course Progression

Course Title	Course Code	Placement Guidelines FSA Math	Maximum Class Size
M/J MYP MATH 1 REGULAR (equivalent to M/J Grade 6 Math)	1205090R	Guidelines will vary by course	22
M/J MYP MATH 1 ADVANCED (equivalent to M/J Grade 6 Math Adv)	1205090H		22
<i>Beyond Grad 6, students will be placed in the next level math course specific to the grade level and path way (regular or advanced)</i>			

OR

Grade 6 students with a Level 5 in both 4th & 5th grade will be scheduled into Grade 7 Math ADV (a student or parent may opt out of this accelerated placement).			
Course Title	Course Code	Current Math Level 5 th Grade	Previous Math Level 4 th Grade
M/J MYP PRE ALGEBRA ADVANCED (equivalent to M/J Grade 7 Math Adv)	1205100H	5	4, 5
Grade 7 Placement			
Course Title	Course Code	Current Math Level	Previous Math Level
ALGEBRA 1	12003100	Parent/Teacher Recommendation	
MYP ALGEBRA 1 HONORS	1200390H	Parent/Teacher Recommendation	
Grade 8 Placement			
Course Title	Course Code	Current Math Level	Previous Math Level
MYP ALGEBRA 1 HONORS	1200390H	Pre-Algebra Track	
MYP GEOMETRY HONORS	1206810H	Alg. 1 Hon Track	

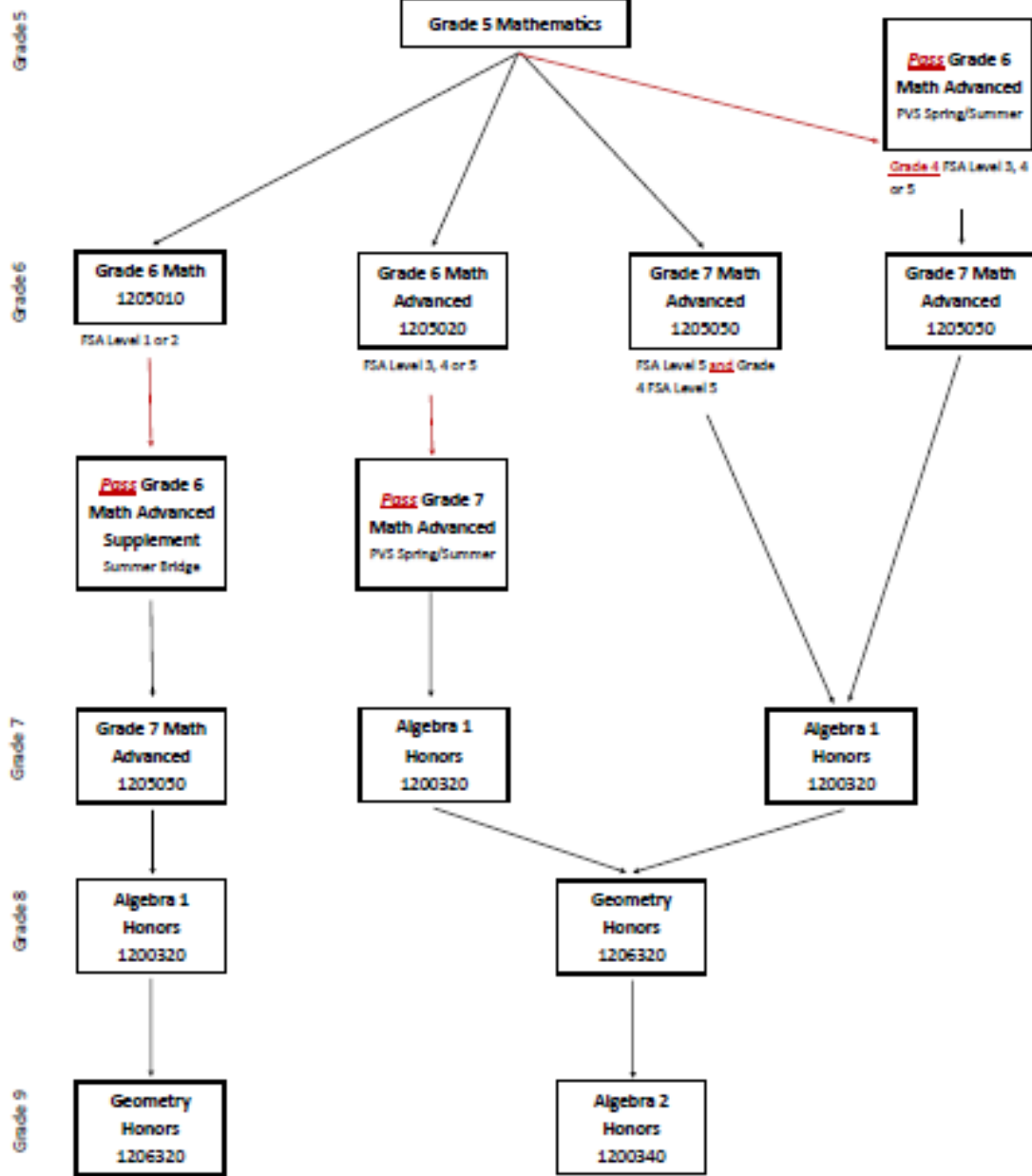
MYP ACCELERATED Double Block
Math Placement Options
(John Hopkins, Largo MS & Sanderlin PK-8)

Optional Accelerated Track - Double Block Class (85-90-minute period DAILY)			
The district will schedule these students into the Grade 6 Math Adv course via the scheduler and the school will have to add the 2nd course (Grade 7 Math Adv) in the place of an elective course.			
Course Title	Course Code	Current Math Level	Previous Math Level
MYP Mathematics, ADV (1 st Sem)	1205090H	4 or 5	4 or 5
MYP PRE ALGEBRA, ADV (2 nd Sem)	1205100H		
Grade 7			
Course Title	Course Code	Current Math Level	Previous Math Level
MYP ALGEBRA 1 HONORS	1200390H	Parent/Teacher Recommendation	
Grade 8			
Course Title	Course Code	Current Math Level	Previous Math Level
MYP GEOMETRY HONORS	1206810H	Alg. 1 Hon Track	

Middle School Mathematics Course Progressions

2017-2018 School Year

Accelerated Pathways



Science Placement

Content Specialist: Tom Doughty

Grade 6					
Course Title	Course Code	ACRs	Current Criteria		Prior Yr. Criteria
IB School (3761) bypassed					
M/J Science Advanced Acc	2002055	Rule 1	FCAT- Grade tested (05,06), Science AL (4,5)	or	FCAT- Grade tested (04), Science AL (4,5)
		Rule 2	FSA- Grade tested (05,06), Math AL (4,5) and Read AL (4,5)	or	FSA- Grade tested (04), Math AL (4,5) and Read AL (4,5)
M/J Science Advanced	2002050	Rule 1	FCAT- Grade tested (05,06), Science AL (2,3)	or	FCAT- Grade tested (04), Science AL (2,3)
		Rule 2	FSA- Grade tested (05,06), Math AL (3,4,5) and Read AL (3,4,5)	or	FSA- Grade tested (04), Math AL (3,4,5) and Read AL (3,4,5)
M/J Science 1	2002040	Rule 1	FCAT- Grade tested (05,06), Science AL (1)	or	FCAT- Grade tested (04), Science AL (1)
		Rule 2	FSA- Grade tested (05,06), Math AL (1,2,3,4,5) and Read AL (1,2,3,4,5)	or	FSA- Grade tested (04), Math AL (1,2,3,4,5) and Read AL (1,2,3,4,5)

Grade 7					
Course Title	Course Code	ACRs	Current Criteria		Prior Yr. Criteria
IB School (3761) bypassed					
M/J Sci 2 Accl Hon	2002085	Rule 1	prerequisite of (2002055) and current history average (S1, RQ3) ≥ 2 (A, B, C)		
M/J Sci 2 Adv	2002080	Rule 1	prerequisite of (2002055) and current history average (S1, RQ3) ≥ 0 (D, F)		
		Rule 2	prerequisite of (2002050) and current history average (S1, RQ3) ≥ 3 (A, B)		
		Rule 3	prerequisite of (2002040) and current history average (S1, RQ3) ≥ 3 (A, B)		

M/J Sci 2	2002070	Rule 1	prerequisite of (2002050) and current history average (S1, RQ3) \geq 1 (C, D)	
		Rule 2	prerequisite of (2002040) and current history average (S1, RQ3) \geq 3 (C, D)	

Grade 8

Course Title	Course Code	ACRs	Current Criteria	Prior Yr. Criteria
IB School (3761) bypassed				
Integrated Science 1 Honors	2002410	Rule 1	prerequisite of (2002085) and current history average (S1, RQ3) \geq 2 (A, B, C)	
M/J Sci 3 Adv	2002110	Rule 1	prerequisite of (2002085) and current history average (S1, RQ3) \geq 0 (D, F)	
		Rule 2	prerequisite of (2002080) and current history average (S1, RQ3) \geq 3 (A, B)	
		Rule 3	prerequisite of (2002070) and current history average (S1, RQ3) \geq 3 (A, B)	
M/J Sci 3	2002100	Rule 1	prerequisite of (2002080) and current history average (S1, RQ3) \geq 1 (C, D)	
		Rule 2	prerequisite of (2002070) and current history average (S1, RQ3) \geq 3 (C, D)	

MS Advanced Pathways

ELA – can change levels without experiencing gaps in standards covered

- Students at level 3 and above should be in M/J Advanced

Social Studies – may have adjustments to allow for high school credit in middle school; presently students can change from standard level to advanced level without experiencing gaps in standards

Science – Below are the varying options for students to complete a high school credit science course while in middle school. *Please note that students can change from standard level to advanced level without experiencing gaps in standards*

	Grade 6	Summer	Grade 7	Summer	Grade 8
CURRENT PRACTICE	M/J Science 1 Accelerated Honors	---	M/J Science 2 Accelerated Honors	---	Integrated Science 1 Honors
ADDED FOR SUMMER 2017	M/J Science 1 Adv	M/J Science Adv 3 Summer Supplement	M/J Science 2 Accelerated Honors	---	Integrated Science 1 Honors
TO BE ADDED IN SUMMER 2018	M/J Science 1 Adv		M/J Science 2 Adv	M/J Science Adv 3 Summer Course	Integrated Science 1 Honors

Math – Below are the varying options for students to complete at least one high school credit math course while in middle school.

	Summer	Grade 6	Summer	Grade 7	Summer	Grade 8
CURRENT PRACTICE	M/J Math 6 Adv Summer Course	M/J Math 7 Adv	---	Algebra 1 Honors	---	Geometry Honors
ADDED FOR SUMMER 2017	---	M/J Math 6	Math 6 Adv Summer Supplement	M/J Math 7 Adv	---	Algebra 1 or Algebra 1 Honors
TO BE ADDED IN SUMMER 2018	---	M/J Math 6 Adv	M/J Math 7 Adv Summer Course	Algebra 1 Honors	---	Geometry Honors
TO BE ADDED IN SUMMER 2018	---	M/J Math 6	---	M/J Math 7	M/J Pre-Algebra Summer Course	Algebra 1 or Algebra 1 Honors

All Summer Supplements and Summer Courses noted in these charts will be taken through Pinellas Virtual School.

*Students who enter PCS in grade 8 do have access to high school level courses. For assistance with understanding the appropriate scheduling for a specific content area for those students transferring in for 8th grade, please contact the content specialist.

ESE Services

Content Specialist: Deborah Thornton

Flexible Scheduling is a student centered approach to scheduling services for students with disabilities, that most reflects their individual needs as learners. Scheduling is driven by the IEP and provides a continuum of supports in a setting that may range from general education classroom to a self-contained environment.

It is important to remember that students receiving special education services are general education students first. VE teaching units are funded to provide specially designed instruction and services to students with disabilities.

- **ESE VE teaching units MAY NOT be used to teach general education sections of any course including intensive reading and math. It is suggested that VE teachers are scheduled to support students by content area focusing on ELA and Math classes as a priority.**
- **Unique skills taught by a VE Teacher may also be made available to provide students with intensive specially designed instruction to students needing additional support with core content.**

It is recommended that schools that have self-contained units (EBD ASD MMI) **schedule teachers around content specific courses** and move away from teachers teaching all content areas by grade level. This will help build content knowledge, provide greater opportunities for rigorous content aligned instruction, and provide opportunities for collaborative content area planning. Below is a possible continuum of supports that may be used to guide scheduling of services.

Consultation	Support Facilitation	Co-Teach	Resource Class	Self-Contained Class
Least Restrictive Environment				Most Restrictive Environment
ESE Teacher serves as a resource to Gen. Ed. Teacher to ensure students meet identified goals.	ESE Teacher is scheduled to provide direct service to ESE students in the Gen. Ed. class. Schedule varies by IEP.	ESE Teacher and Gen Ed teacher scheduled together for DAILY content instruction. Collaborative planning ensures specially designed instruction and differentiation for ESE students.	ESE Teacher is scheduled for a separate class specifically for students with disabilities.	ESE Teacher instructs a group of students with disabilities in all core academics.
Example: ESE Teacher consults with the Social Studies teacher 1 time per week to ensure that the student consistently uses a graphic map/strategy to organize content.	Example: ESE teacher works with a small group of students twice a week in the ELA classroom on specific skills that need to be reinforced. Group MAY include Gen. Ed. Peers.	Example: ESE Teacher instructs side by side in a math class with the Gen. Ed. Teacher. They plan together and share the responsibility of teaching content to all students.	Example: ESE teacher is scheduled 2 periods of Unique Skills. Intensive specially designed instruction is provided to identified ESE students.	Example: ESE teacher instructs a class of students with emotional behavioral disabilities for all core academics.
	ESE and Gen. Ed.	ESE and Gen. Ed.	Separate class	Separate Class

Collaborative Planning with general education teachers is suggested to ensure differentiated specially designed instruction occurs.

ACCESS Standards Scheduling

ACCESS Program Specific Information: Mild, Moderate and Intensive

- All students placed in MMI must be found eligible to have instruction at Access Points
- Unit placement based on student level of support
- Modified Curriculum –Students take Florida State Alternate Assessment (FSAA). Teachers should use FSAA results to determine what level access points students are instructed on. They may be on different levels in different subjects.
- IEP drives decisions.

- **Mild: S1:** The student requires a **modification** to the learning environment, and assistance for **some of the learning activities**
 - ▶ Can navigate the school campus independently or with a mild level of support (ex. Supervision for the first week- then support faded if appropriate)
 - ▶ General verbal or minimal prompting needed
 - ▶ Can follow simple daily routine after some supervised modeling or practice
 - ▶ Is able to express wants and needs independently (regardless of communication avenue)
 - ▶ Requires specific scheduled supervision for some tasks and assistance for some learning activities

- **Moderate: S2:** The student requires a **more extensive modification** to the learning environment, and assistance for a **majority of learning activities**
 - ▶ Can navigate the school campus with continuous supervision in a group
 - ▶ Specific verbal prompting required- and needed often
 - ▶ Can follow simple directions with adult supervision
 - ▶ Is able to express wants and needs with prompting
 - ▶ Requires small group instruction for learning activities
 - ▶ Requires support specifically for some transitions and self-care

- **Intensive: S3** The student requires an **individualized modification** to the learning environment, and continuous or intensive assistance for **all learning activities**.
 - ▶ Cannot navigate the campus without continuous supervision either one-on-one or small group
 - ▶ Prompting and modeling needed to complete most activities
 - ▶ Needs continuous supervision- requires a high level of support primarily for all Self-care needs, self-injurious behavior, medical needs and safety
 - ▶ Needs assistance to communicate wants and needs

Access Course Scheduling 2017

6th Grade ACCESS Courses

7810011	<i>Access M/J Lang 1 (can be used for 2 periods ELA /RDG)</i>
7812015	<i>Access M/J Math 1</i>
7820015	<i>Access M/J Comp Science 1</i>
7821021	<i>Access M/J Civics</i>
7863000	<i>Access M/J Social Personal Skills: 6-8*</i>
7863010	<i>Access M/J Unique Skills (PAES & CBI) *</i>

7th Grade ACCESS Courses

7810012	<i>Access M/J Lang 2 (can be used for 2 periods ELA /RDG)</i>
7812020	<i>Access M/J Math 2</i>
7820016	<i>Access M/J Comp Science 2</i>
7821021	<i>Access M/J Civics</i>
7863000	<i>Access M/J Social Personal Skills: 6-8*</i>
7863010	<i>Access M/J Unique Skills (PAES & CBI) *</i>

8th Grade ACCESS Courses

7810013	<i>Access M/J Lang 3 (can be used for 2 periods ELA /RDG)</i>
7812030	<i>Access M/J Math 3(Pre-Algebra)</i>
7820017	<i>Access M/J Comp Science 3</i>
7821021	<i>Access M/J Civics</i>
7863000	<i>Access M/J Social Personal Skills: 6-8*</i>
7863010	<i>Access M/J Unique Skills (PAES & CBI) *</i>

***Unique Skills and Social Personal electives are optional. They will be taken as semester long electives based on student need.**

- **These courses may be taken for multiple credits and semesters over multiple years.**
- **Students may also be enrolled in school based electives such as art, music, and PE. The access course codes below should be used when students are enrolled in inclusive classes.**

ESE Semester Long Electives/Therapies

7815010	Physical Education 6-8 (<i>MMI students do not use #1500000</i>)
7820020	Health 6-8
7801010	Access Visual and Performing Arts 6-8
7863030	Unique Skills: Independent Functioning 6-8 (can be used for Intensive Unit)
7863040	<i>Unique Skills Curriculum and Learning 6-8 (can be used for VE students)</i>
7863050	Unique Skills: Communication 6-8
7863080	Unique Skills: Vision 6-8
7866030	Speech Therapy 6-8
7866050	Occupational Therapy 6-8
7866070	Physical Therapy
7855020	Hospital Homebound 6-8

ESOL Services

Content Specialist: Natasa Karac

Course Title	M/J Language Arts 1 Through ESOL	M/J Language Arts 2 Through ESOL	M/J Language Arts 3 Through ESOL	M/J Developmental Language Arts Through ESOL (MC) SECTION A	M/J Dev Language Arts Through ESOL (Reading)	M/J Developmental Language Arts Through ESOL (MC) SECTION B
Course Number	1002000	1002010	1002020	1002180 A	1002181	1002180 B
Number of Credits	1	1	1	1	1	1
Course Type	CORE	CORE	CORE	ELECTIVE	ELECTIVE	ELECTIVE
Grade Level	6	7	8	6-8	6-8	6-8
Subject	Language Arts	Language Arts	Language Arts	Intensive English Language Development	Intensive English Lang Development Rdg	Intensive English Language Development
Course Length	Year (Y)	Year (Y)	Year (Y)	Year (Y)	Year (Y)	Year (Y)
Course Level	2	2	2			
Class Size	Yes	Yes	Yes	Yes	Yes	Yes
Who Should Be in this Class	6th grade ELLs with ACCESS for ELLs 2.0 language proficiency levels (in FOCUS): 1- Entering, 2-Beginning, 3-Developing	7th grade ELLs with ACCESS for ELLs 2.0 language proficiency levels (in FOCUS): 1- Entering, 2-Beginning, 3-Developing	8th grade ELLs with ACCESS for ELLs 2.0 language proficiency levels (in FOCUS): 1- Entering, 2-Beginning, 3-Developing	Newly arrived (12 months from DEUSS) 6-8 grade ELLs with ACCESS for ELLs 2.0 language proficiency levels (in FOCUS): 1- Entering, 2-Beginning, 3-Developing	6-8 grade ELLs with ACCESS for ELLs 2.0 language proficiency levels (in FOCUS): 1- Entering, 2-Beginning, 3-Developing	6-8 grade ELLs classified as LY for 5 yrs and longer (LTELs – long term ELs) and all ELLs with ACCESS for ELLs 2.0 language proficiency levels (in FOCUS): 1- Entering, 2-Beginning, 3-Developing 4-Expanding
Who Should NOT Be in this Class	6th grade ELLs with ACCESS for ELLs 2.0 language proficiency levels: 4-Expanding 5-Bridging, and 6-Reaching	7th grade ELLs with ACCESS for ELLs 2.0 language proficiency levels: 4-Expanding 5-Bridging, and 6-Reaching	8th grade ELLs with ACCESS for ELLs 2.0 language proficiency levels: 4-Expanding 5-Bridging, and 6-Reaching	6-8 grade ELLs with ACCESS for ELLs 2.0 language proficiency levels: 4-Expanding 5-Bridging, and 6-Reaching	6-8 grade ELLs with ACCESS for ELLs 2.0 language proficiency levels: 4-Expanding 5-Bridging, and 6-Reaching	

				AND students classified as LY for 5 yrs and longer (LTEL)		
Description and Notes	<p>The objectives are:</p> <ul style="list-style-type: none"> - enable ELLs to master grade-level appropriate standards for the subject area of English Language Arts - utilize grade-level appropriate curriculum and texts with an emphasis on using texts of high complexity to ensure college and career preparation and readiness. ELLs must be provided with equal opportunities to develop the same conceptual understandings, content area practices, and sophisticated uses of language that college- and career-readiness requires of all students. 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. <p>**To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: http://www.cpalms.org/uploads/docs/standards/eld/la.pdf</p> <p>Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence). 			<p>The purpose of these courses is to provide beginning level ELLs instruction enabling them to accelerate the development of reading, writing, listening, speaking and language skills and to strengthen these skills so they are able to successfully read and comprehend grade level text independently. Instruction emphasizes reading comprehension and vocabulary through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. It is necessary to implement a combination of research-based programs and strategies that have been proven successful in accelerating the development of literacy skills in older readers.</p> <p>The following practices should be incorporated in the course:</p> <ol style="list-style-type: none"> 1. Scaffolding of close reading is provided but does not preempt or replace text. 2. Systematic instruction in vocabulary is provided. 3. Explicit instruction in applying grammatical structures and conventions is provided. 4. Student independence is cultivated. 		<p>The purpose of this course is to ensure proficiency in the academic language by teaching high-leverage, portable academic language, including vocabulary, syntax and grammar by improving speaking and listening skills through daily opportunities for class discussion, peer collaboration, and formal speeches. Furthermore, this class has a strong focus on developing academic writing skills to successfully write summaries, arguments, informative texts, narratives and research paper. Students in this class should be engaged with authentic, increasingly complex informational and literary texts that are relevant to students' lives by making regular connections between coursework and the demands of secondary school, college and the workplace.</p>

ESOL Services

Students will be placed in the appropriate Language Arts through ESOL class **according to their grade level**. In the elective Developmental Language Arts through ESOL courses, ELLs can be grouped according to their language proficiency level.

Students will be graded with letter grades A-F based on their progress made with classroom instruction that has been differentiated using ESOL strategies appropriate to the language proficiency levels of each individual ELL in each of the four language domains: listening, speaking, reading and writing. The language proficiency scores are available in FOCUS. These ESOL strategies and modifications will be documented in the teachers' daily lesson plans.

Students in the ESOL program will be required to meet the same standards as any other student in the various subject areas such as social studies, science, mathematics, and computer literacy.

The standards will be met by using ESOL strategies appropriate to the language proficiency levels of each individual ELL in each of the four language domains: listening, speaking, reading and writing. The language proficiency scores are available in FOCUS.

Middle School ESOL Services

Schools will provide basic mainstream or sheltered instruction in the Content Area using differentiated instruction and identified grade-appropriate curriculum. Clustering students is strongly recommended. ELLs must be provided with equal opportunities to develop the same conceptual understandings, content area practices, and sophisticated uses of language that college- and career-readiness requires of all students. Instruction provided to ELLs must be equal in amount, scope, sequence and quality to the instruction provided to non-ELLs at the same grade level.

Instructional Approaches

The META Consent Decree (1990) does not prescribe any particular instructional approach or model as the principal vehicle for instruction. However, the Consent Decree does require that understandable instruction must always be provided.

Regardless of which instructional approach is implemented, ELLs must receive course or grade level curriculum, which is aligned with the appropriate benchmarks in the Florida Standards and to the course descriptions. Textbooks and other instructional materials used with ELLs must be the same or comparable to those used with non-ELLs in the same grade.

Students are scheduled in academic courses based on their previous schooling as documented by their school records/transcripts and programmatic assessment. In addition, teachers evaluate students' content area knowledge on an ongoing basis and recommend appropriate class placement. These also include honors, advanced placement, and dual enrollment courses. Guidance department staff provides ELLs with information on courses needed based on their post-secondary career plans.

ESOL GLOSSARY

English Language Learner (ELL) – a student who:

- a. Was not born in the U.S. and whose native language is other than English; or
- b. Was born in the U.S. but who comes from a home in which a language other than English is most relied upon for communication; or
- c. Is an American Indian or Alaskan Native and comes from a home in which a language other than English has had a significant impact on his or her level of English Language Proficiency: and who, as a result of the above, has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him or her opportunity to learn successfully in classrooms in which the language of instruction is English.

LY - The student is an English Language Learner and is enrolled in classes specifically designed for English Language Learners.

LF- The student is being monitored for a two-year period after having exited from the ESOL program.

LZ - The student is one for whom a two-year follow-up period has been completed after the student has exited the ESOL program. Once a student completes the two-year post-reclassification monitoring period, they are re-coded LZ and remain so for the remainder of the school career.

ZZ - Not applicable. Students whose parents responded in the negative to all three required Home Language Survey questions, that is, non-ELLs.

ELL Committee– a committee composed of ESOL teacher(s) and home language teacher (if any) and administrator or designee plus guidance counselors, social workers, school psychologists or other educators as appropriate for the situation. Parents must be invited to attend all committee meetings. **EACH school MUST have a functioning ELL Committee.**

ELL Student Plan– a written document(s) that identifies student name, instruction by program (including programs other than ESOL provided), amount of instructional time or schedule, date of ELL identification, assessment data used to classify or reclassify the student as an ELL, date of exit and assessment data used to exit the student as English proficient.

Basic Subject Areas – instruction in computer literacy, mathematics, science and social studies.

Basic ESOL – instruction in English/Language Arts, regardless of delivery model approach.

Other Subject Areas – any instruction other than Basic ESOL or Basic subject areas.

Basis of Entry – A one-character code indicating the student’s basis of entry in the ESOL program: Aural/Oral (A); Reading and Writing (R); LEP Committee (L) or temporarily placed in a program based on a “Yes” response to Home Language Survey questions b and/or c (T).

Basis of Exit – one or two-character code indicating the student’s basis of exit from the ESOL program: **H** for K-2, **I** for 3-9, **J** for 10-12 and **L** for ELL Committee or **Z** if not applicable.

Classification Date – the initial date a student whose parents responded “Yes” to the Home Language Survey is determined eligible or not eligible based on assessment for an ESOL program.

Entry Date– the initial date an identified ELL student starts receiving instruction.

Exit Date – the initial date an ELL student is classified a Fluent English Speaker (LF) according to approved criteria.

Extension of Instruction– indicates a student is receiving services beyond the base three years of eligible ESOL FTE funding as specified in Rule 6A-6.0903, FAC. Students may receive an additional 4th, 5th or 6th year of weighted FEFP funded instruction and services based upon needs as determined by annual evaluations.

Home Language Survey Date – the date that the Home Language Survey was completed in accordance with Rule 6A-6.0902, FAC. (Note: After the 1990-91 school year only those students entering Florida public schools for the first time must complete the Home Language Survey.)

Instructional Model– the type of instructional strategy provided to English Language Learners in each course. The allowable types of instructional models are:

E Sheltered – English

S Sheltered – Core/Basic Subject Areas

I **Mainstream**/Inclusion – English

C Mainstream/Inclusion – Core/Basic Subject Areas

Z Not applicable

Post Reclassification Dates– each date that a former English Language Learner’s performance has been reviewed to ensure parity of participation once the student has been classified as fully English proficient (LF). These reviews shall take place automatically at the student’s first report card, semiannually during the first year after exiting the program and at the end of the second year, in accordance with Rule 6A-6.0903, FAC.

Reclassification Date – the initial date a former ELL (LF) is reclassified as an ELL (LY). This can only be done through an ELL Committee.

Reclassification Exit Date– the date a reclassified ELL exits the ESOL program. This can only be done through an ELL Committee.

Date Entered United States (DEUSS) – the month, day and year on which the student entered the United States (any of the 50 states, excluding U.S. territories and possessions.)

Gifted Education

Content Specialist: TBD

Gifted students are those students who meet Florida gifted eligibility criteria. Services are based on the needs of the individual student and are documented in the student's Educational Plan (EP).

Gifted education site: eLearn > Depts. & Offices > Gifted (eligibility, EPs, Gifted Standards, gifted endorsement)

A continuum of services is offered for PCS middle school gifted students.

- Part-time services are to be offered in every middle school through the Advanced Academics: 6-8 & Career Planning for Gifted Students (gifted elective) and/or the ALPSS Math and Science courses.
- Full-time gifted services are provided only in the three Middle School Centers for Gifted Studies.

Service Delivery Codes in FOCUS must match EP services and course enrollment as follows:

Service Delivery Code	Type of Service	Notes
F7	Full-time	Centers for Gifted Studies ONLY
P7	Part time (Advanced Academics: 6-8 & Career Planning for Gifted Students (gifted elective)	All middle schools
P6	Part-time (ALPSS Science)	Bay Point, Carwise, Meadowlawn, Palm Harbor, Safety Harbor, Seminole, Clearwater Fundamental, Madeira Beach Fundamental
P5	Part-time (ALPSS Math)	Carwise, East Lake, Meadowlawn, Palm Harbor, Safety Harbor & Seminole
PX	NOT ACTIVE	Student is eligible but not receiving any gifted services.

Advanced Academics: 6-8 & Career Planning for Gifted Students (#7855042)

This course is based on the NGSSS Gifted Standards and incorporates the expectations for Career and Education Planning. It replaces the previous Advanced Academics: 6-8 for Gifted (7855040).

This course is a self-contained delivery model for gifted services. All students enrolled in this course must have an Educational Plan (EP). The teacher must meet gifted endorsement requirements. Class size requirements apply.

All middle schools are expected to offer this course. Students may enroll in this course each year. For this reason, the curriculum focus varies in each of the courses listed below. It is important that the correct suffix digit be used to designate the curriculum being used.

Pending gifted enrollment, the Advanced Academics courses can be offered in two ways:

- **Multi-grade Level** - This option allows for flexibility in scheduling and is recommended for schools with enrollment that warrants only one or two sections of Advanced Academics. **For 2017-18, schools using this option should offer 78550423: Advanced Academics: 6-8 & Career Planning for Gifted Students: Year 3, Social Sciences: Philosophy & Psychology.**
- **Grade Level** - This option is recommended only if enrollment supports a full section of students who are in the same grade. The course sequence is as follows: Grade 6 – Year 1, Literature (78550421); Grade 7 – Year 2, Social Sciences: Philosophy & Psychology (78550422); Grade 8 – Social Sciences: Investigating Cultures (78550423).

Grade	Course #	Abbreviated Title	PCS Course Code Title	Class Size
6-8	78550421	ADV ACAD: 6-8 GIFTED & CP GIFT	M/J Advanced Academics:6-8 & Career Planning for Gifted Students: <i>Year 1, Literature</i>	22
6-8	78550422	ADV ACAD: 6-8 GIFTED &CP GIFT	M/J Advanced Academics 6-8 & Career Planning for Gifted Students: <i>Year 2, Social Sciences: Philosophy & Psychology</i>	22
6-8	78550423	ADV ACAD: 6-8 GIFTED & CP GIFT	M/J Advanced Academics 6-8 & Career Planning for Gifted Students: <i>Year 3, Social Sciences: Investigating Cultures</i>	22

ALPSS: Accelerated Learning Programs for Secondary Students in Math and Science

The ALPSS math and science courses provide students the opportunity to receive gifted services through advanced content courses. These courses can be offered in the self-contained or blended models described below.

Option 1: Gifted Service in a Self-contained Gifted Setting for Math and Science

- All students in the class are gifted.
- Each student's EP states advanced content math/science instruction in a gifted classroom.
- Teacher must meet gifted endorsement requirements.
- Class size requirements apply.
- **Recommended model if the gifted enrollment supports a full section of**

Incoming	6th graders:	ALPSS- Math and/or Science courses
	7th graders:	ALPSS Math and /or Science courses
	8th graders:	ALPSS Math and/or Science courses

Option 2: Gifted Service in a General Education Setting (Blended Model)

- Advanced content class for gifted and non-gifted students in a general education setting.
- Each student's EP states gifted services provided as advanced content math/science instruction in a general education setting.
- **The gifted endorsed teacher must document in his/her lesson plans how the course is differentiated for each gifted student based on the EP goals.**
- Teacher must meet gifted endorsement requirements.
- Class size requirements apply.
- **Recommended model if gifted enrollment does not support a full section of:**

Incoming	6th graders:	ALPSS- Math and/or Science
	7th graders:	ALPSS – Math and/or Science
	8th graders:	ALPSS – Math and/or Science

NOTE: The “G” suffix MUST be added to the ALPSS math and science course code numbers.

ALPSS – Math

Grade	Course #	Abbreviated Title	Recommended Math Level	Maximum Class Size
6	1205050 G	Grade 7 Mathematics, ADV	See Math Placement Section OR completion of Grade 6 ADV virtual course	22
6	1205020 G 1205050 G	Grade 6 Mathematics, ADV(1 st Sem) Grade 7 Mathematics, ADV (2 nd Sem)	See Math Placement Section	22
7	1200320 G	ALG 1 HON		25
8	1206320 G	GEO HON		25

ALPSS - Science

Grade	Course #	Abbreviated Title	Recommended Math & ELA Level	Maximum Class Size
6	2002055 G	M/J COMP SCI 1 ADV ACC	See Science Placement Section	22
7	2002085 G	M/J COMP SCI 2 ADV ACC		22
8	2002410 G	INTEG SCI 1 HON		25

Part-time Gifted Service Options for Middle Schools

The chart below indicates the gifted courses that will be available in 2017-18.

Course availability is pending adequate enrollment.

	Advanced Academics 6-8	ALPSS Science 6-8	ALPSS Math 6-8
Azalea*	X		
Bay Point *	X	X	
Carwise	X	X	X
Clearwater Fundamental	X	X	
East Lake *	X		X
Largo*	X		
John Hopkins*	X		
Madeira Beach Fundamental	X	X	
Meadowlawn	X	X	X
Oak Grove	X		
Osceola	X		
Palm Harbor	X	X	X
Pinellas Park*	X		
Safety Harbor	X	X	X
Sanderlin IB Middle Years Programme*	X		
Seminole	X	X	X
Tarpon Springs*	X		
Tyrone*	X		
Dunedin Highland *****	X		
Morgan Fitzgerald *****	X		
Thurgood Marshall*****	X		

*Students enrolled in the magnet programs may have a required magnet curriculum course that does not allow space in the student's schedule for the Advanced Academics course (gifted elective). Parents should contact the magnet coordinator at the middle school regarding questions or concerns about gifted service.

*****The Advanced Academics course is the only gifted course available to students who attend Dunedin Highland, Morgan Fitzgerald or Thurgood Marshall, but are not enrolled in the Center for Gifted Studies magnet program.

Dunedin Highland Middle/ Morgan Fitzgerald Middle/ Thurgood Marshall Fundamental Middle

The goal of the Middle School Centers for Gifted Studies is to provide a full-time gifted program experience for students. In this setting students learn in self-contained gifted classes with their intellectual peers with instructors who are specially trained in best practices in gifted education.

The curriculum philosophy of the Middle School Centers for Gifted Studies is grounded in the belief that gifted students require comprehensive and on-going differentiated curriculum and instruction in order to develop their abilities appropriately. The curriculum is integrated across the broad concepts of change, systems and models, and uses an interdisciplinary approach. This unique curriculum design promotes in-depth learning and creative, critical and complex thinking.

	6th Grade	7th Grade	8th Grade
Language Arts (Required)	Language Arts 2, Advanced 1001050L	Language Arts 3, Advanced 1001050L	English Honors I 10013200L
Literature (Required)	Advanced Academics: Literature 7855042L		
Math (Required)	Grade 6 Math, Advanced 1205020L OR Grade 7 Math, Advanced 1205050L	Grade 7 Math, Advanced 1205050L OR Algebra I Honors 1200320L	Algebra I Honors 1200320L OR Geometry Honors 1206320L
Science (Required)	Comprehensive Science 1, Accelerated Honors 2002055L	Comprehensive Science 2, Accelerated Honors 2002085L	Integrated Science 1 Honors 2002410L
Social Studies (Required)	U.S. History Advanced and Career Planning 2100025L	Civics 2106010L	U.S. History Advanced and Career Planning 2100025L
Advanced Academics: 6-8 & Career Planning For Gifted Students (Required)	Research 7855042L	Creative and Critical Thinking 7855042L	Independent Study 7855042L
World Language (Strongly recommended but not required)	NA	World Language I (high school credit pending end of course assessment)	World Language II (high school credit pending end of course assessment)
Electives	Options vary by school site	Options vary by school site	Options vary by school site
P.E. /Health	as required	as required	as required

Curriculum highlights include:

- Advanced and enriched content based on the Integrated Curriculum Model (ICM) (VanTassel- Baska)
- Accelerated courses earning up to six high school credits
- College of William and Mary language arts and science curriculum
- Strong vocabulary program
- Curriculum integrated across the concepts of change, systems and models
- Interdisciplinary connections
- Academic competitions – *National History Day, National Engineers Week Future City Competition, Future Problem Solving, Odyssey of the Mind*
- Unique magnet elective that focuses on research skills, creative and critical thinking, independent study, and social-emotional needs of the gifted learner.

Frequently Asked Questions about the Middle School Centers for Gifted Studies

My child has never been in a full-time gifted program experience; how can I know if he/she will be successful?

Students who meet the criteria for gifted have the academic potential for success in a full-time gifted program. However, not all gifted students demonstrate the need for a full-time gifted curriculum that includes acceleration and advanced content in all subject areas. The curriculum at the Middle School Centers for Gifted Studies is designed to provide a challenge and promote academic growth. Important factors to consider are your child's willingness to meet an academic challenge and to persevere if the work is complex or difficult. Time management, self-direction and organizational skills are also important. Your child's elementary general education and gifted teachers can provide some guidance in making the decision to apply based on your child's performance. The teachers at the Middle School Centers for Gifted Studies will work with students and parents to provide support as needed through the Educational Plan (EP) process.

Will Ridgecrest Center for Gifted Studies students be given priority acceptance for the Middle School Centers for Gifted Studies? Yes, Ridgecrest Center for Gifted Studies students have a feeder assurance to the middle school gifted center in their geographic application area. However, parents must follow the district process for application and acceptance.

If my child is zoned for Dunedin or Fitzgerald, do I still need to apply for the Center for Gifted Studies?

Yes, parents must apply through the district application process for a seat in the Center for Gifted Studies.

Do I have to submit a copy of my child's Educational Plan (EP) with my application if my child is currently enrolled in gifted classes in a Pinellas County School?

No, gifted eligibility of Pinellas students can be verified through the district information system.

Will transportation be provided to the Middle School Centers for Gifted Studies?

Yes, arterial bus transportation is provided to students who live more than two miles from the school.

Will the students accepted at Thurgood Marshall Fundamental Middle School Center for Gifted Studies be required to follow the policies of a fundamental school?

Yes, the Center for Gifted Studies is a school within a school magnet. Since Thurgood Marshall is a fundamental school, all students must adhere to the fundamental policies. Students will also have a priority to a fundamental high school.

Will the curriculum be a challenging, rigorous curriculum?

Yes, the curriculum for each class has been designed to provide acceleration, advanced content and enrichment based on best practices in gifted education.

Will courses in the Center for Gifted Studies count towards high school credit?

Yes. High school credit can be earned for successful completion of requirements for: Algebra I Honors, Geometry Honors, English I Honors, Integrated Science 1 Honors, and World Language I and 2.

Will the students take all coursework within the Center for Gifted Studies?

Students must take all of the courses required in the magnet curriculum. Each year students will enroll in one elective class from those offered at the school such as art, band, orchestra, or technology.

Will the students participate in competitions?

Yes, students will participate in the following national academic competitions: *National History Day*, *National Engineers Week Future City Competition* and *Future Problem Solving*. Additional opportunities will also be available for participation in other competitions such as *Science Olympiad*, *Odyssey of the Mind*, and *Math Counts*.

Will there be extensive homework?

Homework decisions will be made by the teachers. It should not be assumed that students will have an extraordinary amount of homework because they are in a full-time gifted school. The recommended guidelines are 1- 2 hours of homework daily.

IB Course Codes

**These courses are to be used at MYP Schools Sites ONLY
(John Hopkins MS, Largo MS, & Sanderlin Pk-8)**

COURSE	CODE	Grade	Term	HS CRED
LANGUAGE AND LITERATURE (MYP SCHOOLS ONLY)				
M/J MYP LANGUAGE/LITERATURE 1 REGULAR	1001030R	6	YR	
M/J MYP LANGUAGE/LITERATURE 1 ADVANCED	1001030H	6	YR	
M/J MYP LANGUAGE/LITERATURE 2 REGULAR	1001060R	7	YR	
M/J MYP LANGUAGE/LITERATURE 2 ADVANCED	1001060H	7	YR	
M/J MYP LANGUAGE/LITERATURE 3 REGULAR	1001090R	8	YR	
IB MYP ENGLISH 1 HONORS	1001840H	8	YR	Y
INTENSIVE READING SINGLE PERIOD	10000106	6	YR	
INTENSIVE READING SINGLE PERIOD	10000107	7	YR	
INTENSIVE READING SINGLE PERIOD	10000108	8	YR	
INTENSIVE READING DOUBLE PERIOD-READ 180	1000010A	6	YR	
INTENSIVE READING DOUBLE PERIOD-READ 180	1000010B	7	YR	
INTENSIVE READING DOUBLE PERIOD-READ 180	1000010C	8	YR	
INTENSIVE READING DOUBLE PERIOD-SYSTEM 44	1000010X	6		
INTENSIVE READING DOUBLE PERIOD-SYSTEM 44	1000010Y	7	YR	
INTENSIVE READING DOUBLE PERIOD-SYSTEM 44	1000010Z	8	YR	
M/J READ 1 (<i>REQUIRED</i>)	10080100	6	YR	
M/J READ 1 ADVANCED	10080200	6	YR	
M/J READ 2	10080400	7	YR	
M/J READ 2 ADVANCED	10080050	7	YR	
M/J READ 3	10080700	8	YR	
M/J READ 3 ADVANCED	10080800	8	YR	
MATHEMATICS (MYP SCHOOLS ONLY)				
M/J MYP MATH 1 REGULAR (equivalent to M/J Grade 6 Math)	1205090R	6	YR	
M/J MYP MATH 1 ADVANCED (equivalent to M/J Grade 6 Math Adv)	1205090H	6	YR	
M/J MATH 2 REGULAR (this is the regular course code used in all schools)	1205040R	7	YR	
M/J MYP PRE ALGEBRA ADVANCED (equivalent to M/J Grade 7 Math Adv)	1205100H	6, 7	YR	
M/J PRE ALGEBRA (this is the regular course code used in all schools)	1205070R	8	YR	
ALGEBRA 1 (this is the regular course code used in all schools)	12003100	8	YR	Y
IB MYP ALGEBRA 1 HONORS (equivalent to Algebra 1 Honors)	1200390H	7, 8	YR	Y
IB MYP GEOMETRY HONORS (equivalent to Geometry Honors)	1206810H	8	YR	Y
INTENSIVE MATH	1204000A	6	YR	
INTENSIVE MATH	1204000B	7	YR	
INTENSIVE MATH	1204000C	8	YR	

SCIENCE (MYP SCHOOLS ONLY)				
M/J IB MYP COMP SCIENCE REGULAR	2002060R	6	YR	
M/J IB MYP COMP SCIENCE ADVANCED	2002060H	6	YR	
M/J ACCELERATED SCIENCE 1 HONORS	20020550			
M/J MYP COMP SCIENCE 2 REGULAR	2002090R	7	YR	
M/J MYP COMP SCIENCE 2 ADVANCED	2002090H	7	YR	
M/J ACCELERATED SCIENCE 2 HONORS	20020850			
M/J MYP COMP SCIENCE 3 REGULAR	2002120R	8	YR	
M/J MYP COMP SCIENCE 3 ADVANCED	2002110H	8		
IB MYP INTEGRATED SCIENCE HONORS	20024150	8	YR	Y
INDIVIDUALS AND SOCIETIES (MYP SCHOOLS ONLY)				
M/J MYP US HISTORY REGULAR W/ CAREER PLAN	2100040R 6	6	YR	
M/J MYP US HISTORY ADVANCED W/ CAREER PLAN	2100040H 6	6	YR	
M/J IB MYP CIVICS REGULAR	2106027R	7	YR	
M/J IB MYP CIVICS ADVANCED	2106027H	7	YR	
M/J MYP US HISTORY REGULAR W/ CAREER PLAN	2100040R 8	8	YR	
M/J MYP US HISTORY ADVANCED W/ CAREER PLAN	2100040H 8	8	YR	
CHOICE OPTIONS (MYP SCHOOLS ONLY)				
M/J AVID 6	17001100	6	YR	
M/J AVID 7	17001200	7	YR	
M/J AVID 8	17001300	8	YR	
INTRODUCTION TO INFORMATION TECHNOLOGY	82073100	8	YR	Y
M/J Engaged Citizenship through Service Learning 1	21040100	7	SEM	
M/J Engaged Citizenship through Service Learning 2	21040200	8	SEM	
PHYSICAL EDUCATION & HEALTH (MYP SCHOOLS ONLY)				
M/J IB MYP COMP PE 1	Please refer to the General PE/Health Section of this packet	6	SEM	
M/J IB MYP COMP PE 2		7	SEM	
M/J IB MYP COMP PE 3		8	SEM	
M/J HEALTH 6 and 8		6 & 8	SEM	
LANGUAGE ACQUISITION (MYP SCHOOLS ONLY)				
M/J International Baccalaureate MYP French 1	0701050	ALL	YR	
M/J International Baccalaureate MYP French 2	0701060	ALL	YR	
M/J International Baccalaureate MYP French 3	0701070	ALL	YR	
M/J International Baccalaureate MYP Spanish 1	0709800	ALL	YR	
M/J International Baccalaureate MYP Spanish 2	0709810	ALL	YR	
M/J International Baccalaureate MYP Spanish 3	0709820	ALL	YR	
SPANISH 1	07083400	7, 8	YR	Y
FRENCH 1	07013200	7, 8	YR	Y
SPANISH 2	07083500	8	YR	Y
FRENCH 2	07013300	8	YR	Y

Cambridge Course Codes / Advanced International Certificate of Education (AICE)

Pinellas Park MS & Tarpon Spring MS

Science Courses			
Course	Course #	Abbreviated Title	Grade
M/J Sci 1 Cambridge Secondary 1	2002056	M/J Sci 1 Camb SEC 1	6
M/J Sci 2 Cambridge Secondary 1	2002086	M/J Sci 2 Camb SEC 1	7
Integrated Science 1 Honors	2002410	High School Credit	8
Math Courses			
M/J Mathematics 1 Cambridge Secondary 1	1205030	M/J Grade 6 Math Camb Sec 1	6
M/J Mathematics 2 Cambridge Secondary 1	1205055	M/J Grade 7 Math Camb Sec 1	7
Pre AICE Math (equivalent to Algebra 1 Honors)	1209810	High School Credit	7-8
Pre AICE Math (equivalent to Geometry Honors)	1209820	High School Credit	8
English Courses			
M/J English 1 Cambridge Secondary 1	1001025	M/J Eng 1 Camb Sec 1	6
M/J English 2 Cambridge Secondary 1	1001055	M/J Eng 2 Camb Sec 1	7
English 1 Honors	1001320	English Honors 1	8

AVID

Content Specialist/AVID District Directors: Renee Caplinger-Ford & Kerrale Prince

<i>Grade Level</i>	<i>Course Code</i>	<i>Code Name</i>	<i>Length Semester or Year Long</i>	<i>Level Beg, Intermediate, Adv</i>
6	1700110	M/J AVID 6 th	Yearlong	By application only
7	1700120	M/J AVID 7 th	Yearlong	By application only
8	1700130	M/J AVID 8 th	Yearlong	By application only

Scheduling

AVID was introduced to Pinellas County more than a decade ago and continues to gain momentum within our system. Evidence of this exists in our District Strategic Plan, intentional long term planning around training opportunities related to using WICOR strategies to increase the level of rigor our students experience, and systemic understanding of the influence AVID can have in the lives of our “middle” students. In order to reach our goals, we must support more students through the elective class and ensure that the scheduling of those classes allows for tutor support.

Scheduling will determine your school’s ability to meet AVID Site certification requirements and provide proper support to the students as they challenge themselves with an increased number of rigorous courses.

- Essential 8, Certification Level 1: The student/ tutor ratio in the AVID Elective class is no higher than 7:1 to support collaboration and mentoring; hiring current college tutors is a priority and whenever possible current college students are hired as AVID tutors.

To maximize the hiring of quality college tutors for your school’s AVID program, sections should be scheduled during back to back periods with no breaks between classes. It is best not to have multiple sections in the same class period unless you have more sections of AVID than periods in the schedule.

Identifying the AVID Elective Teacher

The importance of selecting a teacher who is a strong positive fit to this **teacher-leader** position cannot be overstated. For an AVID program to be effective, the AVID Elective teacher must fully understand his unique role as the elective teacher and the extensive commitment necessary to fulfill the expectations. To that end, the AVID District Staff will collaborate with principals to select and identify AVID elective teachers. Principals will first identify the teacher they wish to recommend and the AVID District staff will interview the candidate in a timely and efficient manner, providing feedback and suggestions to the principal. This process will insure implementation with fidelity to the AVID expectations and requirements, while creating stability and sustainability in the AVID system at each school and within the District. This will result in continued AVID Site Certification, which requires informed, voluntary participation by the teacher as well as fidelity to the expectations of the program.

The AVID Elective will reflect no less than ½ of a teacher’s schedule unless approved in advance by the Director of Advanced Studies & Academic Excellence.

AVID District Timeline

Action	Responsible Party	Date
Provide list to each school of current students identified as having AVID potential based on data	Advanced Studies Staff	January 12, 2017
Create site recruitment plan that addresses Strategic Plan and Bridging the Gap objectives	AVID Site Team	January 12, 2017
Encourage AVID potential students at your site to apply	AVID Site Team	February, 2017
Provide list to each school of rising 6th grade students identified as having AVID potential based on data	Advanced Studies Staff	March, 2017
Recruit AVID potential students at feeder schools	AVID Site Team, Guidance, Admin	March, 2017
Interview eligible applicants	AVID Site Team	March, 2017
Send acceptance letters	AVID Site Team	April, 2017
Ensure all AVID students' course requests include an appropriate number of rigorous courses	AVID Site Team	April, 2017
Report intended AVID Elective teacher(s) for 2017-18 to your AVID District Director in the Advanced Studies Office	School Principal	April, 2017

Business/Information Technology

Content Specialist: Steve Plummer

<p align="center"><u>Regular Students</u> <u>(Semester Course option)</u></p>	<p align="center"><u>More Advanced Students</u> <u>(Semester Courses with DIT option)</u></p>	<p align="center"><u>Year-Long Courses Option</u> <u>(Information & Communication</u> <u>Technology Essentials Program)</u></p>
<p><u>6TH Grade</u> Business Keyboarding – 82001100 Introductory Keyboarding, Word, PPT, Hardware, Internet, Soft Skills, IC3 Spark Certification</p> <p>Multiple Exploration and Introduction courses available in Business, Information Technology, Finance and Marketing. (Fun exploratory courses with several engaging projects related to careers, skills, technologies, etc. in Business, IT, Finance and Marketing. See Courses Listed on Back.</p> <p><u>7th Grade</u> Computer Applications in Business 1 - 82005200 Intermediate Keyboarding, Word, PPT, Introductory Excel, Soft Skills, IC3 Spark and IC3 GS5 Certifications</p> <p>Computer Applications in Business 2 – 82002100 Advanced Keyboarding, Word, PPT, Intermediate Excel, Introduction Digital Design, Soft Skills, IC3 Spark and IC3 GS5 Certifications</p> <p><u>8th Grade</u> Computer Applications in Business 3 – 8200211 Advanced Excel, Digital Design, Introductory Access, Web Design, Soft Skills, IC3 Spark and IC3 GS5 Certifications, Begin MOS Certifications</p> <p>Computer Applications in Business 4 - 8200212 Intermediate Access, Web Design, Introductory Programming, Animation, Gaming, Soft Skills, IC3 Spark and IC3 GS5 Certifications, Continue MOS Certifications</p>	<p><u>6TH Grade</u> Computer Applications in Business 1 – 82005200 Intermediate Keyboarding, Word, PPT, Introductory Excel, Soft Skills, IC3 Spark and IC3 GS5 Certifications</p> <p>Computer Applications in Business 2 - 82002100 Advanced Keyboarding, Word, PPT, Intermediate Excel, Introduction Digital Design, Soft Skills, IC3 Spark and IC3 GS5 Certifications</p> <p><u>7th Grade</u> Computer Applications in Business 3* - 8200211 Advanced Excel, Digital Design, Introductory Access, Web Design, Soft Skills, Begin MOS Certifications, IC3 Spark and IC3 GS5 Certifications</p> <p>Computer Applications in Business 4 - 8200212 Intermediate Access, Web Design, Introductory Programming, Animation, Gaming, Soft Skills, IC3 Spark and IC3 GS5 Certifications Continue MOS Certifications</p> <p><u>8th Grade</u> Digital Information Technology (DIT) – 8207310 (Year-long course) (High School 1-credit) (Satisfies Fine Arts Graduation Requirement) Word, Excel, PPT, Access, Outlook, Software, Hardware, HTML, Soft Skills, Continue MOS Certifications *Students struggling in CAB 3 and CAB 4 recommended take another elective instead of DIT in 8th Gr.</p>	<p><u>6th Grade</u> ICT Essentials 1 – 9009110 Introduction to Core Concepts, Software Applications, Template-based Webpage, Basic Computer Program, Alice, IC3 Spark and IC3 GS5 Certifications</p> <p><u>7th Grade</u> ICT Essentials 2 – 9009120 Builds on Previous Course, More Complex Concepts, Software Applications, Structured Programming, Alice, Dark BASIC, Video, Animation, IC3 Spark and IC3 GS5 Certifications, Begin MOS Certifications</p> <p><u>8th Grade</u> ICT Essentials 3 – 9009130 Builds on Previous Two Courses, Network Concepts, Software Applications, SQL, Alice. Audacity, HTML, Basic Programming Graphical User Interface Editor, Create Interactive Program, IC3 Spark and IC3 GS5 Certifications, Continue MOS Certifications</p> <p align="center">OR</p> <p><u>8th Grade</u> Digital Information Technology (DIT) – 8207310 (Year-long course) (High School 1-credit) (Satisfies Fine Arts Graduation Requirement) <i>This is course counts toward School Grade for Acceleration Points</i> Word, Excel, PPT, Access, Outlook, Software, Hardware, HTML, Soft Skills, Continue MOS Certifications</p> <p>(This list is only some of the Business and IT courses/descriptions. Please refer to the back of this sheet or in the MS Course Code Directory for other Business Management, IT, Finance, and Marketing courses.)</p>

Business/Information Technology (Cont.)

<i>Grade Level</i>	<i>Course Code</i>	<i>Code Name</i>	<i>Length Semester or Year Long</i>	<i>Level Beg, Intermediate, Adv</i>
6-8	9100210	Exploring Career and Technical Occupations	Semester	Beginning
6-7	8200110	M/J Business Keyboarding	Semester	
6-8	8200120	M/J Business Leadership Skills	Semester	*This course is not eligible for Perkins funding
6-8	8200210	M/J Computer Applications in Business 2	Semester	
6-8	8200211	M/J Computer Applications in Business 3	Semester	
6-8	8200212	M/J Computer Applications in Business 4	Semester	
6-8	8200520	M/J Computer Applications in Business 1	Semester	
8	8207310	Digital Information Technology	Year	High School Credit Course *Arts Credit Required for Graduation
7-8	8370350	M/J – Introduction to Business, Management and Administration	Semester	
7-8	8370360	M/J – Introduction to Business, Management and Administration and Career Planning	Semester	
6-8	9009110	ICT Essentials 1	Year	
6-8	9009120	ICT Essentials 2	Year	
7-8	9009130	ICT Essentials 3	Year	
6-8	9009350	M/J – Exploring Information Technology Careers	Semester	
6-8	9009360	M/J – Exploring Information Technology Careers & Career Planning	Semester	
7-8	9009400	M/J – Fundamentals of Networking and Information Support	Year	
7-8	9009500	M/J – Fundamentals of Web and Software Development	Year	
Finance and Marketing				
7-8	8540400	M/J – Fundamentals of Finance	Year	
7-8	8540350	M/J – Introduction to Finance	Year	
7-8	8540360	M/J – Introduction to Finance and Career Planning	Year	
7-8	9309350	M/J - Introduction to Marketing Sales and Service	Semester	
7-8	9309360	M/J - Introduction to Marketing Sales and Service Career Planning	Year	
7-8	9380300	M/J – Fundamentals of Marketing Occupations	Year	

Middle School Industry Certification Progression - 2016-2017

Grade	Course	Length	Certifications	Digital Tools/CAPE
Grade 6				
6	Business Keyboarding	Sem	IC3 Spark	DT
	Computer Applications for Business 1	Sem	IC3 Spark, IC3 GS5 Key Applications, IC3 GS5 Computing Fundamentals, IC3 GS5 Living Online	DT
	Computer Applications for Business 2	Sem	IC3 Spark, IC3 GS5 Key Applications, IC3 GS5 Computing Fundamentals, IC3 GS5 Living Online	DT
	Introduction to Communications and Technology 1	Year	IC3 Spark, IC3 GS5 Key Applications, IC3 GS5 Computing Fundamentals, IC3 GS5 Living Online	DT
7th Grade				
7	Computer Applications for Business 3	Sem	IC3 GS5 Key Applications, IC3 GS5 Computing Fundamentals, IC3 GS5 Living Online, Photoshop CS6	DT
	Computer Applications for Business 4	Sem	IC3 GS5 Key Applications, IC3 GS5 Computing Fundamentals, IC3 GS5 Living Online, Photoshop CS6	DT
	Introduction to Communications and Technology 2	Year	IC3 GS5 Key Applications, IC3 GS5 Computing Fundamentals, IC3 GS5 Living Online, Photoshop CS6	DT
Grade 8				
8	Introduction to Communications and Technology 3	Year	IC3 GS5 Key Applications, IC3 GS5 Computing Fundamentals, IC3 GS5 Living Online, Photoshop CS6	DT
	Digital Information Technology (HS Credit)	Year	Microsoft Office Specialist Bundle (3 of 6 of Word, Excel, Power point, Access, Outlook, OneNote)	CAPE
			Microsoft Office Specialist Master (Expert exams - 4 total)	CAPE

Middle School Industry Certification Progression

Optional Course Paths

Grade	Course	Length	Certifications	Digital Tools/CAPE
6/7	Exploring Technology	Sem	IC3 Spark, IC3 GS5 Key Applications, IC3 GS5 Computing Fundamentals, IC3 GS5 Living Online	DT
6/7/8	Exploring IT Careers	Sem	IC3 Spark, IC3 GS5 Key Applications, IC3 GS5 Computing Fundamentals, IC3 GS5 Living Online	DT
7/8	Fundamentals of Web and Software Development	Year	IC3 Spark, IC3 GS5 Key Applications, IC3 GS5 Computing Fundamentals, IC3 GS5 Living Online	DT
			Adobe Dreamweaver Creative Cloud, Adobe Photoshop Creative Cloud	CAPE

Notes:

IC3 certs should be done before anything else is attempted regardless of starting point or grade level, except HS Credit Digital Information Technology class. Recommended that students take at least 1 year of preparatory computer skills before taking Digital Information Technology. Middle School can only count MOS if Bundle is obtained. DO NOT count individual Microsoft certifications.

Code	Certification	School Grade Acceleration
CERTI802	IC3 Spark	N
CERTI804	IC3 GS5 Key Applications	N
CERTI803	IC3 GS5 Computing Fundamentals	N
CERTI805	IC3 GS5 Living Online	N
ADOBE801	Photoshop CS6	N
PROSO805	ICT - Web Design Essentials	N
MICRO069	Microsoft Office Specialist (Bundle)	Y
MICRO017	Microsoft Office Specialist Master	Y
ADOBE022	Photoshop CC 2015	Y
ADOBE010	Dreamweaver CC 2015	Y

Family & Consumer Sciences

Content Specialist: Susan Goldman

<i>Grade Level</i>	<i>Course Code</i>	<i>Code Name</i>	<i>Length Semester or Year Long</i>	<i>Level Beg, Intermediate, Adv</i>
6	8000400	Orientation to Career Cluster	Semester	Beginning
7-8	8209100	Careers in Fashion and Interior Design	Semester	Beginning
6-8	8209300	New Careers in Fashion Design	Semester	Beginning
8	8409100	Fundamentals of Education & Training	Year	Intermediate
7	8440350	Introduction to Education & Training	Semester	Beginning
8	8809200	Fundamentals of Culinary Careers	Year	Intermediate
7	8850350	Exploring Hospitality & Tourism Careers	Semester	Beginning
6-8	8960370	New Exploring Family and Consumer Sciences	Semester	Beginning

Health Science Education

<i>Grade Level</i>	<i>Course Code</i>	<i>Code Name</i>	<i>Length Semester or Year Long</i>	<i>Level Beg, Intermediate, Adv</i>
6	8000400	Orientation to Career Cluster	Semester	Beginning
7	8400110	Orientation to Health Occupations	Semester	Beginning
8	8400310	Exploration of Health Occupations	Semester	Intermediate
8	8709350	Introduction to Health Science	Semester	Advanced

Industrial, Technology, Agribusiness & Public Services Education

Content Specialist: Robert Hawkins

Grade Level	Course Code	Code Name	Length Semester or Year Long	Level Beg, Intermediate, Adv
6-8	8000400	Orientation to Career Cluster	Semester	Beginning to Intermediate
6-8	8021100	Intro. to Agriculture, Food & Natural Resource	Semester	Beginning to Intermediate
6-8	8021300	Fund. Of Agriculture, Food & Natural Resource Sys.	Year Long	Beginning to Intermediate
6-8	8100110	Orientation to Agriscience, Tech. & Environ. Science	Semester	Beginning to Intermediate
6-8	8100210	Exploration of Agriscience, Tech. & Environ. Science	Semester	Beginning to Intermediate
6-8	8109350	Intro. to Architecture & Construction	Semester	Beginning to Intermediate
6-8	8109360	Intro. to Architecture & Construction & Career Plan.	Semester	Beginning to Intermediate
6-8	8130300	Fundamentals of Architecture & Construction	Year Long	Beginning to Intermediate
6-8	8600030	Exploration of Communication Technology	Semester	Beginning to Intermediate
6-8	8600042	Exploration of Production Technology & Career Plan.	Semester	Beginning to Intermediate
6-8	8600050	Exploration of Aerospace Technology	Semester	Beginning to Intermediate
6-8	8600060	Exploration of Engineering Technology	Semester	
6-8	8600070	Exploration of Robotics	Semester	
6-8	8600091	Exploration of Electronics Technology	Semester	
6-8	8600220	Exploring Technology & Career Planning	Semester	Beginning to Intermediate
6-8	8600240	Exploration of Transportation Technology	Semester	Beginning to Intermediate
6-8	8600250	Exploration of Power & Energy Technology	Semester	Beginning to Intermediate
6-8	8900360	Intro. to Government & Public Service & Career Plan.	Semester	Beginning to Intermediate
6-8	8900500	Intro. to Government & Public Administration	Semester	Beginning to Intermediate

6-8	9160350	Intro. to Law, Public Service & Security	Semester	Beginning to Intermediate
6-8	9160360	Intro. to Law, Public Service & Security & Career Plan.	Semester	Beginning to Intermediate
6-8	9260350	Introduction to Manufacturing	Semester	Beginning to Intermediate
6-8	9260360	Introduction to Manufacturing & Career Planning	Semester	Beginning to Intermediate
6-8	9260400	Fundamentals of Manufacturing	Year Long	Beginning to Intermediate
6-8	9590350	Intro. to Transportation, Distribution, & Logistics	Semester	Beginning to Intermediate
6-8	9590360	Intro. to Transportation, Dist., & Logistics & Career Plan.	Semester	Beginning to Intermediate
6-8	9709350	Introduction to Energy	Semester	Beginning to Intermediate
6-8	9709360	Introduction to Energy & Career Planning	Semester	Beginning to Intermediate
6-8	9790300	Fundamentals of Energy	Year Long	Beginning to Intermediate

Performing Arts

Content Specialist: Jeanne Reynolds

Middle School Instrumental Music Course Offerings

Grade Level	Course Code	Code Name	Length Semester or Year Long	Level Beg, Intermediate, Adv
6,7,8	1302000	M/J Band 1	Year	Beginning
6,7,8	1302070	M/J Orchestra 4 *	Year	Advanced
6,7,8	1302110	M/J Instrumental Ensemble 1**	Year	All levels
6,7,8	1302120	M/J Instrumental Ensemble 2**	Year	All levels
6,7,8	1302130	M/J Instrumental Ensemble 3**	Year	All levels
6,7,8	1300080	Exploring Music Performance	Semester	All levels
6,7,8	1301030	M/J Keyboard 1	Year	Beginning
6,7,8	1301040	M/J Keyboard 2	Year	Intermediate
6,7,8	1301050	M/J Keyboard 3	Year	Advanced
6,7,8	1301060	M/J Guitar 1	Year	Beginning
6,7,8	1301070	M/J Guitar 2	Year	Intermediate
6,7,8	1301080	M/J Guitar 3	Year	Advanced
6,7,8	1302010	M/J Band 2	Year	Intermediate
6,7,8	1302020	M/J Band 3	Year	Advanced
6,7,8	1302030	M/J Band 4*	Year	Advanced
6,7,8	1302040	M/J Orchestra 1	Year	Beginning
6,7,8	1302050	M/J Orchestra 2	Year	Intermediate
6,7,8	1302060	M/J Orchestra 3	Year	Advanced
6,7,8	1302080	M/J Instrumental Techniques 1***	Year	All levels
6,7,8	1302090	M/J Instrumental Techniques 2***	Year	All levels
6,7,8	1302100	M/J Instrumental Techniques 3***	Year	All levels

* Level 4 Courses are intended for the rare 6th grader who enters music ensemble classes at an intermediate or level 2 proficiency.

** Instrumental Ensemble courses are intended for, but not limited to, such classes as: Jazz Band, small ensembles, “like” instrument ensembles such as woodwinds, brass, percussion, etc.

***Instrumental Technique courses are intended for, but not limited to: classes that focus on individualized instruction, etc.

Middle School Vocal Music Course Offerings

6,7,8	1303000	M/J Chorus 1	Year	Beginning
6,7,8	1303010	M/J Chorus 2	Year	Intermediate
6,7,8	1303020	M/J Chorus 3	Year	Advanced
6,7,8	1303030	M/J Chorus 4 *	Year	Advanced
6,7,8	1303070	M/J Vocal Techniques 1 **	Year	Beginning
6,7,8	1303080	M/J Vocal Techniques 2 **	Year	Intermediate
6,7,8	1303090	M/J Vocal Techniques 3 **	Year	Advanced

* Level 4 Courses are intended for the rare 6th grader who enters music ensemble classes at an intermediate or level 2 proficiency.

** Vocal Technique courses are in use at Hopkins Middle School only.

Middle School General Music Course Offerings

6,7,8	1301090	M/J Exploring Music 1	Year	Beginning
6,7,8	1300030	M/J Understanding Music	Semester	All levels
6,7,8	1300080	M/J Exploring Music Performance	Semester	Beginning
6,7,8	1301100	M/J Exploring Music 2	Year	Intermediate
6,7,8	1301110	M/J Exploring Music 3	Year	Advanced
6,7,8	1303150	M/J Music Technology 1	Year	Beginning

Middle School Dance Course Offerings

6,7,8	0300000	M/J Dance 1	Year	Beginning
6,7,8	0300100	M/J Intro Dance Tech	Semester	Beginning
6,7,8	0300010	M/J Dance 2	Year	Intermediate
6,7,8	0300020	M/J Dance 3	Year	Advanced
6,7,8	0300030	M/J Dance 4	Year	Advanced

Dance offered at selected schools only

Middle School Drama Course Offerings

6,7,8	0400000	M/J Theatre 1	Year	Beginning
6,7,8	0400035	Basic Theatre	Semester	Beginning
6,7,8	0400040	Acting 1	Semester	Beginning
6,7,8	0400010	M/J Theatre 2	Year	Intermediate
6,7,8	0400020	M/J Theatre 3	Year	Advanced
6,7,8	0400030	M/J Theatre 4	Year	Advanced
6,7,8	0400110	M/J Technical Theatre Design and Production	Year	

Visual Arts

Content Specialist: Susan Castleman

<i>Grade Level</i>	<i>Course Code</i>	<i>Code Name</i>	<i>Length Semester or Year Long</i>	<i>Level Beg, Intermediate, Adv</i>
6-8	0101100	M/J Visual Art 1	Semester	Beginning
6-8	0101010	M/J Two Dimensional Studio Art 1	Semester	Intermediate
7-8	0101020	M/J Two Dimensional Studio Art 2	Semester	Advanced
7-8	0101040	M/J Three Dimensional Studio Art 1	Semester	Intermediate
7-8	0101050	M/J Three Dimensional Studio Art 2	Semester	Advanced
6-8	0101110	M/J Visual Art 2	Semester	Intermediate
6-8	0101120	M/J Visual Art 3	Semester	Intermediate
7-8	0102040	M/J Creative Photography 1	Semester	Intermediate
7-8	0102050	M/J Creative Photography 2	Semester	Advanced
7-8	0103000	M/J Digital Art and Design 1	Semester	Intermediate
7-8	0103010	M/J Digital Art and Design 2	Semester	Advanced

World Languages

Content Specialist: Pam Benton

Grade Level	Course Code	Code Name	Length Semester or Year Long	Level Beg, Intermediate, Adv
6-8	0708000	*M/J Spanish Beginning	Year Long	Beginning
6-8	0701000	*M/J French Beginning	Year Long	Beginning
7-8	0701320	French 1	Year Long	Beginning
8	0701330	French 2	Year Long	Advanced
7-8	0702320	German 1	Year Long	Beginning
8	0702330	German 2	Year Long	Advanced
6-8	0707000	*M/J Chinese Beginning	Year Long	Beginning
7-8	0708340	Spanish 1	Year Long	Beginning
8	0708350	Spanish 2	Year Long	Advanced
7	0708360	Spanish 3 (<i>Dunedin Highland and Morgan Fitzgerald only</i>)	Year Long	Advanced
8	0708370	Spanish 4 (<i>Dunedin Highland and Morgan Fitzgerald only</i>)	Year Long	Advanced
6-8	0709000	*M/J Spanish for Spanish Speakers Beginning	Year Long	Beginning
7-8	0709300	Spanish for Spanish Speakers 1	Year Long	Beginning
8	0709310	Spanish for Spanish Speakers 2	Year Long	Advanced
6	0710000	M/J World Language Humanities for International Studies 1 (<i>Dunedin Highland only</i>)	Year Long	Advanced
7-8	0711300	Chinese 1	Year Long	Beginning
8	0711310	Chinese 2	Year Long	Advanced
7-8	0717300	American Sign Language (ASL) 1	Year Long	Beginning
8	0717310	American Sign Language (ASL) 2	Year Long	Advanced
6-8	0720020	M/J World Language Humanities for International Studies 3 (<i>Dunedin Highland, Morgan Fitzgerald and Palm Harbor only</i>)	Year Long	Advanced

- Although many schools do not have the personnel available to offer sixth grade world language courses, the curriculum for the M/J Beginning courses is an introduction to and preparation for the high school language 1 and 2 courses offered in 7th and 8th grades and in high school AND can be taken in grades 6, 7 or 8. It should be followed by Spanish (French, ASL, or Chinese) 1. The year-long M/J Beginning courses offer the only language study option available to students who do not wish to be enrolled in a high school course. All other language courses (Year 1 and 2 courses) are high school courses.
- Students **must have** earned credit for Spanish (French, ASL, Chinese, or German) 1 before enrolling in Spanish (French, ASL, Chinese, or German) 2 **unless they have achieved intermediate low or higher proficiency by being native speakers or studying in an immersion program. In consultation with the teacher, a decision can be made for the student to skip level 1.**
- It is recommended that students who earn a grade lower than “B” in Spanish (French, ASL, Chinese or German) 1 re-take the course, following the “Forgiveness Policy”, before continuing to Spanish (French, ASL, Chinese or German) 2.
- All students who earn high school credit for world language courses taken in middle school are expected to continue their study of the language in 9th grade, enrolling in Spanish (French, ASL, Chinese, or German) 2 or 3 (based on the course in which they were enrolled in 8th grade). Only if they have earned 2 consecutive credits in the same language should they consider starting a new language in high school.