

Office of Middle School Education

2018-2019

Master Schedule Resource



Revised 5.7.2018

Teaching and Learning

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Executive Director, Middle School Education

PCS Vision: 100% Student Success

PCS Mission: Educate and Prepare Each Student for College, Career and Life

Teaching and Learning Mission:

The mission of Teaching and Learning is to provide quality curricular, instructional, and assessment resources to support staff and student learning.

Office of Middle School Education

2018-2019 Master Scheduling Resource Packet Table of Contents

Information presented in this booklet is accurate at the time of printing. Any updates to this information will be placed in the Middle School Education folder in Office 365.

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Additional Resources

- Cpalms
<http://www.cpalms.org/Public/search/Search>
- Educators Certifications:
<http://www.fldoe.org/teaching/certification/>
- Florida Department of Education Course Descriptions:
<http://www.fldoe.org/academics/courses/course-descriptions.shtml>

General Information

Middle School Curriculum Overview

Overview

The purpose of this manual is to support the work of school personnel who are responsible for developing and implementing quality master schedules that are designed to meet the needs of the students served by each school. This manual is not meant to be an all-inclusive guide to master scheduling as each school runs programs whose details and subtleties will not be addressed here. This manual is basic support/guidance for effective master scheduling and can certainly springboard to further questions and explorations that are best handled by the other multiple resources and district offices that support the work of school leaders each day.

2018-2019 Middle School Staffing Targets

Subject Area	Per Class	Suggested Targets
Language Arts Reading	23-25 students	138-150 students
Read 180	18-23 students	108-138 students
Mathematics	23-25 students	138-150 students
Science	23-25 students	138-150 students
Social Studies	23-25 students	138-150 students
ALL High School Credit Core Courses	25-27 students	150-162 students
ALL Electives (Middle/High School Electives)	30-35 students	180-210 students

Middle School Course Requirements

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

Middle School Language Arts			Middle School Math		
Grade	Course #	Abbreviated Title	Grade	Course #	Abbreviated Title
6	1001010	M/J Language Arts 1 or	6	1205010	M/J Grade 6 Math or
	1001020	M/J Language Arts 1 ADV		1205020	M/J Grade 6 Math ADV
7	1001040	M/J Language Arts 2 or	7	1205040	M/J Grade 7 Math or
	1001050	M/J Language Arts 2 ADV		1205050	M/J Grade 7 Math ADV
8	1001070	M/J Language Arts 3 or	8	1205070	M/J Grade 8 Pre-Algebra
	1001080	M/J Language Arts 3 ADV or		1200310	Algebra 1 (HS Credit)
	1001320	English 1 Honors (HS Credit)		1200320	Algebra 1 Honors (HS Credit)
Middle School Science			Middle School Social Studies		
Grade	Course #	Abbreviated Title	Grade	Course #	Abbreviated Title
6	2002040	M/J Comp Science 1 or	6	2100010	M/J US History or
	2002050	M/J Comp Science 1 ADV		2100020	M/J US History ADV
	2002055	M/J Accelerated Science 1 Honors	7	2106010	M/J Civics or
7	2002070	M/J Comp Science 2 or		2106020	M/J Civics ADV
	2002080	M/J Comp Science 2 ADV	8	2109010	M/J World History and CP or
	2002085	M/J Accelerated Science 2 Honors		2109020	M/J World History ADV and CP
8	2002100	M/J Comp Science 3 or			
	2002110	M/J Comp Science 3 ADV or			
	2003320	Physical Science Honors			
	2003335	Pre-AICE Physical Science			

Physical & Health Education

Content Specialist: Ashley Grimes

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.

Health Education is required for the following students:

A Health Education course is required for a minimum of one (1) semester in middle school (Grade 7). Additional topics associated with Health Education will also be integrated within the physical education curriculum for students within the middle grades.CV

Physical Education Course Options

Grade Level	Course Code	Code Name	Length Semester or Year Long
6	1508000	M/J Fitness-Grade 6	Semester
6	1508100	M/J Gymnastics/Educational Dance – Grade 6	Semester
7	1508200	M/J Team Sports-Grade 7	Semester
7	1508300	M/J Outdoor Pursuits/Aquatics-Grade 7	Semester
8	1508400	Extreme/Alternative Sports-Grade 8	Semester
8	1508500	M/J Individual and Dual Sports-Grade 8	Semester
Below is an additional course option (this course does not fulfill the requirement for PE/Health)			
6-8	1400000	Peer Counseling 1	Semester/Year Long

6th Grade Fitness Course (Semester - 18 Weeks)

Scheduling Options Grade 6:

Single Teacher Model (Recommended Dual-Certified Teacher in Health and Physical Education)	
Option 1	Pair the Fitness Grade 6 course with another Physical Education course to make it a yearlong course option. <i>Paired options: M/J Gymnastics/Educational Dance Grade 6 or Peer Counseling</i>
Option 2	Pair Fitness Grade 6 course with other Semester Elective course. <i>Paired options: Will vary based on what is offered within schools</i>
Option 3	Pair Fitness Grade 6 course with other Semester Elective course <i>Additionally add Health component to the 6th Grade Career Research and Decision Making course (wheel)</i>

7th Grade Health Education Course (Semester - 18 Weeks)

Scheduling Options Grade 7:

Single Teacher Model (Required Certification: Health Education Dual-Certified Teacher in Health and Physical Education)	
Option 1	Pair Health Education course with a Grade 7 Semester Physical Education course. <ul style="list-style-type: none"> The teacher assigned to Health Education MUST have a certification in Health Education

Starting 2018-2019 ALL students in grade 7 will be REQUIRED to take one semester of Health Education.
No Health Education Waivers will be granted.

Grade Level	Course Code	Code Name	Length
7	0800040	M/J Health 5	Semester

8th Grade Wellness Education (Semester - 18 Weeks)

Scheduling Options Grade 8:

Single Teacher Model (Recommended Dual-Certified Teacher in Health and Physical Education)	
Option 1	Pair the Wellness Education course with another PE Course to make it a yearlong course option <i>Paired options: Extreme /Alternative Sports Grade 8 or Peer Counseling</i>
Option 2	Pair Wellness Education course with another Semester Elective course <i>Paired options: Will vary based on what is offered within schools</i>

Other Considerations

- For the **Health components** of the **Wellness Education – Grade 8 course**, teachers should have a classroom for the Health Instruction due to sensitive Health Education content as well as the opportunity to bring in guest speakers.
- The classroom needs to be equipped with Projector, Screen, and AV (for video streaming resources)
- Class Sizes: Schools should adhere to the Guideline of 35 Students Max per class when possible.

Implementation of the 8th Grade Wellness Education

Single Teacher Model (35 students) (Recommended Dual-Certified Teacher in Health and Physical Education)		
Option 1	1 st Part of Lesson Integrates Health Content, Next includes PE Instruction to Reinforce the Health Ed. Content and Skills **Some content may require a full class period in the Classroom	
Option 2	Alternate Every Other Day Gym/Outside	
Option 3	2-3 Days Classroom	2-3 Days Gym/Outside
Co-Teach Model (70 students) (One Teacher Certified in Health; One Teacher in Physical Education)		
Option 1	2-3 Days Classroom	2-3 Days Gym/Outside
Option 2	1 Week Classroom	1 Week Gym/Outside
Option 3	2 Weeks Classroom	2 Weeks Gym/Outside
Option 4	3 Weeks Classroom	3 Weeks Gym/Outside
Option 5	9 Weeks Classroom	9 Weeks Gym/Outside

Additional Course Requirements



2018-2019 Reading Placement

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 (SILIP)** 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.

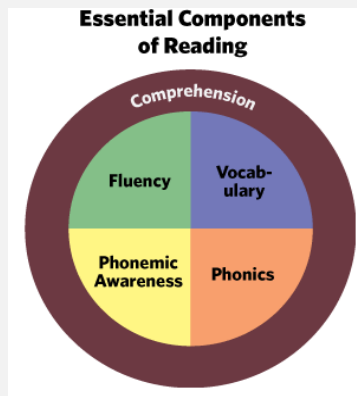
GRADE	INTENSIVE READING COURSE	2018-2019 COURSE NUMBERS	FSA DATA 2017	RI DATA 7 TH AND 8 TH GR.	ELL STUDENTS (CODED LY)	SPECIAL NOTES
6-8 GRADE	iReady Intensive Reading, Single period	10000106* <i>grade 6</i> 10000107 <i>grade 7</i> 10000108 <i>grade 8</i>	FSA < Level 3	If Level 1 then RI \geq 600 If Level 2 then RI \geq 600 If no FSA then RI \geq 600 and < 1050 *sorter rules TBD	CELLA OR ACCESS for ELLS 2.0 levels 1, 2 and 3 Language proficiency data from CELLA and ACCESS for ELs needs to be used in conjunction with the RI and FSA data and consideration for length of time in the U.S. schools (DEUSS element from the ELL tab in FOCUS).	Class size should be limited to no more than 22 students per section
	iReady Intensive Reading, single period EBD or ELL (self-contained)	1000010E <i>Grade 6 EBD</i> 1000010F <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		
	Read 180 Intensive Reading, Single period (or System 44 if qualified by PI test)	1000010A* <i>grade 6</i> 1000010B <i>grade 7</i> 1000010C <i>grade 8</i>	<u>Has not ever scored</u> \geq Level 3 on FSA	If Level 1 then RI < 600 If Level 2 then RI < 600 If no FSA then RI < 600 *sorter rules TBD	CELLA OR ACCESS for ELLS 2.0 levels 1, 2 and 3 <u>Only for Long-term EL (classified as LY five years or longer with persistently low reading scores over the years OR is an EL with interrupted schooling from a rural area with limited exposure to literacy concepts in native country)</u>	Class size should be limited to no more than 18 students per section

Intensive Reading Course Comparison for Read 180/iReady

The major difference between students who will qualify for Read 180/System 44 vs iReady:

- The ability to sound out words
- Fluency level that impedes comprehension

System 44 is a program within Read 180 that students can be placed in as needed (there are 44 sounds (phonemes) in the English language – System 44 systematically teaches these 44 sounds and how to combine them into words).



Items that address the 5 Components of Reading:	Read 180/System 44	iReady/Ready
Assesses deficiencies in phonics and phonological awareness (letter sounds and blending sounds into words)	Yes - PI	Yes - Diagnostic
Technology addresses deficiencies in phonics and phonological awareness	Yes	Yes
Materials for small group instruction address phonics and phonological awareness	Yes	No
Materials for independent reading support practice in phonics and phonological awareness	Yes	No
Technology addresses deficiencies in fluency (reading words accurately and smoothly)	Yes	No
Materials for small group instruction address deficiencies in fluency	Yes	No
Materials for independent reading support practice in fluency	Yes	No
Technology addresses deficiencies in vocabulary	Yes	Yes
Materials for small group instruction address deficiencies in vocabulary	Yes	Yes
Technology addresses deficiencies in comprehension	Yes	Yes
Materials for small group instruction address deficiencies in comprehension	Yes	Yes

2018-2019 Grade Level Reading

FSA ELA Level 3-5

Sixth grade students who scored Level 3 or higher must take a yearlong 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.

GRADE/COURSE	2017-2018 COURSE NUMBERS	SPECIAL NOTES
Read I- 6 th grade on-grade-level	10080100	Full year course – required for students scoring at proficiency or higher
Read I ADV- 6 th grade on-grade-level	10080200	Full year course – option for students scoring at proficiency or higher
Read 2- 7 th grade on-grade-level	10080400	Full year course
Read 2 ADV- 7 th grade on-grade-level	10080500	Full year course
Read 3- 8 th grade on-grade-level	10080700	Full year course
Read 3 ADV- 8 th grade on-grade-level	10080800	Full year course

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)

Middle School English Language Arts Placement Criteria (2018-2019)



Content Specialist: Chastity Downing

Grade 6

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**

Middle School Mathematics Placement Criteria (2018-2019)



Content Specialist: Matthew Rothenberger

Grade 6						
Course Title	Course Code	Seq	Prerequisite	Current Criteria Grade		Prior Year Criteria Grade
Grade 7 Mathematics, Advanced	1205050	1	No prerequisite	FSA Max Math AL=(5)	and	FSA Max Math AL=(4, 5)
		2	No prerequisite	No Score	and	FSA Max Math AL(5)
Grade 6 Mathematics, Advanced	1205020	3	No prerequisite	FSA Max Math AL=(3, 4, 5)		
		4	No prerequisite	FSA Max Math AL=(2) & FSA Max Math SS > 312		
		5	No prerequisite	FSA Max Math AL=(2)	and	FSA Max Math AL=(4, 5)
		6(*)	No prerequisite	FSA Max Math AL=(1)	and	FSA Max Math AL=(4, 5)
		7	No prerequisite	No Score	and	FSA Max Math AL=(3, 4)
		8	No prerequisite	No Score	and	No Score
Grade 6 Mathematics	1205010	9	No prerequisite	FSA Math Max AL=(2)		
		10(*)	No prerequisite	FSA Math Max AL=(1)		
		11	No prerequisite	No Score	and	FSA Math Max AL=(1, 2)
M/J Intensive Math (annual)	1204000A	(*)		Required for all level 1's		

Special Note:

IB Schools recommendations processed, but requests not written for schools (0141 Largo Mid, 3761 Sanderlin, 4061 Hopkins Mid)

Middle School Mathematics Placement Criteria (2018-2019)



Content Specialist: Matthew Rothenberger

Grade 7						
Course Title	Course Code	Seq	Prerequisite	Current Criteria Grade		Prior Year Criteria Grade
Algebra 1 Honors	1200320	1	1205050, 1205055 or 1205100			
Grade 7 Mathematics, Advanced	1205050	2	No prerequisite	FSA Max Math AL=(3, 4, 5)		
		3	No prerequisite	FSA Max Math AL=(2) & FSA Max Math SS > 316		
		4	No prerequisite	FSA Max Math AL=(2)	and	FSA Max Math AL=(4, 5)
		5(*)	No prerequisite	FSA Max Math AL=(1)	and	FSA Max Math AL=(4, 5)
		6	No prerequisite	No Score	and	FSA Max Math AL=(3, 4, 5)
		7	No prerequisite	No Score	and	No Score
Grade 7 Mathematics	1205040	8	No prerequisite	FSA Max Math AL=(2)		
		9(*)	No prerequisite	FSA Max Math AL=(1)		
		10	No prerequisite	No Score	and	FSA Max Math AL=(1, 2)
M/J Intensive Math (annual)	1204000B	(*)		Required for all level 1's		

Special Note:

IB Schools recommendations processed, but requests not written for schools (0141 Largo Mid, 3761 Sanderlin, 4061 Hopkins Mid)

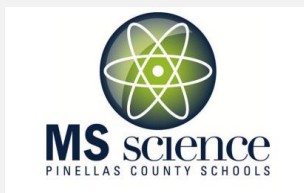
Middle School Mathematics Placement Criteria (2018-2019)



Content Specialist: Matthew Rothenberger

Grade 8						
Course Title	Course Code	Seq	Prerequisite	Current Criteria Grade		Prior Year Criteria Grade
Geometry Honors	1206320	1	1200320, 1200390 or 1209810			
Algebra 1 Honors	1200320	2	1205050, 1205055 or 1205100	FSA Max Math AL=(4, 5)		
		3	1205050, 1205055 or 1205100	FSA Max Math AL=(3)	and	FSA Max Math AL=(4, 5)
		4	1205050, 1205055 or 1205100	No Score	and	FSA Max Math AL=(4, 5)
Algebra 1	1200310	5	1205050 or 1205055 or 1205100	FSA Max Math AL=(3)		
		6	1205050 or 1205055 or 1205100	FSA Max Math AL=(2)	and	FSA Max Math AL=(4, 5)
		7(*)	1205050 or 1205055 or 1205100	FSA Max Math AL=(1)	and	FSA Max Math AL=(4, 5)
		8	1205050 or 1205055 or 1205100	No Score	and	FSA Max Math AL=(3)
		9	1205050 or 1205055 or 1205100	No Score	and	No Score
Grade 8 Pre-Algebra & Algebra 1	1205070 & 1200310	10	1205040	FSA Max Math AL=(3, 4, 5)		
Grade 8 Pre-Algebra	1205070	11	No prerequisite	FSA Max Math AL=(2)		
		12(*)	No prerequisite	FSA Max Math AL=(1)		
		13	1205050 or 1205055 or 1205100	No Score	and	FSA Max Math AL=(1, 2)
		14	1205040	No Score	and	No Score
M/J Intensive Math (annual)	1204000C	(*)		Required for all level 1's		

Middle School Science Placement Criteria (2018-2019)



Content Specialist: Tom Doughty

Grade 6 Science

2002055 Comprehensive Science 1 Accelerated

Level 4 or 5 ELA (5th grade) or
Level 4 or 5 Science (5th grade) or
5th grade midyear RIT Score(local) (RI) >217

2002050 Comprehensive Science 1 Advanced

Level 2 or 3 ELA (5th grade) or
Level 2 or 3 Science (5th grade) or
5th grade midyear RIT Score(local) (RI) >200
No test history

2002040 Comprehensive Science 1

Level 1 ELA (5th Grade) or
Level 1 Science (5th Grade)
5th grade midyear RIT Score(local) (RI) <200

Grade 7 Science

2002085 Comprehensive Science 2 Accelerated

Prerequisite of 2002055 and current history of average (S1, RQ3) ≥ 2 (A, B, C)

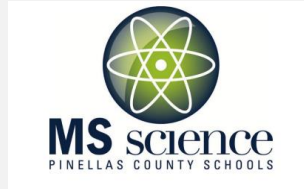
2002080 Comprehensive Science 2 Advanced

Prerequisite of 2002055 and current history of average (S1, RQ3) ≥ 0 (D, F) or
Prerequisite of 2002050 and current history of average (S1, RQ3) ≥ 3 (A, B, C) or
Prerequisite of 2002040 and current history of average (S1, RQ3) ≥ 3 (A, B) and Lexile of >900

2002070 Comprehensive Science 2

Prerequisite of 2002050 and current history average of (S1, RQ3) ≥ 1 (C, D) or
Prerequisite of 2002040 and current history average of (S1, RQ3) ≥ 1 (C, D) or
Prerequisite of 2002040 and current history of average (S1, RQ3) ≥ 3 (A, B) and Lexile of < 900

Middle School Science Placement Criteria (2018-2019)



Content Specialist: Tom Doughty

Grade 8 Science

2003320 Physical Science Honors

Prerequisite of 2002085 and current history of average (S1, RQ3) ≥ 2 (A, B, C)

2002110 Comprehensive Science 3 Advanced

Prerequisite of 2002085 and current history of average (S1, RQ3) ≥ 0 (D, F) or

Prerequisite of 2002080 and current history of average (S1, RQ3) ≥ 3 (A, B, C) or

Prerequisite of 2002070 and current history of average (S1, RQ3) ≥ 3 (A, B) and Lexile of >980

2002100 Comprehensive Science 3

Prerequisite of 2002080 and current history average of (S1, RQ3) ≥ 1 (C, D) or

Prerequisite of 2002070 and current history average of (S1, RQ3) ≥ 1 (C, D) or

Prerequisite of 2002070 and current history of average (S1, RQ3) ≥ 3 (A, B) and Lexile of < 980

Middle School Social Studies Placement Criteria (2018-2019)



Content Specialist: Michelle Anderson

Grade 6									
Process message / Course Description	Course Code	seq	FSA, Max Current (grade tested 05,06)		PMR, Max current Rating (grade tested 05)		PMP, Max current Alpha (grade tested 05)		Prior Yr FSA (grade tested 04,05)
Special Notes: <ul style="list-style-type: none">IB Schools recommendations processed, but requests not written for schools (0141 Largo Middle, 3761 Sanderlin , 4061 John Hopkins Middle)Bypass ESE with a primary exception = W, or NY_FT_Service_Code in(S1,S2,S3)									
M/J United States History Advanced	2100020	1	FSA ELA(RO) Max AL(3,4,5)					or	Prior FSA ELA(RO) Max AL(3,4,5)
		2	FSA ELA(RO) Max AL(1,2)	and	PMR RTG Max score >= 19				
		3	FSA ELA(RO) Max AL(1,2)			and	PMP alpha =(P,AP)		
		4			PMR RTG Max score >= 19			and	Prior FSA ELA(RO) Max AL(1,2)
		5					PMP alpha =(P,AP)	and	Prior FSA ELA(RO) Max AL(1,2)
M/J United States History	2100010	6	FSA ELA(RO) Max AL(1,2)	and	PMR RTG Max score < 19				
		7	FSA ELA(RO) Max AL(1,2)			and	PMP alpha <>(P,AP)		
		8			PMR RTG Max score < 19			and	Prior FSA ELA(RO) Max AL(1,2)
		9					PMP alpha <>(P,AP)	and	Prior FSA ELA(RO) Max AL(1,2)
06 No FSA ELA(RO) from grades(04-06)- Use Alternate Placement evaluation									

Middle School Social Studies Placement Criteria (2018-2019)



Content Specialist: Michelle Anderson

Grade 7							
Process message / Course Description	Course Code	seq	FSA, Max Current (grade tested 06,07)		SRI, Lexile Current (grade tested 06,07)		Prior Yr FSA (grade tested 05,06)
Special Notes: <ul style="list-style-type: none">IB Schools recommendations processed, but requests not written for schools (0141 Largo Middle, 3761 Sanderlin , 4061 John Hopkins Middle)Bypass ESE with a primary exception = W, or NY_FT_Service_Code in(S1,S2,S3)							
M/J Civics Advanced	2106020	1	FSA ELA(RO) Max AL(3,4,5)			or	FSA ELA(RO) Max AL(3,4,5)
		2	FSA ELA(RO) Max AL(1,2)	and	SRI Lexile Max score >= 900		
		3			SRI Lexile Max score >= 900	and	FSAELA(RO) Max AL(1,2)
M/J Civics	2106010	4	FSA ELA(RO) Max AL(1,2)	and	SRI Lexile Max score < 900 Or No Lexile Score		
		5			SRI Lexile Max score < 900 Or No Lexile Score	and	FSA ELA(RO) Max AL(1,2)
07 No FSA ELA(RO) from grades(05-07)- Use Alternate Placement evaluation							

Middle School Social Studies Placement Criteria (2018-2019)



Content Specialist: Michelle Anderson

Grade 8							
Process message / Course Description	Course Code	seq	FSA, Max Current (grade tested 07,08)		SRI, Lexile Current (grade tested 07,08)		Prior Yr FSA (grade tested 06,07)
Special Notes: <ul style="list-style-type: none">IB Schools recommendations processed, but requests not written for schools (0141 Largo Middle, 3761 Sanderlin , 4061 John Hopkins Middle)Bypass ESE with a primary exception = W, or NY_FT_Service_Code in(S1,S2,S3)							
		1	FSA ELA(RO) Max AL(3,4,5)			or	FSA ELA(R O) Max AL(3,4, 5)
M/J World History, Advanced and Career Planning	2109020	2	FSA ELA(RO) Max AL(1,2)	and	SRI Lexile Max score >=1000		
		3			SRI Lexile Max score >= 1000	and	FSA ELA(R O) Max AL(1,2)
M/J World History and Career Planning	2109010	4	FSA ELA(RO) Max AL(1,2)	and	SRI Lexile Max score < 1000 Or No Lexile Score		
		5			SR Lexile Max score < 1000 Or No Lexile Score	and	FSA ELA(R O) Max AL(1,2)
08 No FSA ELA(RO) from grades(06-08)- Use Alternate Placement evaluation							

English for Speaker of Other Languages Services

Content Specialist: Natasa Karac

Purpose

The ESOL Department is committed to providing rigorous academics, promoting community involvement, and delivering quality services to English Language Learners, multilingual families, schools, and district offices. The department offers the following services:

- * Professional Development
- * Teaching and Learning support for all teachers of ELLs
- * ESOL Testing and Compliance training, support, and guidance
- * ESOL Family Outreach
- * Translations and Interpretations

In our work, the purpose, the expectation, the common goal, and a belief we share is: A complete language learning experience for ELLs is one grounded in a theory of action that affirms that English Language Learners are capable of engaging in complex thinking, reading and comprehension of complex texts, and writing about complex material. If teachers are given time to analyze the Florida Standards and plan effective lessons based on the standards and using grade-level appropriate, complex texts, ELLs will acquire the reasoning, language skills, and academic registers they need to be successful across the curriculum and throughout the school day. Teachers, in turn, need support and guidance from instructional leaders who understand the important shifts needed to engage ELLs in complex thinking, talk, and tasks anchored in complex, grade-level texts.

Overview

English Language Learners (ELLs) are the fastest growing segment of the student population across the nation. They do not fit easily into simple categories; they comprise a very diverse group. In Pinellas County Schools about 81% percent of ELLs were born in the U.S., while only 19% percent were born elsewhere. Additionally, ELLs have varied levels of language proficiency, socio-economic standing, expectations of schooling, content knowledge, and immigration status. ELL's prior schooling, levels of literacy in native language, parent educational background, socio-economic position, content knowledge, and immigration status create variety in their learning processes. They need to learn forms and structures of academic language; they need to understand the relationship between forms and meaning in written language, and they need opportunities to express complex meanings, even when their English language proficiency is limited. Instruction must fully engage ELLs, accelerating their language acquisition and learning across the day. There are two critical elements in helping ELLs succeed:

- **Focused Language Study (FLS):** This element calls for dedicated time for focused instruction in how English works, providing ELLs with an understanding of the basic structures of language — in all four domains — for a variety of registers, especially the academic register needed to engage in academic discourse across all content areas. This dedicated English language development time with an ESOL teacher may be provided to ELLs in a variety of configurations, for example, as part of the ELA class or as a stand-alone ESOL class.
- **Discipline-specific and Academic Language Expansion (DALE):** This element calls for the development and expansion of discipline-specific and academic English across the day by all teachers and integrated into all subjects. The language learning that occurs during a student's experience with the different content areas (i.e.,

social studies/ history, science, math, English language arts) is especially valuable for ELLs because it extends and stretches their language development in new and various directions. It also deepens a student's understanding of how language can be used for diverse purposes and in different ways. This is the only way that ELLs learn to use language in the different academic registers.

Assisting ELLs with the particular structures of English, as would take place in the focused language study, is meant to support their language growth. However, the majority of their discipline-specific academic language expansion will occur within their grade-level, content-specific classes. This is where they spend the majority of their time and where language is used for real purposes, namely in the acquisition of concepts and skills within authentic material. It is helpful to remember that ...”language is learned, not because we want to talk or read or write about language, but because we want to talk and read and write about the world...especially for children, language is the medium of our interpersonal relationships, the medium of our mental life, the medium of learning about the world” (Cazden, 1977:42).

So, subject area teachers must learn how to assist ELLs in the academic registers and ways of thinking and expressing ideas in their fields. Subject area teachers must also help ELLs with the concepts specific to their field and assist ELLs in paying close attention to language usage in each field; for example, how the use of the present tense can often signify a timeless present, not just what is happening right now, as in “Trickles of water flow together to form a brook.” (Dorros, A. 1991), or how the use of modals can signal possibility or uncertainty on the part of the author—“The two processes could well be independent.” (Biber, et al., 2002: 178). This kind of close reading can begin in the content area class and then can be reinforced in the focused language study period.

Florida Standards

We need to make sure that ELLs have access to the grade-level content knowledge included in the Florida Standards. ELLs are a heterogeneous group and effectively educating these students requires diagnosing each student instructionally, adjusting instruction to meet their needs and strengths, and monitoring their progress.

WIDA in Pinellas County Schools

The WIDA (World-class Instructional Design and Assessment) Consortium has been built by educators who work with English language learners (ELLs) in their classrooms, schools, districts, and states. WIDA advances academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators.

Florida Department of Education (FDOE) has been a WIDA consortium member state since 2015. FDOE has adopted WIDA's English language development (ELD) standards and assessments for English Language Learners. The annual assessment for English Language Learners is ACCESS 2.0 (Assessing Comprehension and Communication in English State to State). This assessment replaces the previous Comprehensive English Language Learning Assessment (CELLA).

- WIDA ELD standards incorporate a set of model performance indicators (MPIs) that describe the expectations educators have of ELL students at four different grade level clusters and in five different content areas.
- The grade level clusters include Pre-K to K, 1 to 2, 3 to 5, 6 to 8, and 9 to 12. There are five content areas of the standards. The first is called social and instructional language (SI), which incorporates proficiencies needed to deal with the general language of the classroom and the school. The others are English language arts (LA), math (MA), science (SC), and social studies (SS).
- For each grade level, then, the standards specify one or more performance indicators for each content area within each of the four language domains: Listening, Speaking, Reading, and Writing.

- The WIDA framework recognizes the continuum of language development within the four domains with six English language proficiency levels.

Performance Definitions for the Levels of English Language Proficiency

The Performance Definitions presented below frame the ELD standards. They provide criteria that shape each of the six levels of English language proficiency. The three bullets within each proficiency level in the Performance Definitions also correspond to the categories or components of the Speaking and Writing Rubrics, namely:

- **Linguistic Complexity**- the amount and quality of speech or writing for a given situation
- **Vocabulary Usage**- the specificity of words or phrases for a given context
- **Language Control**- the comprehensibility of the communication based on the amount and types of errors

Performance Definitions: At the given level of English language proficiency, ELLs will process, understand, produce or use:

6- Reaching	<ul style="list-style-type: none"> • specialized or technical language reflective of the content areas at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to proficient English peers
5- Bridging	<ul style="list-style-type: none"> • specialized or technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports • oral or written language approaching comparability to that of proficient English peers when presented with grade level material
4- Expanding	<ul style="list-style-type: none"> • specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs • oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
3- Developing	<ul style="list-style-type: none"> • general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	<ul style="list-style-type: none"> • general language related to the content areas • phrases or short sentences • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1- Entering	<ul style="list-style-type: none"> • pictorial or graphic representation of the language of the content areas • words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with with sensory, graphic or interactive support

Linguistic Complexity refers to the amount of discourse (oral or written), the types and variety of grammatical structures, the organization and cohesion of ideas and, at the higher levels of language proficiency, the use of text structures in specific genres. For example, expository essays often include the use of language to foreshadow, argue and summarize (Schleppegrell, 2004). As ELLs gain proficiency in English, their processing abilities and use of complex structures increase accordingly.

Vocabulary Usage: The role of vocabulary, in particular, the use of academic language associated with content-based instruction, has been documented as critical in the literacy development of second language learners. In fact, “mastery of academic language is arguably the single most important determinant of academic success; to be successful academically, students need to develop the specialized language of academic discourse that is distinct from conversational language” (Francis, Rivera, Lesaux, & Rivera, 2006, p.7). In the Performance Definitions, as students progress from the Entering to Reaching levels of proficiency, we witness change in vocabulary use from general language to specific language to specialized or technical language that is required in processing or responding to a task.

Language Control reflects the extent to which a communication is comprehensible. Comprehensibility is measured by the number and types of errors committed in oral or written discourse that affect the meaning or intent of the message. These errors involve lapses in fluency, grammatical usage, phonology (the sounds used by a particular language), and semantic choice (the selection of words to convey meaning).

Instructional Considerations for ELLs in Five Areas of Reading

Phonemic Awareness

Some phonemes may not be present in ELLs' native language and, therefore, may be difficult for a student to pronounce and distinguish auditorily, as well as to place into a meaningful context. For ELLs, as with all students, it is important that instruction have meaning, so that the words and sounds students are manipulating are familiar. It is therefore necessary for ELLs to have knowledge of the English vocabulary words within which they are to understand phonemes. Teachers can teach phonemic awareness while also explicitly teaching vocabulary words, their meaning, and their pronunciation to ELLs.

Children's minds are trained to categorize phonemes in their first language, which may conflict with English phonemes. For example, Spanish-speaking children may speak, read, and write *ch* when *sh* should be used because in Spanish, these two combinations produce the same phoneme (International Reading Association, 2001). Teachers can enable phonemic awareness in English for ELLs by understanding the linguistic characteristics of students' native language, including the phonemes that exist and do not exist in the native language.

Scientific-based research suggests that ELLs respond well to meaningful activities such as language games and word walls, especially when the activities are consistent and focus on particular sounds and letters. Songs and poems, with their rhythm and repetition, are easily memorized and can be used to teach phonemic awareness and print concepts to ELLs (Hiebert, et al., 1998). These rhymes exist in every language and teachers can ask students or their parents to share these culturally relevant and teachable rhymes with the class, and build phonemic awareness activities around them.

Phonics

Students who are not literate in their own language or whose language does not have a written form may not understand some concepts and need to be taught about the functions of print (Peregoy & Boyle, 2000).

Students may have learned to read and write in a native language in which the letters correspond to different sounds than they do in English, or they may have learned to read and write in a language with characters that correspond to words or portions of words. For example, "alphabetic writing systems such as the three different ones used for English, Greek, and Russian represent speech sounds or phonemes with letters or letter sequences. In contrast, in logographic writing systems, such as Chinese, each written character represents a meaning unit or morpheme; while in syllabic writing systems, such as kana in Japanese and Sequoyah's Cherokee syllabify, each written symbol represents a syllable (Peregoy & Boyle, 2000, p. 241)."

In Spanish (the native language of 77 percent of ELLs in U.S. schools, [NCBE, 2002]), the letters *b, c, d, f, l, m, n, p, q, s,* and *t* represent sounds that are similar enough to English that they may transfer readily to English reading for many students.

Consequently, many students need minimal phonics instruction for these consonants. In contrast, vowel letters look the same in Spanish and English but are named differently and represent very different sounds. Therefore, English vowel sounds and their numerous spellings present a challenge to Spanish literate students learning to read English because the one-to-one correspondence between vowel letters and vowel sounds in Spanish does not hold true in English (Peregoy & Boyle, 2000).

These examples represent not simply the challenges in teaching ELLs to read in English, but also illustrate that teachers can effectively teach phonics and all of the components if they are armed with knowledge about their students and their native language.

Vocabulary

Vocabulary development is one of the greatest challenges to reading instruction for ELLs, because in order to read fluently and comprehend what is written, students need to use not just phonics, but context. It is possible for students to read completely phonetically and not comprehend what they have read because they do not have the vocabulary. Therefore, vocabulary needs to be taught explicitly and be a part of the daily curriculum in addition to learning to read. This can be done through class time devoted strictly to English as a Second Language (ESL) or English Language Development (ELD).

Scientific research on vocabulary development demonstrates that children learn the majority of their vocabulary indirectly in the following three ways:

- Through conversations, mostly with adults;
- Listening to adults read to them; and
- Reading extensively on their own (CIERA, 2001).

This finding has serious consequences for ELLs, whose parents and other adults in their lives are often not fluent in English. It is therefore extremely important for educators of ELLs to know and incorporate the ways that students learn vocabulary directly, including: explicitly teaching vocabulary words before students read a text, how to use dictionaries, how to use prefixes and suffixes to decipher word meanings, and how to use context clues (CIERA, 2001).

In the discussion of literacy development for ELLs, it is useful to consider a theory that distinguishes the language proficiency needed for every day, face-to-face communication (BICS, for Basic Interpersonal Communicative Skills) from the proficiency needed to comprehend and manipulate language in the decontextualized educational setting (CALP, for Cognitive Academic Language Proficiency) (Cummins, 1992). The BICS/CALP distinction highlights the fact that some aspects of language proficiency are considerably more relevant for students' cognitive and academic progress than are the surface manifestations commonly focused on by educators. Additionally, in terms of vocabulary development, it highlights the fact that an ELL student may have the vocabulary to hold a conversation about weekend activities, but might not have the vocabulary to comprehend a science or social studies text.

Fluency

The Center for the Improvement of Early Reading Achievement (CIERA) states that ELLs should learn to read initially in their first language. If this is not possible, students need to see and hear literally hundreds of books over a school year in order for fluency to be modeled to them. CIERA recommends that ELLs participate in read-alouds of big books, read along with proficient readers, and listen repeatedly to books read aloud in order to gain fluency in English (Hiebert et al., 1998).

The NRC complements CIERA's recommendations about initial literacy in the native language. The NRC asserts that learning to speak English first contributes to children's eventual fluency in English reading, as oral proficiency provides a foundation to support subsequent learning about the alphabetic principle through an understanding of the structure of spoken English words and of the language and content of the material they are reading (Snow, Burns, & Griffin, 1998). This reinforces the recommendation for vocabulary development in ELLs: that in addition to reading instruction, ESL or ELD instruction must be an integral part of curriculum for ELLs.

Fluency should not be confused with accent. Many ELLs will read and speak English with an accent as they are beginning to learn English, and others will have one throughout their lives. Students can read fluently in English with a native language accent.

Comprehension

The NRC, in discussing reading for meaning, or comprehension, explains that the four other skills are interrelated with the skill of comprehension and also makes the case for native language literacy instruction: "The abilities to hear and reflect on the structure of spoken English words, as required for learning how the alphabetic principle works, depend on oral familiarity with the words being read. Similarly, learning to read for meaning depends on understanding the language and referents of the text to be read. To the extent possible, ELLs should have opportunities to develop literacy skills in their home language as well as in English (Snow, Burns, & Griffin, 1998, p. 324)."

As ELLs may be working diligently to translate concepts literally, figurative language such as "crocodile tears" or "sweet tooth" can be perplexing. Hiebert et al. (1998) recommend scanning students' text beforehand to anticipate these difficulties and engaging students in a discussion about literal and figurative meanings of these expressions.

Frequently, when students are behind their peers in learning to read, as is often the case for ELLs, their remedial programs consist of phonemic awareness, phonics activities or vocabulary development in isolation. They are not exposed to authentic texts or challenged to think critically or inferentially about stories. Teachers of ELLs must expose their students to quality literature and higher order thinking skills. This can be done through the use of graphic organizers, modeling "thinking aloud," and stopping often in the text to question and summarize.

Instructional Considerations for ELLs in Writing, From Colorin Colorado (<http://www.colorincolorado.org>):

"Research suggests two principles of writing instruction for ELLs. First, literacy instruction should center on understanding and on the communication of meaning. The teachers' role is to support students as they carry out meaningful literacy activities involving the full processes of reading and writing.

Second, writing instruction should take place in the context of a rich and challenging curriculum. The teachers' role is to provide instructional materials and activities that meet and challenge a student's language production level and provide access to standards-based academic content.

Recent research reveals emerging promising practices on how meaningful, standards-based writing instruction can be attained through five key principles:

1. Writing can be taught earlier than once believed: you don't have to wait until the student has developed high levels of English proficiency.
2. Explicit instruction in writing mechanics and composition skills is necessary for writing success.
3. Vocabulary and oral language development are an integral part of writing.
4. Writing flourishes in a safe community of learners, where teacher and students are writing and sharing their writings, editing each other's work (students edit teacher's writing also), and where they publish together. ELLs need a sense of community and structure that allows them to take risks on their way to learning in a new language and culture.
5. Using culturally responsive instruction, teachers explore with their classes the ways in which students and their families use literacy at home and in the community. Teachers then bring these topics, styles, and cultural knowledge into the writing themes.

For instance, well-educated Mexican students often start a narrative with long sentences filled with flowery language. To them, it is an insult to start with a succinct topic sentence. The topic is not typically approached until the elaborate introduction is complete.

Korean students tend to use more inductive logical structures, putting details first and working up to a conclusion. Their style may appear indirect and unconvincing in their arguments to teachers unfamiliar with such a rhetorical approach. Students who speak Arabic may also love long descriptions, and may be seen as digressing. Vietnamese students may focus more on setting the scene than on developing the plot.

These cultural mismatches might raise false impressions about the students' writing abilities. Thus, teachers who are unfamiliar with cultural variations such as these might want to begin with class activities to discover the variations in class by asking students to write about their culture or country of origin.

The goal of a recursive writing process is to get ELLs to write often and to use their peers in the classroom as their audience. You can use cooperative learning during the planning, revising, and editing of their writing, so that students give feedback to one another as well as use

feedback that has been given. ELLs learn a great deal just from examining each other's writing. Through this process, ELLs have many opportunities to write, learn new text structures and words, and become familiar with the mechanics of writing in English.

It is also important, however, to teach students specific strategies and skills to help them improve their writing techniques and their English simultaneously. Below you will find ideas for mini-lessons on conventions for writing that you can provide on a systematic basis.”

WIDA Writing Rubric

The WIDA Writing Rubric included in this guide below is intended to be used by teachers on a formative basis to interpret ELLs’ production in English on classroom or program level tasks. The rubric may be used in conjunction with the Performance Definitions and also the writing domains of the CAN DO Descriptors. Teachers are welcome to incorporate this rubric into their classroom assessment throughout the school year. Standards-Based Writing for ELLs

Writing Rubric of the WIDA Consortium (Grades 1-12)

Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
1 Entering	Single words, set phrases or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language.	Usage of highest frequency vocabulary from school setting and content areas.	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text.
2 Emerging	Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced.	Usage of general language related to the content area; lack of vocabulary may be evident.	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors.
3 Developing	Simple and expanded sentences that show emerging complexity used to provide detail.	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident.	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text.
4 Expanding	A variety of sentence lengths of varying linguistic complexity; emerging cohesion used to provide detail and clarity.	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident.	Generally comprehensible at all times, errors don’t impede the overall meaning; such errors may reflect first language interference.
5 Bridging	A variety of sentence lengths of varying linguistic complexity in a single organized paragraph or in extended text; cohesion and organization	Usage of technical language related to the content area; evident facility with needed vocabulary.	Approaching comparability to that of English proficient peers; errors don’t impede comprehensibility.

<p>6 Reaching*</p>	<p>A variety of sentence lengths of varying linguistic complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization</p>	<p>Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific or technical language.</p>	<p>Has reached comparability to that of English proficient peers functioning at the “proficient” level in state-wide assessments.</p>
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CAN DO Descriptors (see Table 2 at the end of the ELL Services section)

For teachers unfamiliar with the ELD standards, the CAN DO Descriptors provide a starting point for working with ELLs and a collaborative tool for planning. The CAN DO Descriptors are also general enough to be appropriate to share with students’ family members to help them understand the continuum of English language development (available in Spanish in eLearn, ESOL Curriculum Support website), as well as to create language proficiency goals with individual ELL students and encourage student’s ownership of that progression. The CAN DO Descriptors expand the Performance Definitions for the ELD standards by giving suggested indicators (not a definitive set) in each language domain: listening, speaking, reading and writing. More targeted than the Performance Definitions, the Descriptors have greater instructional implications; that is, the information may be used to plan differentiated lessons or unit plans. The Descriptors may also apply to ACCESS for ELLs scores and may assist teachers and administrators in interpreting the meaning of the score reports. A distinguishing feature of these Descriptors, although not explicitly mentioned, is the presence of sensory, graphic or interactive support, through ELD level 4, to facilitate ELLs’ access to content in order to succeed in school.

The CAN DO Descriptors offer teachers and administrators working with ELLs a range of expectations for student performance within a designated ELD level of the WIDA ELD Standards. The Descriptors are not instructional or assessment strategies, per se. They are exemplars of what ELLs may do to demonstrate comprehension in listening and reading as well as production in speaking and writing within a school setting.

Currently, the CAN DO Descriptors are written for the entire Pre-K-12 spectrum. Given that they are generalized across grade spans, it is important to acknowledge the variability of students’ cognitive development due to age, grade level spans, diagnosed learning disabilities (if applicable) and their diversity of educational experiences.

Student Progression

It is important to know the language proficiency levels of the ELLs in every classroom. Their English language proficiency assessment scores provides this critical piece of data. This data will provide a starting point for differentiation and instructional accommodations – for delivering instruction that will be comprehensible to ELLs, as well as equal in amount scope and sequence to that of their non-ELL peers. It tells what ELLs CAN DO at their level of English proficiency in each language domain: listening, speaking, reading and writing. To learn more about how to plan and deliver instruction that meets the needs of ELLs, please contact the ESOL Office at 588 6068.

Grading: Academic performance of ELLs must be monitored and evaluated against grade level standards. Each student classified as an ELL shall be graded based on his/her academic progress at his/her level of English proficiency. The teacher must document that accommodations and strategies of instruction and assessment were employed, which allowed the student to demonstrate progress in the achievement of the benchmarks and grade level expectations. A grade of “Unsatisfactory”, “D,” or “F” may only be assigned to an ELL if he/she received appropriate accommodations and strategies in instruction and assessment and the student demonstrated no progress toward achieving the standards and grade level expectations at his/her level of English proficiency. ELLs are required to participate in and demonstrate mastery of the general curriculum, and the teachers are required to implement and document the individualized accommodations in providing the comprehensible instruction, equal in amount, scope, sequence, and quality to that provided to native speakers of English and aligned with the Florida Standards benchmarks and grade level expectations, course descriptions, and district curriculum frameworks. No alternative grading system shall be established for ELLs.

Retention

ELLs shall not be retained solely on the basis of their limited English language proficiency. This exemption may only occur on an individual basis and as a result of a decision made by the school's ELL Committee. **The ELL Committee must meet to make the appropriate decisions regarding the retention of an ELL.** ELLs shall not be retained if instructional strategies, materials and assessment have not been differentiated and scaffolds and strategies documented to meet their needs. ELLs must be provided with comprehensible instruction appropriate for his/her level of English proficiency and equal, in amount, sequence and scope as that provided to non-ELLs.

State Board Rule: SBR 6A-1.09421(6) Assessment of Limited English Proficient (LEP) Students

“No promotion or retention decision may be made for any individual student classified as LEP based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a particular district's formal assessment process. **A formal retention recommendation regarding a LEP student may be made through action of a LEP committee.**”

Models of Instruction/ Instructional Framework:

* Focused Language Study (FLS): dedicated time for focused instruction in how English works. Focused ESL/ELD provides for dedicated instruction in FLS through the M/J Developmental Language Arts through ESOL classes [course code: 1002180A and 1002180B, see matrix below for more information] or by the ELA teacher during rotations.

* Discipline-specific and Academic Language Expansion (DALE): development and expansion of discipline-specific and academic English across the day by all teachers and integrated into all subjects.

	WHAT	HOW
Focused Language Study (FLS)	<p>a. Focused English Language Development: A dedicated time for very targeted ELD. Instruction focuses on HOW English works — those elements that are already typically known to native English speakers but must be systematically developed by ELLs. (Fillmore & Fillmore, 2012.)</p> <p>b. Focus on functional/purposeful use of language — appropriate to varying language proficiency levels</p> <p>c. In some districts, ESL/ELD serves as the English Language Arts (ELA) course for ELLs. These ESL/ELD courses are aligned to both the Common Core or general ELA curriculum <i>and</i> the ESL standards.</p> <p>d. Instruction is directly linked and applicable to functional aspects of schooling, as well as language needs across the content areas</p>	<p>a. Students may be grouped by English proficiency levels (important for students at beginning levels and best when students are mixed within a limited range of levels, not isolated in a single-level group).</p> <p>b. A specified number of minutes (e.g., 30-60) is allotted in elementary grades, or a class period(s) is allotted at the secondary level, either as a stand-alone class or in combination with ELA, depending upon students' English proficiency levels and other instructional needs.</p> <p>c. Instruction may be provided by:</p> <ul style="list-style-type: none"> ▪ ESL teacher (push-in, pull-out) ▪ Classroom teacher (as a small group) ▪ Co-teachers (each with a small group at similar language levels)
Discipline-specific and Academic Language Expansion (DALE)	<p>a. Language development takes place in an integrated manner within the appropriate grade level</p> <p>b. Instruction for language expansion is embedded in and informed by content across the subject areas</p> <p>c. Content area instruction includes attention to the lesson's language demands, challenges, and opportunities</p> <p>d. High-utility, cross-discipline academic language development is an instructional focus</p> <p>e. Discipline-specific language development supports and benefits all students, beyond ELLs</p>	<p>a. Instruction is in the context of grade-level content and focuses on deliberate language development through Complex Thought, Texts, Talk, and Tasks (Cucchiara, Fillmore & Fillmore, 2012)</p> <p>b. DALE is never decontextualized; rather, it is integrated to facilitate development of discipline-specific language and concepts within grade-level content-area classes</p> <p>c. Instruction may be provided by</p> <ul style="list-style-type: none"> ▪ Content-area teacher ▪ Co-teachers: Content-area teacher and ESL teacher planning and teaching together

Supports

Support is an instructional strategy or tool used to assist students in accessing content necessary for classroom understanding or communication. Support may include teaching techniques, such as modeling, feedback or questioning. Other types of support involve students using visuals or graphics, interacting with others or using their senses to help construct meaning of oral or written language (TESOL, 2006). Support is important for all learners to gain access to meaning through multiple modalities, but it is absolutely essential for ELLs. For this reason, WIDA incorporates supports through English language proficiency level four (4). These supports for ELLs need to be present in both instruction and assessment on both a formative and summative basis.

Supports may be sensory, graphic or interactive. Although not extensive, the list below offers some suggestions for teachers to incorporate into instruction and assessment of ELLs.

Sensory Supports	Graphic Supports	Interactive Supports
<ul style="list-style-type: none"> • Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures 	<ul style="list-style-type: none"> • Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines 	<ul style="list-style-type: none"> • In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors

Sensory Supports

Some sensory supports are applicable across all ELD standards. Others are specific to the language of a content area. The use of these sensory supports in activities, tasks and projects helps promote the development of students' academic language proficiency. Specific examples:

Supports related to the language of Language Arts	Supports related to the language of Mathematics	Supports related to the language of Science	Supports related to the language of Social Studies
Illustrated word/phrase walls Felt or magnetic figures of story elements Sequence blocks Environmental print Posters or displays Bulletin boards Photographs Cartoons Audio books Songs/Chants	Blocks/Cubes Clocks, sundials and other timekeepers Number lines Models of geometric figures Calculators Protractors Rulers, yard/meter sticks Geoboards Counters Compasses Calendars Coins	Scientific instruments Measurement tools Physical models Natural materials Actual substances, organisms or objects of investigation Posters/Illustrations of processes or cycles	Maps Globes Atlases Compasses Timelines Multicultural artifacts Aerial & satellite photographs Video clips

Adopted from Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.






Graphic Supports

The most commonly used graphic support associated with social, instructional and academic language is the graphic organizer. Graphic organizers, such as semantic maps, Venn diagrams or

T charts, are useful tools for ELLs. These graphic supports allow students to demonstrate their understanding of ideas and concepts without having to depend on or produce complex and sustained discourse. It cannot be assumed, however, that ELLs understand the concept behind and automatically know how to use particular graphic organizers. Therefore, teachers must model examples of their use and give students time to practice with each one.

Figure below provides specific ideas of how graphic organizers may be used with each language-proficiency standard. As it does not

delineate examples by grade level cluster, teachers' knowledge of their students and the curriculum is important in translating these suggestions into instructional assessment activities. Examples of Use of Graphic Organizers across the ELD Standards:

ELP standard	1- Social and Instructional language	2- The language of Language Arts	3- The language of Mathematics	4- The language of Science	5- The language of Social Studies
 Venn Diagrams - Comparing and Contrasting Two Entities	<ul style="list-style-type: none"> Two friends or family members Two traditions 	<ul style="list-style-type: none"> Two characters Two settings Two genres 	<ul style="list-style-type: none"> Two operations Two geometric figures Two forms of proportion 	<ul style="list-style-type: none"> Two body systems or organs Two animals or plants 	<ul style="list-style-type: none"> Two conflicts Two forms of government Two forms of transportation
 T-Charts - Sorting or Categorizing Objects or Concepts	<ul style="list-style-type: none"> Colors Classroom objects 	<ul style="list-style-type: none"> Facts/Opinions Points of view Pros/Cons 	<ul style="list-style-type: none"> Area/Perimeter Fractions/Decimals Addition/Subtraction 	<ul style="list-style-type: none"> Forms of matter Forms of energy Senses Vertebrates/Invertebrates 	<ul style="list-style-type: none"> Types of transportation Types of habitats
 Cycles - Producing a Series of Connected Events or a Process	<ul style="list-style-type: none"> Conflict/Resolution School or classroom routines 	<ul style="list-style-type: none"> Plot lines 	<ul style="list-style-type: none"> Steps in problem-solving 	<ul style="list-style-type: none"> Scientific inquiry Life cycles Water cycle 	<ul style="list-style-type: none"> Elections in a democracy Passage of a law
 Cause and Effect - Illustrating a Relationship	<ul style="list-style-type: none"> Classroom or school rules Health and safety at home or in school 	<ul style="list-style-type: none"> Responses of characters to events 	<ul style="list-style-type: none"> Variables in algebraic equations Geometric theorems 	<ul style="list-style-type: none"> Chemical reactions Adaptation Weather events 	<ul style="list-style-type: none"> Political movements Economic trends
 Semantic Webs - Connecting Categories to Themes or Topics	<ul style="list-style-type: none"> Personal interests Idiomatic expressions Multiple meanings of words and phrases 	<ul style="list-style-type: none"> Root words and affixes Main idea/Details 	<ul style="list-style-type: none"> Types and features of polygons Types and characteristics of angles 	<ul style="list-style-type: none"> Foods and their nutritional ingredients Types and characteristics of rocks 	<ul style="list-style-type: none"> Types of human and civil rights Impact of economic policies

Adopted from Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.

Interactive Supports

All students benefit from opportunities to discuss and confirm prior knowledge with each other in pairs or groups or by using interactive multimedia such as the Internet. These interactive supports are especially useful for ELLs. Their participation in interactive activities and tasks can promote comprehension and expose them to a variety of communication styles. We also know that instructional strategies that incorporate interactive supports facilitate the exchange of cultural values, norms and behaviors and challenge students at every level of English language proficiency to meet expectations in situations that they find meaningful. ELLs come to school with diverse languages and cultures. These resources should be recognized, preserved and strengthened even if they may not coincide with the language of instruction.

Taking this into account, the student's native language (L1) has been included as a type of interactive support within the WIDA Framework, especially at the first two stages of English language development. In doing so, students with a common language of origin are encouraged to communicate with each other to clarify, recap or extend meaning of ideas and concepts presented in English. In this way, native language may serve to facilitate and enrich the students' process of acquiring an additional language.

Go-To-Strategies

The 78 strategies described have been chosen to reflect the five research-based principles of scaffolded instruction for English language learners outlined below.

* Focus on academic language, literacy, and vocabulary;

- * Link background knowledge and culture to learning;
- * Increase comprehensible input and language output;
- * Promote classroom interaction; and
- * Stimulate higher order thinking and the use of learning strategies.

These five core principles are essential to academic success for English language learners, representing both research findings and best practices. The strategies correspond directly to the levels of English language proficiency on the WIDA ACCESS for ELLs 2.0 assessment. Do you know them for your ELLs? The English language proficiency levels for the 2016 ACCESS for ELLs 2.0 can be found in FOCUS, on the Test History screen and in each ELL's cumulative folder.

For full inventory of strategies, please see ESOL Curriculum Support website on eLearn: click on ESOL under Department and Offices.

Instructional Materials

For current recommendations, please see ESOL Curriculum Support website on eLearn (elearn.pcsb.org): click on ESOL under Department and Offices.

The GO TO Strategies Matrix: Scaffolding Options for Teachers of English Language Learners, K-12

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<ul style="list-style-type: none"> Use physical gestures to accompany oral directives. Modify *Teacher Talk. Label visuals and objects with target vocabulary. Introduce Cognates to aid comprehension. Ask for Signal Responses to check comprehension. 	<ul style="list-style-type: none"> Give two step Contextualized directions. Restate/rephrase and use *Patterned Oral Language routines. Model Academic Language and vocabulary. Ask for Total Physical Responses from students. 	<ul style="list-style-type: none"> Provide graphics or objects to sequence steps in a process. Check Comprehension of all students frequently. Use *Wait Time. Provide Anticipation Guides for previewing content reading. 	<ul style="list-style-type: none"> Compare/contrast relationships from auditory information using a Venn Diagram. Require students to restate and rephrase from auditory input as in *Paraphrase Passport. 	<ul style="list-style-type: none"> Outline lectures on the SmartBoard. Use *Video Observation Guides. Confirm students' prior knowledge of content topics. Extend content vocabulary with multiple examples and non-examples.
Speaking	<ul style="list-style-type: none"> Provide wall charts with illustrated academic vocabulary. Ask simple WH (who, what, when, where), yes-no or either-or questions. Elicit *Choral Responses. Encourage participation in group chants, poems, and songs. 	<ul style="list-style-type: none"> Use 10-2 structures. Assign roles in group work. Use Clock Buddies. Use Numbered Heads Together. Use *Think-Pair-Share-Squared. Develop Key Sentence Frames for pair interactions. 	<ul style="list-style-type: none"> Provide Graphic Organizers or notes to scaffold oral retelling. Prompt for academic language output. Use Think-Pair-Share. Repeat and Expand student responses in a *Collaborative Dialogue. 	<ul style="list-style-type: none"> Require full sentence responses by asking open ended questions. Use Varied Presentation Formats such as role plays. *Scaffold oral reports with note cards and provide time for prior practice. Use Reader's Theatre to scaffold oral language growth. 	<ul style="list-style-type: none"> Require computer and library research. Ask students to analyze text structure and select an appropriate Graphic Organizer for summarizing. Use *Reciprocal Teaching to scaffold independent reading.
Reading	<ul style="list-style-type: none"> Preview the text content with pictures, demos, charts, or experiences. Pair students to read one text together. Preview text with a Picture Walk. Use Choral Reading. Use *Teacher Read Alouds. 	<ul style="list-style-type: none"> Use Card Sorts. Use K-W-L charts before reading. Use the Language Experience Approach. Provide a list of important concepts on a graphic organizer. Use *Shared Reading and/or simplify the text. 	<ul style="list-style-type: none"> Provide a content vocabulary Word Bank with non-linguistic representations. Teach skimming for specific information. Use Teach the Text Backwards. Use 4 to 1 for main ideas from text. Use *Guided Reading. 	<ul style="list-style-type: none"> Require Learning Logs for summaries of learning. Use Text to Graphics and Back Again. Teach Signal Words (comparison, chronology, cause-effect, and listing) for academic writing. Provide *Cloze paragraphs with a *Word Bank. 	<ul style="list-style-type: none"> Require academic writing and the use of target academic vocabulary. Teach the process of writing a research paper. Address students' cultures in differing genres of writing. Hold frequent writing conferences with teacher and peers.
Writing	<ul style="list-style-type: none"> Require students to label visuals and/or create language balloons. Require vocabulary notebooks with L1 translations or non-linguistic representations. Provide *Key Sentence Frames with word and picture banks. 	<ul style="list-style-type: none"> Teach note taking on a Graphic Organizer. Use a Roaming Chart in small group work. Use Interactive Journals. Use *Think-Write-Pair-Share. Provide Cloze sentences with a Word Bank. 	<ul style="list-style-type: none"> Require Learning Logs for summaries of learning. Use Text to Graphics and Back Again. Teach Signal Words (comparison, chronology, cause-effect, and listing) for academic writing. Provide *Cloze paragraphs with a *Word Bank. 	<ul style="list-style-type: none"> Provide Rubrics and exemplars to scaffold writing assignments. Teach and utilize the writing process. Provide an outline for the standard five-paragraph essay. Provide *Report Frames for independent, structured, content writing. 	

* Starred strategies are described in the summary document on the following page, "The Go To Strategies Matrix: Scaffolding Across Language Proficiency Levels."

Assessment and Accountability

School accountability and ELLs: ELLs are included in accountability/ school grades as follows:

- Percentage of students passing statewide standardized assessments in ELA, Math, Science and Social Studies – only ELLs who have been enrolled in U.S. Schools for **more than 2 yrs.** starting with **DEUSS – Date of Entry into U.S. Schools**; This data element can be found on the ELL tab in FOCUS for each LY (ESOL) student. **This data element is REQUIRED for all ELLs and immigrant students. It is collected via the Home Language Survey Form and entered into FOCUS by the school's DMT. ELLs who have been attending the U.S. Schools for less than 12 months, and who are excluded from the school accountability calculations are identified through this data element. It is crucial that this data element is reported for all ELLs.**
- Percentage of students who make learning gains in ELA and Math - all ELLs are included
- Percentage of students in the lowest 25% in in ELA and Math – all ELLs are included

ELL students may not be exempt from the FSA ELA assessment. All ELLs are required to participate in all assessments – no exceptions. ELLs do not count towards the school grade within their first two years of receiving ESOL services. They do count in the percentage of students who make learning gains in ELA and Math, as well as in percentage of students in the lowest 25% in ELA and Math.

ELLs who are eligible for testing accommodations (students coded LY in FOCUS) should receive accommodations appropriate to their level of English language proficiency, according to their most recent English language proficiency assessment, and level of literacy in the native language. In other words, testing accommodations for ELLs (English Language Learners) are based on individual needs: not all ELLs need the same combination of allowable accommodations.

Students who are identified as ELLs (coded LY in FOCUS, ELL/ESOL Tab) should receive the needed and appropriate accommodations out of the following list of allowable accommodations on FSA and FCAT/ FCAT 2.0/NGSSS EOC assessments:

- **Flexible Setting** – ELLs may be tested in a separate room with the English for Speakers of Other Languages (ESOL) or heritage language teacher acting as test administrator. Parents/guardians must be informed of this option for students not of legal age and shall be given the opportunity to select the preferred method of test administration. A letter informing the parents of this option in many different languages is available through the ESOL office: 588-6073 and also on eLearn ESOL Compliance site. On the site, the letter is titled: Parent Notification of ELL Testing Accommodations – Flexible Setting. It is available in following languages: English, Spanish, Arabic, Vietnamese, Serbo-Croatian, and Albanian.
- **Flexible Scheduling/Additional Time** – ELLs may take a test session during several brief periods within one school day and may be provided additional time. Each test session must be completed within one school day.
- **Assistance in Heritage Language** – For specified portions of tests, ELLs may be provided limited assistance by an ESOL or heritage language teacher using the student's heritage language. For more specific information on this particular accommodation, please read on. Also, see State Board of Education Rule 6A-6.09091, or contact the ESOL Office for clarification: 588 6073.
- **Approved Dictionary and Glossary** – ELLs may use an approved English-to-heritage language and/or heritage language-to-English translation dictionary, a glossary, or both. The dictionary and the glossary must provide word-to-word translations only and may not contain definitions or other information.

ELLs are not eligible for paper-based accommodations. In order to receive paper-based accommodations, an ELL must also have an IEP or Section 504 plan that identifies the need for paper-based accommodations or reside at a Department of Corrections facility.

Test items may not be read aloud to ELLs. During portions of tests that may be read aloud to students with disabilities, the ESOL or heritage language teacher may provide limited assistance to an ELL **using the student's heritage language**. This should not be interpreted as permission to read aloud or provide oral presentation of test content in English or in the student's heritage language. Assistance in the student's heritage language is limited to answering specific questions about words or phrases that are confusing the student because of limited English proficiency. Questions must not be answered in a way that would assist the student or lead the student to infer correct/incorrect responses. The following table details allowable assistance in heritage language for FSA and for FCAT, FCAT 2.0, and NGSSS EOC assessments.

School/district personnel are responsible for ensuring that ELLs have access to English-to-heritage language and/or heritage language-to-English translation dictionaries, such as those made available to ELLs in an instructional setting. Approved dictionaries must provide word-to-word translation only and must not provide definitions in the heritage language or in English. Please contact the ESOL office at 588-6068 to get English-to-heritage language and/or heritage language-to-English translation dictionaries for ELL students who are literate in their native language.

	FSA	FCAT/FCAT 2.0/NGSSS EOC
	Allowable Assistance in Heritage Language?	
Directions	Yes	Yes
Writing Passages	No	n/a
Writing Prompt	Yes	n/a
Reading Passages	No	No
Reading Items	Yes	No
Reading Answer Choices	Yes	No
Mathematics Items	Yes	Yes
Mathematics Answer Choices	Yes	Yes
Science Items	n/a	Yes
Science Answer Choices	n/a	Yes
EOC Items	Yes	Yes
EOC Answer Choices	Yes	Yes

Table 1 Scheduling Matrix for ELs, 2018-2019

	ELA for ELs	English Language Development (Focused Language Study)		Reading for ELs	
Course Title Course Number	ELLs are placed in the appropriate English Language Arts class according to their grade level.	M/J Developmental Language Arts Through ESOL (MC) for Beginning ELLs 1002180A, gr. 6-8 (placement according to language proficiency)	M/J Developmental Language Arts Through ESOL (MC) For Intermediate and LTELs 1002180B, gr. 6-8 (placement according to language proficiency)	M/J Developmental Language Arts Through ESOL (R) Reading 1002181R, gr. 6 1002181R, gr. 7 1002181R, gr. 8 * Can combine gr. 7 and 8: 1002181R Or use regular iReady Intensive Reading Single period: 10000106, gr. 6 10000107, gr. 7 10000108, gr. 8	Intensive Reading, single period (or System 44 if qualified by PI test only for ELs with no formal schooling or with interrupted formal education) 1000010A, gr. 6 1000010B, gr. 7 1000010C, gr. 8
Subject	Language Arts	Intensive English Language Development	Intensive English Language Development	Single Period Reading	Single Period Reading
Course Length	Year (Y)	Year (Y)	Year (Y)	Year (Y)	Year (Y)
Curriculum/Technology-based Program Description and Notes	Regular grade-appropriate ELA Grade-appropriate ELA classes using grade-level instructional materials with supplemental materials appropriate to ELs' levels of English language proficiency, including individual student goal setting based on Can Do Descriptors.	District-developed, supports development of basic English skills for beginning ELLs Provide beginning level ELs 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, including individual student goal setting based on Can Do Descriptors.	English 3D – for intermediate language proficiency and LTELs Ensure proficiency in the academic language by teaching high-leverage, portable academic language, including vocabulary, syntax and grammar by improving reading, writing, speaking and listening skills through daily opportunities for class discussion, peer collaboration, and formal speeches, including individual student goal setting based on Can Do Descriptors.	iReady	Read 180 or System 44 * System 44 (rarely used; consult ESOL office prior to placing): may be appropriate for beginning level ELs with no formal schooling or with interrupted formal education from a rural area with limited exposure to literacy concepts in native country
Who Should Be in this Class	Follow appropriate ELA scheduling recommendations as for all other students	Newly arrived (12 -24 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 classified as LY for 4 yrs and longer (LTELs – long term ELs) and all ELLs with ACCESS for ELLs 2.0 language proficiency levels (in FOCUS): 3-Developing 4-Expanding 5- Bridging	ELs with 2017 FSA < Level 3 If no FSA then RI between 600 and 1050	ELs with RI 599 and below and Level 1 or 2 of FSA, or no FSA

Table 2 CAN DO's ELL Student Chart – Grade Level Cluster 6 - 8

Domain	Level 1 - Entering	Level 2 - Beginning	Level 3 - Developing	Level 4 - Expanding	Level 5 - Bridging
	Can Do	Can Do	Can Do	Can Do	Can Do
Listening	<ul style="list-style-type: none"> Follow one-step oral commands/instructions Match social language to visual/graphic displays Identify objects, people, or places from oral statements/questions using gestures Match instructional language with visual representation 	<ul style="list-style-type: none"> Follow multi-step oral commands/instructions Classify/sort content-related visuals per oral descriptions Sequence visuals per oral directions Identify information on charts or tables based on oral statements 	<ul style="list-style-type: none"> Categorize content based examples from oral directions Match main ideas of familiar text read aloud to visuals Use learning strategies described orally Identify everyday examples of content-based concepts described orally Associate oral language with different time frames 	<ul style="list-style-type: none"> Identify main ideas and details of oral discourse Complete content-related tasks or assignments based on oral discourse Apply learning strategies to new situations Role play, dramatize, or re-enact scenarios from oral reading 	<ul style="list-style-type: none"> Use oral information to accomplish grade-level tasks Evaluate intent of speech and act accordingly Make inferences from grade-level text read aloud Discriminate among multiple genres read orally
Speaking	<ul style="list-style-type: none"> Answer yes/no and choice questions Begin to use general and high frequency vocabulary Repeat words, short phrases, memorized chunks Answer select WH – questions within context of lessons or personal experiences 	<ul style="list-style-type: none"> Convey content through high frequency words/phrases State big/main ideas of classroom conversation Describe situations from modeled sentences Describe routines and everyday events Express everyday needs and wants Communicate in social situations Make requests 	<ul style="list-style-type: none"> Begin to express time through multiple tenses Retell/rephrase ideas from speech Give brief oral content based presentations State opinions Connect ideas in discourse using transitions Use different registers inside and outside class State big/main ideas with some supporting details Ask for clarification 	<ul style="list-style-type: none"> Paraphrase and summarize ideas presented orally Defend a point of view Explain outcomes Explain and compare content-based concepts Connect ideas with Supporting details /evidence Substantiate opinions with reasons and evidence 	<ul style="list-style-type: none"> Defend a point of view and give reasons Use and explain metaphors and similes Communicate with fluency in social and academic contexts Negotiate meaning in group discussions Discuss and give
Reading	<ul style="list-style-type: none"> Associate letters with sounds and objects Match content-related objects/pictures to words Identify common symbols, signs, and words Recognize concepts of print Find single word responses to WH questions related to illustrated text Use picture dictionaries 	<ul style="list-style-type: none"> Sequence illustrated text of fictional and non-fictional events Locate main ideas in a series of simple sentences Find information from text structure Follow text read aloud Sort/group pre-taught words/phrases Use pre-taught vocabulary to complete simple sentences Use L1 to support L2 Use bilingual dictionaries and glossaries 	<ul style="list-style-type: none"> Identify topic sentences, main ideas, and details in paragraphs Identify multiple meanings of words in context Use context clues Make predictions based on illustrated text Identify frequently used affixes and root words to make/extract meaning Initiate between fact and opinion Answer questions about explicit information in texts Use English dictionaries and glossaries 	<ul style="list-style-type: none"> Order paragraphs Identify summaries of passages Identify figurative language Interpret adapted classics or modified text Match cause to effect Identify specific language of different genres and formational texts Use an array of strategies 	<ul style="list-style-type: none"> Differentiate and apply multiple meanings of words/phrases Apply strategies to new situations Infer meaning from modified grade-level text Critique material and support argument Sort grade-level text by genre
Writing	<ul style="list-style-type: none"> Draw content-related pictures Produce high frequency words Label pictures and graphs Create vocabulary /concept cards Generate lists from pretaught words 	<ul style="list-style-type: none"> Complete pattern sentences Extend “sentence starters” with original ideas Connect simple sentences Complete graphic organizers/ forms with personal information Respond to yes/no, choice, and some WH- questions 	<ul style="list-style-type: none"> Produce short paragraphs with main ideas and some details Create compound sentences Explain steps in problem solving Compare/contrast information, events, characters Give opinions, preferences, and reactions along with reasons 	<ul style="list-style-type: none"> Create multiple-paragraph essays Justify ideas Produce content-related reports Use details, examples to support ideas Use transition words to create cohesive passages Compose intro/body/ conclusion Paraphrase/summarize text Take notes 	<ul style="list-style-type: none"> Create expository text to explain graphs/charts Produce research reports using multiple sources/ citations Begin using analogies Critique literary essays or articles

Exceptional Student Education Services

ESE K-8 Specialist: Mistine Dawe

Flexible Scheduling is a student centered approach to scheduling services for students with disabilities, that 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 on 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 2018

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>
7821023	<i>Access M/J Civics & Career Planning</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>
7821023	<i>Access M/J Civics & Career Planning</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>
7821023	<i>Access M/J Civics & Career Planning</i>
7863000	<i>Access M/J Social Personal Skills: 6-8*</i>
7863010	<i>Access M/J Unique Skills (PAES & CBI) *</i>

Social Studies Progression:

2019/20 All students will take 7821022 Access M/J World History

2020/21 All students will take 7821025 Access M/J US History

2021/22 All students will take 7821021 Access M/J Civics

Requirement

Beginning 2019/20

All students must take 1 Semester of Health prior to High School

7820020	Health 6-8 (Must be paired with 7815010 Physical Education 6-8)
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***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 (Must be paired with Physical Education 6-8)
7801010	Access Visual and Performing Arts 6-8
7863030	Unique Skills: Independent Functioning 6-8 (can be used for Intensive Unit)
7863040	Unique Skills Curriculum and Learning 6-8 (can be used for VE students)
7863050	Unique Skills: Communication 6-8
7863080	Unique Skills: Expanded Competencies 6-8
7866030	Speech Therapy 6-8
7866050	Occupational Therapy 6-8
7866070	Physical Therapy 6-8
7855020	Hospital Homebound 6-8 (Can only be used by Hospital Homebound staff.)

Gifted Education

Content Specialist: Coral Marsh

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 2018-19, schools using this option should offer 78550421: Advanced Academics: 6-8 & Career Planning for Gifted Students: Year 1, Literature.**
- 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
6-8	7855042 1	ADV ACAD: 6-8 GIFTED & CP GIFT	M/J Advanced Academics:6-8 & Career Planning for Gifted Students: <i>Year 1, Literature</i>
6-8	7855042 2	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>
6-8	7855042 3	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>

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
6	1205050G	Grade 7 Mathematics, ADV	See Math Placement Section OR completion of Grade 6 ADV virtual course
6	1205020G 1205050G	Grade 6 Mathematics, ADV (1 st Sem) Grade 7 Mathematics, ADV (2 nd Sem)	See Math Placement Section
7	1200320G	ALG 1 HON	
8	1206320G	GEO HON	

ALPSS - Science

Grade	Course #	Abbreviated Title	Recommended Math & ELA Level
6	2002055G	M/J COMP SCI 1 ADV ACC	See Science Placement Section
7	2002085G	M/J COMP SCI 2 ADV ACC	
8	2003320G	PHYSICAL SCIENCE HONORS	

As an extension of our elementary school talent development program, AVID serves this role at the middle school level. AVID is the elective course that stretches students and provides them with the support and the tools to meet their maximum potential. We encourage middle schools who are transitioning to a new AVID Elective teacher or adding an AVID Elective teacher to consider inviting a Gifted Endorsed teacher to take on this role.

Additionally, we would like you to encourage your existing AVID Elective teachers to consider taking one or more of the Gifted Endorsement classes. The foundation course, *Nature and Needs of Gifted*, would provide the AVID teacher with an understanding of the gifted/talented student. The *Curriculum and Instructional Strategies for Gifted* course would provide best practices that the teacher can use to raise the bar for all students.

Part-time Gifted Service Options for Middle Schools

The chart below indicates the gifted courses that will be available in 2018-19.

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.

Centers for Gifted Studies

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.

	6 th Grade	7 th Grade	8 th Grade
Language Arts (Required)	Language Arts 2, Advanced 1001050L	Language Arts 3, Advanced 1001080L	English Honors I 10013200L
Literature (Required)	Advanced Academics: Literature		
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	Physical Science Honors 2003320L
Social Studies (Required)	U.S. History Advanced 2100020L	Civics 2106010L	World History Advanced & Career Planning 2109025L
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.

MS Advanced Pathways



ELA – May 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 & Math – Below are the varying options for students to complete a high school credit science course while in middle school.

Science	Grade 6		Grade 7		Grade 8
Path 1	M/J Science 1 Accelerated Honors	---	M/J Science 2 Accelerated Honors	---	Physical Science Honors
Path 2	M/J Science 1 Adv	M/J Science Adv 3 Summer Supplement June 4-28	M/J Science 2 Accelerated Honors	---	Physical Science Honors
Path 3	M/J Science 1 Adv		M/J Science 2 Adv	M/J Science Adv 3 PVS Course Feb. 1 – June 7	Physical Science Honors

Please note that students can change from standard level science to advanced level without experiencing gaps in standards

Math	February 1- June 7	Grade 6	Summer	Grade 7	February 1	Grade 8
Path 1	M/J Math 6 Adv PVS Course Feb. 1 – June 7	M/J Math 7 Adv	---	Algebra 1 Honors	---	Geometry Honors
Path 2	---	M/J Math 6	Math 6 Adv Summer Supplement June 4-28	M/J Math 7 Adv	---	Algebra 1 or Algebra 1 Honors
Path 3	---	M/J Math 6 Adv	M/J Math 7 Adv PVS Course Feb. 1 – June 7	Algebra 1 Honors	---	Geometry Honors
Path 4	---	M/J Math 6	---	M/J Math 7	M/J Pre-Algebra PVS Course Feb. 1 – June 7	Algebra 1 or Algebra 1 Honors

All Summer Supplements (up to 4 weeks of supplemental lessons in gap standards) and Courses noted in these charts must be taken through Pinellas Virtual School. See attached flyers for registration information.

*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.

IB MYP General Requirements

(John Hopkins MS, Largo MS, & Sanderlin Pk-8)

Annual Requirements:

1. Language & Literature – yearlong class every year
2. Individuals & Societies – yearlong class every year
3. Mathematics – yearlong class every year
4. Sciences – yearlong class every year
5. Language Acquisition (World Language) – yearlong class every year unless the student is in a reading remediation class in which case this is not necessary
6. PE/Health combo for one semester every year with at least 50% of the class time being physical activity
7. Arts for one semester every year and at least one course in visual arts and at least one course in performing arts
8. Design is embedded in one of the courses at each grade level

IB MYP Course Codes

**These courses may only be used at MYP Schools Sites
(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	Please refer to the Reading Section of this packet	6	YR	
INTENSIVE READING SINGLE PERIOD		7	YR	
INTENSIVE READING SINGLE PERIOD		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	10080500	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		YR	
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		YR	
M/J MYP COMP SCIENCE 3 REGULAR	2002120R	8	YR	
M/J MYP COMP SCIENCE 3 ADVANCED	2002110H	8	YR	
PHYSICAL SCIENCE HONORS	2003320	8	YR	Y
INDIVIDUALS AND SOCIETIES (MYP SCHOOLS ONLY)				
M/J MYP US HISTORY REGULAR W/ CAREER PLAN	2100040R	6	YR	
M/J MYP US HISTORY ADVANCED W/ CAREER PLAN	2100040H	6	YR	
M/J IB MYP CIVICS REGULAR	2106027R	7	YR	
M/J IB MYP CIVICS ADVANCED	2106027H	7	YR	
M/J MYP WORLD HISTORY	2109030R	8	YR	
M/J MYP WORLD HISTORY ADVANCED	2109030H	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	
DIGITAL 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 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

(Pre-AICE) Cambridge Course Codes

**These courses may only be used at Pre-AICE Schools Sites
(Pinellas Park MS & Tarpon Springs MS)**

Course	Course #	Grade
MATHEMATICS (Pre-AICE SCHOOLS ONLY)		
M/J Mathematics 1 Cambridge Secondary 1	1205030	6
M/J Mathematics 2 Cambridge Secondary 1	1205055	7
Pre AICE Math 1* (equivalent to Algebra 1 Honors)	1209810	7-8
Pre AICE Math 2* (equivalent to Geometry Honors)	1209820	8
E (Pre-AICE SCHOOLS ONLY)		
M/J English 1 Cambridge Secondary 1	1001025	6
M/J English 2 Cambridge Secondary 1	1001055	7
English 1 Honors*	1001320	8
SCIENCE (Pre-AICE SCHOOLS ONLY)		
M/J Sci 1 Cambridge Secondary 1 (equivalent to 6 th grade accelerated Science)	2002056	6
M/J Sci 2 Cambridge Secondary 1 (equivalent to 7 th grade accelerated Science)	2002086	7
Pre-AICE Physical Science IGCSE Level*	2003335	8

***These courses earn high school credit.**

ELECTIVES



Advancement via Individual Determination (AVID)

Content Specialist/District Director: Renee Caplinger-Ford

<i>Grade Level</i>	<i>Course Code</i>	<i>Course Title</i>	<i>Length Semester or Year Long</i>
6	1700110	M/J AVID 6 th	Yearlong
7	1700120	M/J AVID 7 th	Yearlong
8	1700130	M/J AVID 8 th	Yearlong

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 their unique role as the elective teacher and the extensive commitment necessary to fulfill the expectations. To that end, Ms. Ford and/or Ms. Vigue will collaborate with principals to select and identify AVID elective teachers. The two-step process for selecting a new AVID elective teacher is:

1. The Principal will identify the teacher they wish to recommend
2. The AVID District staff will meet the candidate in a timely and efficient manner, providing feedback and suggestions to the principal.

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, while creating stability and sustainability in the AVID system at each school and within the District. .

Our goal is for the AVID Elective to reflect no less than ½ of a teacher's schedule. Exceptions to this can be requested and should be approved in advance by the Director of Advanced Studies & Academic Excellence.

As an extension of our elementary school talent development program, AVID serves this role at the middle school level. AVID is the elective course that stretches students and provides them with the support and tools to meet their maximum potential. We encourage middle schools transitioning to a new AVID Elective teacher or adding an AVID Elective teacher to consider inviting a Gifted Endorsed teacher to take on this role and we encourage your existing AVID Elective teachers to consider taking one or more of the Gifted Endorsement classes. The foundation course, *Nature and Needs of Gifted*, would provide the AVID teacher with an understanding of the gifted/talented student. The *Curriculum and Instructional Strategies for Gifted* course would provide best practices that the teacher can use to raise the bar for all students.

Refer to the next page for information related to the scheduling of AVID elective.

Scheduling

Implementing the AVID College Readiness System with fidelity will assist your school in meeting the goal of eliminating racial gaps in participation and performance in courses of rigor. It is imperative that we support a larger group of underrepresented students through the AVID elective class and ensure that the scheduling of those classes allow for tutor support. Scheduling will determine your school's ability to provide proper support to the AVID elective students as they challenge themselves with an increased number of rigorous courses.

The most important parameters to work within as it relates to the scheduling of AVID are:

1. Students must apply to be in AVID and the AVID Site Team must screen the applicants and conduct interviews. Students cannot be placed in AVID without following this process. We assist coordinators with the planning of this process during a TDE in January. We also manage the online countywide application. The applicants for AVID at your site are shared weekly with your AVID Site Coordinator.
2. Teachers must be willing to teach the AVID elective. AVID teachers must attend AVID Implementation training during the summer prior to teaching the AVID elective for the first time and follow that up with Advancing the AVID Elective the next summer. They are also required to attend a 2-day Tutorology training during the school year.
3. Sections should be scheduled during back to back periods with no breaks between classes in order to maximize the hiring of quality tutors. 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.
4. AVID Elective students must be enrolled in at least one advanced or accelerated course and should be on a path to complete Algebra 1 while in middle school.

AVID Recruitment District Timeline

Action	Responsible Party	Date
Provide to schools a list of current 6 th & 7 th grade students identified as having AVID potential	Advanced Studies Staff	January 23, 2018
Finalize site recruitment plan that addresses Strategic Plan and Bridging the Gap objectives	AVID Site Team	January 30, 2018
Encourage AVID potential students at your site to apply	AVID Site Team	February
Provide list to each school of rising 6th grade students identified as having AVID potential based on data	Advanced Studies Staff	March
Recruit AVID potential students at feeder schools	AVID Site Team, Guidance, Admin	March
Interview eligible applicants	AVID Site Team	March
Send acceptance letters	AVID Site Team	April
Ensure all AVID students' course requests include an appropriate number of rigorous courses	AVID Site Team	April
Collaborate with Renee Caplinger-Ford to determine AVID Elective teacher(s) for next school year	School Principal	March-April

Business/Information Technology

Content Specialist: Steve Plummer

<u>Regular Students</u> <u>(Semester Course option)</u>	<u>More Advanced Students</u> <u>(Semester Courses with DIT option)</u>	<u>Year-Long Courses Option</u> <u>(Information & Communication</u> <u>Technology Essentials Program)</u>
<p>6TH Grade 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>7th Grade 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>8th Grade 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>6TH Grade 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>7th Grade 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>8th Grade 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>6th Grade 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>7th Grade 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>8th Grade 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 style="text-align: center;">OR</p> <p>8th Grade Digital Information Technology (DIT) – 8207310 (Year-long course) (High School 1-credit) (Satisfies Fine Arts Graduation Requirement) Industry Certs in this is course counts toward School Grade for Acceleration Points 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	Business Keyboarding	Semester	
6-8	8200120	Business Leadership Skills	Semester	*This course is not eligible for Perkins funding
6-8	8200210	Computer Applications in Business 2	Semester	
6-8	8200211	Computer Applications in Business 3	Semester	
6-8	8200212	Computer Applications in Business 4	Semester	
6-8	8200520	Computer Applications in Business 1	Semester	
8	8207310	Digital Information Technology	Year	High School Credit Course *Arts Credit Required for Graduation
7-8	8370350	Introduction to Business, Management and Administration	Semester	
7-8	8370360	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	Exploring Information Technology Careers	Semester	
6-8	9009360	Exploring Information Technology Careers & Career Planning	Semester	
7-8	9009400	Fundamentals of Networking and Information Support	Year	
7-8	9009500	Fundamentals of Web and Software Development	Year	
7-8	8209350	Introduction to Arts, A/V Technology and Communication	Year	
Finance and Marketing				
7-8	8540400	Fundamentals of Finance	Year	
7-8	8540350	Introduction to Finance	Year	
7-8	8540360	Introduction to Finance and Career Planning	Year	
7-8	9309350	Introduction to Marketing Sales and Service	Semester	
7-8	9309360	Introduction to Marketing Sales and Service Career Planning	Year	
7-8	9380300	Fundamentals of Marketing Occupations	Year	

Middle School Industry Certification Progression

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 5 of Word, Excel, Power point, Access, Outlook)	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

Grade Level	Course Code	Code Name	Length Semester or Year Long	Level Beg, Intermediate, Adv
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	Semester *year option	Intermediate
7	8440350	Introduction to Education & Training	Semester	Beginning
8	8809200	Fundamentals of Culinary Careers	Semester *year option w/budget	Intermediate
7	8850350	Exploring Hospitality & Tourism Careers	Semester	Beginning
6-8	8960370	New Exploring Family and Consumer Sciences	Semester	Beginning

Health Science Education

Grade Level	Course Code	Code Name	Length Semester or Year Long	Level Beg, Intermediate, Adv
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	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	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
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	8600250	Exploration of Power & Energy Technology	Semester	Beginning to Intermediate
6-8	8600240	Exploration of Transportation Technology	Semester	Beginning to Intermediate
6-8	8600220	Exploring Technology & Career Planning	Semester	Beginning to Intermediate
6-8	8600091	Exploration of Electronics Technology	Semester	Beginning to Intermediate
6-8	8600060	Exploration of Engineering Technology	Semester	Beginning to Intermediate
6-8	8600070	Exploration of Robotics	Semester	Beginning to Intermediate
6-8	8900220	Exploration of Criminal Justice Occupations	Semester	Beginning to Intermediate

Performing Arts

Content Specialist: Jeanne Reynolds

Dance Course Offerings

Grade Level	Course Code	Code Name	Length Semester or Year Long	Level Beg, Intermediate, Adv
6-8	0300000	M/J Dance 1	Year	Beginning
6-8	0300100	M/J Intro Dance Tech	Semester	Beginning
6-8	0300010	M/J Dance 2	Year	Intermediate
6-8	0300020	M/J Dance 3	Year	Advanced
6-8	0300030	M/J Dance 4	Year	Advanced

Dance offered at selected schools only

Drama Course Offerings

Grade Level	Course Code	Code Name	Length Semester or Year Long	Level Beg, Intermediate, Adv
6-8	0400000	M/J Theatre 1	Year	Beginning
6-8	0400035	Basic Theatre	Semester	Beginning
6-8	0400040	Acting 1	Semester	Beginning
6-8	0400010	M/J Theatre 2	Year	Intermediate
6-8	0400020	M/J Theatre 3	Year	Advanced
6-8	0400030	M/J Theatre 4	Year	Advanced
6-8	0400110	M/J Technical Theatre Design & Production	Year	

General Music Course Offerings

Grade Level	Course Code	Code Name	Length Semester or Year Long	Level Beg, Intermediate, Adv
6-8	1301090	M/J Exploring Music 1	Year	Beginning
6-8	1300030	M/J Understanding Music	Semester	All levels
6-8	1300080	M/J Exploring Music Performance	Semester	Beginning
6-8	1301100	M/J Exploring Music 2	Year	Intermediate
6-8	1301110	M/J Exploring Music 3	Year	Advanced
6-8	1303150	M/J Music Technology 1	Year	Beginning

Instrumental Music Course Offerings

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

Vocal Music Course Offerings

Grade Level	Course Code	Code Name	Length Semester or Year Long	Level Beg, Intermediate, Adv
6-8	1303000	M/J Chorus 1	Year	Beginning
6-8	1303010	M/J Chorus 2	Year	Intermediate
6-8	1303020	M/J Chorus 3	Year	Advanced
6-8	1303030	M/J Chorus 4 *	Year	Advanced
6-8	1303070	M/J Vocal Techniques 1 **	Year	Beginning
6-8	1303080	M/J Vocal Techniques 2 **	Year	Intermediate
6-8	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.

Visual Arts

Content Specialist: Susan Castleman

Course Name	Course Number	Length	Grade(s)	Level
M/J Visual Art 1	0101100	Semester	6-8	Introductory
M/J Visual Art 2	0101110	Semester	6-8	Introductory
M/J Visual Art 3	0101120	Semester	6-8	Introductory
M/J Two Dimensional Studio Art 1	0101010	Semester	6-8	Intermediate
M/J Two Dimensional Studio Art 2	0101020	Semester	6-8	Advanced
M/J Three Dimensional Studio Art 1	0101040	Semester	6-8	Intermediate
M/J Three Dimensional Studio Art 2	0101050	Semester	6-8	Advanced
M/J Digital Art and Design 1	0103000	Semester	6-8	Intermediate
M/J Digital Art and Design 2	0103010	Semester	6-8	Advanced
M/J Creative Photography 1	0102040	Semester	6-8	Intermediate
M/J Creative Photography 2	0102050	Semester	6-8	Advanced

Visual Arts

Course Progressions

Year/Level	Semester 1	Semester 2
Grade 6-Introductory Level	M/J Visual Art-1 010110	M/J Visual Art 2 -010110
Grade 6/7-Intermediate Level	M/J Visual Art 3-0101120	M/J Two Dimensional Studio Art 2-0101020
Grade 6/7-Intermediate Level	M/J Visual Art 3-0101120	M/J Three Dimensional Studio Art 2-0101050
Grade 6/7-Intermediate Level	M/J Two Dimensional Studio Art 1-0101010	M/J Three Dimensional Studio Art 1-0101040
Grade 6/7-Intermediate Level	M/J Creative Photography 1-0102040	M/J Digital Art and Design 1-0103000
Grade 7/8 Advanced Level	M/J Two Dimensional Studio Art 2-0101020	M/J Three Dimensional Studio Art 2-0101050
Grade 7/8 Advanced Level	M/J Creative Photography 2-0102050	M/J Digital Art and Design 2-0103010
Grade 7/8 Intermediate to Advanced Level	M/J Creative Photography 1-0102040	M/J Creative Photography 2-0102050
Grade 7/8 Intermediate to Advanced Level	M/J Digital Art and Design 1-0103000	M/J Digital Art and Design 2-0103010

Visual Arts

Course Progression for John Hopkins Middle School

Grade	First Semester	Second Semester	Comments
6- Visual Art	M/J Visual Art 1-0101100	M/J Visual Art 2-0101110	Full Year of introductory 2-D and 3-D Art both periods
7- Visual Art	M/J Two Dimensional Studio Art 1-0101010	M/J Two Dimensional Studio Art 2-0101020	Full Year of 2-D and 3-D both periods
7- Visual Art	M/J Three Dimensional Studio Art 1-0101040	M/J Three Dimensional Studio Art 2-0101050	
OR			
7- Visual Art	M/J Two Dimensional Studio Art 1-0101010	M/J Three Dimensional Studio Art 1-0101040	Full Year of 2-D and 3-D one period and Creative Photography and Digital Art and Design second period
7- Visual Art	M/J Creative Photography 1-0102040	M/J Digital Art and Design 1-0103000	
8- Visual Art	M/J Two Dimensional Studio Art 2-0101020	M/J Two Dimensional Studio Art 3-0101026**	Full Year of 2-D and 3-D both periods
8- Visual Art	M/J Three Dimensional Studio Art 2-0101050	M/J Three Dimensional Studio Art 3-0101055**	
OR			
8- Visual Art Focus	M/J Two Dimensional Studio Art 3-0101026**	M/J Three Dimensional Studio Art 3-0101055**	Full Year of 2-D and 3-D one period and Creative Photography and Digital Art and Design second period
8- Visual Art	M/J Creative Photography 1-0102040	M/J Digital Art and Design 1-0103000	

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 Honors	Year Long	Advanced
8	0708370	*Spanish 4 Honors	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 I	Year Long	Advanced
7-8	0711300	Chinese 1	Year Long	Beginning
8	0711310	Chinese 2	Year Long	Advanced

*These courses may be offered at schools which have a large enough group of students who attended a dual language immersion program in elementary school and/or are native speakers. Contact Pam Benton if you plan to offer these courses.

- 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, German, 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 beginning language study must enroll in Spanish (French, German, or Chinese) 1 before enrolling in Spanish (French, 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 be placed in the appropriate level.

- It is recommended that students who earn a grade lower than “B” in Spanish (French, Chinese or German) 1 re-take the course, following the “Forgiveness Policy”, before continuing to Spanish (French, 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.

World Languages Normal progression in PCS Secondary Schools:

Ideal progression for college bound student:

beginning in HS:

6th: M/J Beginning

7th: Level 1

8th: Level 2

9th: Level 3 Honors

10th: Level 4 Honors

11th: AP Lang or Level 5 Honors

12th: AP Lit or AP Lang or Level 6 Honors

Ideal progression for those

9th: Level 1

10th: Level 2

11th: Level 3

12th: Level 4

- **Spanish for Spanish Speakers 1 & 2 are NOT equivalent to Spanish 1 & 2, they are NOT in the same line of progression.**
- **After Speakers 2 students normally enroll in AP Spanish Language or Spanish 4 or 5.**

Pam Benton, PreK-12 World Languages Specialist 727-588-6066, bentonp@pcsb.org

World Languages

World Languages Normal progression in PCS Secondary Schools:

Course name & code	Grades Available	Notes
0707000 M/J Chinese Beginning 0701000 M/J French, Beginning 0708000 M/J Spanish, Beginning	6, 7, 8	This class is NOT a prerequisite for SP/FR/CH 1. This class is intended to be a 6th grade class . If 7 th or 8 th graders are enrolled, it's because a thoughtful determination has been made that they're not ready for high school credit work.
0717300 American Sign Language 1 0711300 Chinese 1 0701320 French 1 0702320 German 1 0703320 Greek 1 0705320 Italian 1 0708340 Spanish 1 0709300 Spanish for Spanish Speakers 1*	7, 8, 9, 10, 11	<ul style="list-style-type: none"> 6th grade bilingual students could be enrolled—contact Pam Benton 12th grade students should only be enrolled if needed to have enough students for a class
0717310 American Sign Language 2 0711310 Chinese 2 0701330 French 2 0702330 German 2 0703330 Greek 2 0705330 Italian 2 0708350 Spanish 2 0709310 Spanish for Spanish Speakers 2*	8, 9, 10, 11, 12	6 th & 7 th grade bilingual students could be enrolled—contact Pam Benton
0717320 American Sign Language 3 Honors 0711320 Chinese 3 Honors 0701340 French 3 Honors 0702340 German 3 Honors 0703340 Greek 3 Honors 0705340 Italian 3 Honors 0708360 Spanish 3 Honors	9, 10, 11, 12	<ul style="list-style-type: none"> 7th & 8th grade bilingual students could be enrolled—contact Pam Benton Spanish speakers who took Speakers 1 & 2 should be enrolled in level 4, 5, or AP Spanish Language during their 3rd year of study Spanish speakers may be enrolled in level 3 if no speakers class is available for them.
0717330 American Sign Language 4 Honors 0711330 Chinese 4 Honors 0701350 French 4 Honors 0702350 German 4 Honors 0703350 Greek 4 Honors 0705350 Italian 4 Honors 0708370 Spanish 4 Honors	9, 10, 11, 12	8 th grade bilingual students could be enrolled—contact Pam Benton

Project Lead the Way

General Course Offerings

Azalea, Bay Point, Eastlake ONLY

1 st Semester				2 nd Semester			
Grade Level	Course #	Course Title	PLTW Unit	Grade Level	Course #	Course Title	PLTW Unit
6 th Grade	8600091	Exploring Technology	Exploration of Electronics Technology	6 th Grade	8600060	Introduction to Technology	Exploration of Engineering Technology
7 th Grade	8600250	Power and Energy Technology	Energy and The Environment	7 th Grade	8600050	Aerospace Technology	Flight and Space
8 th Grade	9260400	Production Technology	Fundamentals of Manufacturing	8 th Grade	8600240	Transportation Technology	Automation and Robotics

- Course Progressions may vary between the above sites!

Middle School General Courses

Grade Level	Course Code	Code Name	Length Semester or Year Long	Level Beg, Intermediate, Adv
6-8	1006000	Journalism 1 (Yearbook)	Year Long	Beginning
6-8	1006010	Journalism 2	Year Long	Beginning
6-8	1100000	TV Production (Library/Multi Media) TA (optional)	Year Long	Beginning
6-8	2100030	M/J Florida History	Semester/Year Long	Madiera Beach & Safety Harbor MS ONLY

Middle School Career Research and Decision Making Elective Wheel

Pinellas Middle Schools provides students with the opportunity to explore their interests and develop a general sense of direction for their high school experience. This exploration starts during the 6th grade school year. During this first year in middle school students will have the opportunity to explore a variety of elective course options (options will vary within schools).

Wheel Course Code:

Course Title: M/J Career Research and Decision Making

Abbreviated Title: M/J CAREER RES & DEC

Course Number: 1700060

Teacher Certification:

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

Wheel Scheduling Model

During the 1st semester of 6th grade (August – December) 6th grade students will have the opportunity to be scheduled into a Career Research and Decision Making Course.

The purpose of the Career Research and Decision Making course is to provide incoming 6th graders with the opportunity to explore elective programs offered within the school (these will be introductory experiences). Elective courses options may include the following:

1st Semester Elective Rotations will vary within schools:

- Business & Information Technology
- Family & Consumer Sciences and Health Science Education
- Industrial, Technology, Agribusiness & Public Services Education
- Performing Arts
- Visual Arts
- World Languages

1st Semester Wheel

The 1st semester wheel includes selected electives (those that are typically offered as a semester course). The number of days for each rotation will vary based on the number of elective courses offered (*below is the options – schools must select one of the following*).

Career Research and Decision Making Course Configuration:

3 Rotations (29 Days) <i>(Average of 6 sections)</i>	4 Rotations (22 Days) <i>(Average of 8 sections)</i>	5 Rotations (17 Days) <i>(Average of 10 sections)</i>
#1 Aug 13 – Sept 21	#1 Aug 13 – Sept 12	#1 Aug 13 – Sept 15
#2 Sept 24 – Nov 2 *	#2 Sept 13 – Oct 16 *	#2 Sept 6 – Sept 28
#3 Nov 5 – Dec 21 *	#3 Oct 17 – Nov 14	#3 Oct 1 – Oct 24 *
	#4 Nov 15 – Dec 21 *	#4 Oct 25 – Nov 26
		#5 Nov 27 – Dec 21 *
<p style="text-align: center;">Critical 1st Semester Dates:</p> <p>Sept 3 No School <u>Oct 15 End of 1st Quarter</u> Nov 19-23 Thanksgiving Break Dec 10-14 Selection Window (students to selection 2nd semester elective) Dec 17-21 Schools to enter 2nd semester elective course into FOCUS <u>Dec 22 End of 2nd Quarter</u> <u>*indicates that a grade will be assigned during the rotation.</u></p>		

Career Research and Decision Making Options:

1st Semester	2nd Semester
<u>Career Research and Decision Making Elective</u>	<u>Elective Choice Option</u>
<i>Wheel Rotation Options will vary based on elective programs offered within each school.</i>	<p>2 weeks prior to end of 1st Semester (around Dec 10-14) students will have the opportunity to select an elective option for the 2nd semester. Students will be able to select up to 3 options – the goal will be to honor the 1st selection however this will be done on a first come, first served basis – space is limited depending on the elective options.</p> <p><i>Elective Options will vary based on elective programs offered within each school.</i></p>

2nd Semester Elective Choice Options (this will vary within schools):

SAMPLE List of Options (options can only be courses that are offered as a semester course)

Business & Information Technology:

- 82001100 Business Keyboarding
- 8200520 Computer Applications in Business 1
- 9009350 M/J – Exploring Information Technology Careers

Family & Consumer Sciences and Health Science Education

- 8000400 Orientation to Career Cluster
- 8209300 New Careers in Fashion Design
- 8960370 New Exploring Family and Consumer Sciences
- 8000400 Orientation to Career Cluster

Industrial, Technology, Agribusiness & Public Services Education

- 8600030 Exploration of Communication Technology
- 8600042 Exploration of Production Technology & Career Plan.
- 8600050 Exploration of Aerospace Technology
- 8600060 Exploration of Engineering Technology

Visual Arts

- 0101100 M/J Visual Art 1
- 0101010 M/J Two Dimensional Studio Art 1

Setting Up a Wheel Elective Scheduling Group

- Set up a section in the same period for each teacher in the group that will be sharing the same students.

The screenshot shows the Focus SIS interface for setting up a section. The top navigation bar includes 'COURSES & SECTIONS', 'DOUGLAS CAMPBELL (SIS Administrator)', 'Tyrons Middle School', '2018-2019', and 'Report Period 1'. The main content area is titled 'MJ CAREER RES & DEC - New Section'. The 'Co-Teachers' tab is active, showing a list of 39 courses. The course 'MJ CAREER RES & DEC' is highlighted. The right pane shows the 'No Sections were found.' message.

Subject	Course	Course Num
MJ AVIO 6TH	17001106	
MJ AVIO 7TH	17001207	
MJ AVIO 8TH	17001308	
MJ BAND 1	1302000	
MJ BAND 2	1302010	
MJ BAND 3	1302020	
MJ CAREER RES & DEC	1700060	
MJ CHORUS 1	1303000	
MJ CHORUS 2	1303010	
MJ CHORUS 3	1303020	
MJ CREATIVE PHOTO 1	01020407	
MJ CREATIVE PHOTO 2	0102050	

- List all other teachers in the same rotation group on the Co-Teachers tab as shown below

PHILLIPS focus COURSES & SECTIONS DOUGLAS CAMPBELL (SIS Administrator) Tyrone Middle School 2018-2019 Report Period 1

>> M/J CAREER RES & DEC 1700060 0101 - 001 - 1 TBA

List Students in this Section List Unfilled Requests in this Section Search Copy Delete Save

TBA 1 Teacher 01001 Room 01 01 Beg End A Rotation Days MTWTF Meeting Days (Only Used by State Reporting) Full Year Making Period 30 Seats 0 PED Seats 001 Short Name Semesters Course History Term
 Takes Attendance Graded Affects GPA None Gender Restriction Grade Level(s) blank for all gradelevels Unweighted Grading Scale Unweighted Standards Grading Scale Middle Grading Posting Scheme Default Calendar None Choose Parent Section

Co-Teacher	Permissions	Scheduling Method	Highly Qualified	Team Teacher Training	Cert/Licensure/Qual Status	Primary Instructor	Report to DOE	Days
TBA 2	Modify	N/A		N/A		No	No	S M T W H F S
TBA 3	Modify	N/A		N/A		No	No	S M T W H F S
TBA 4	Modify	N/A		N/A		No	No	S M T W H F S
TBA 5	Modify	N/A		N/A		No	No	S M T W H F S
N/A	N/A	N/A		N/A		No	No	S M T W H F S
N/A	N/A	N/A		N/A		No	No	S M T W H F S
N/A	N/A	N/A		N/A		No	No	S M T W H F S
N/A	N/A	N/A		N/A		No	No	S M T W H F S

12 Subjects 39 Courses 1 Section

Subject	Course	Course Num
New Courses		
All Courses	M/J AVID TTH	17001207
Elective	M/J AVID 8TH	17001308
ESOL	M/J BAND 1	1302000
FOREIGN LANG	M/J BAND 2	1302010
GEOGRAPHY	M/J BAND 3	1302020
LANGUAGE	M/J CAREER RES & DEC	1700060
Magnet	M/J CHORUS 1	1303000
MATH	M/J CHORUS 2	1303010
	M/J CHORUS 3	1303020

Section
0101-001-1 TBA

PHILLIPS focus COURSES & SECTIONS DOUGLAS CAMPBELL (SIS Administrator) Tyrone Middle School 2018-2019 Report Period 1

>> M/J CAREER RES & DEC 1700060 0101 - 002 - 2 TBA

List Students in this Section List Unfilled Requests in this Section Search Copy Delete Save

TBA 2 Teacher 01003 Room 01 01 Beg End A Rotation Days MTWTF Meeting Days (Only Used by State Reporting) Full Year Making Period 30 Seats 0 PED Seats 002 Short Name Semesters Course History Term
 Takes Attendance Graded Affects GPA None Gender Restriction Grade Level(s) blank for all gradelevels Unweighted Grading Scale Unweighted Standards Grading Scale Middle Grading Posting Scheme Default Calendar None Choose Parent Section

Co-Teacher	Permissions	Scheduling Method	Highly Qualified	Team Teacher Training	Cert/Licensure/Qual Status	Primary Instructor	Report to DOE	Days
TBA 1	Modify	N/A		N/A		No	No	S M T W H F S
TBA 3	Modify	N/A		N/A		No	No	S M T W H F S
TBA 4	Modify	N/A		N/A		No	No	S M T W H F S
TBA 5	Modify	N/A		N/A		No	No	S M T W H F S
N/A	N/A	N/A		N/A		No	No	S M T W H F S
N/A	N/A	N/A		N/A		No	No	S M T W H F S
N/A	N/A	N/A		N/A		No	No	S M T W H F S
N/A	N/A	N/A		N/A		No	No	S M T W H F S

12 Subjects 39 Courses 2 Sections

Subject	Course	Course Num
New Courses		
All Courses	M/J AVID TTH	17001207
Elective	M/J AVID 8TH	17001308
ESOL	M/J BAND 1	1302000
FOREIGN LANG	M/J BAND 2	1302010
GEOGRAPHY	M/J BAND 3	1302020
LANGUAGE	M/J CAREER RES & DEC	1700060
Magnet	M/J CHORUS 1	1303000
	M/J CHORUS 2	1303010

Section
0101-001-1 TBA
0101-002-2 TBA

Make sure all teachers in the group configure the gradebooks the same and use the same preferences (combining, grouping).

- No category weighting (preferred), or same categories and weighting percentages.

- No combining is preferred.

- At the appointed time (when students rotate to next segment), change the teacher of record to the next teacher from the co-teacher list, logging the change, and put the course original teacher in the replacement's co-teacher slot as shown below.
 - Change **MUST** be logged, or gradebook will break, and none of previous teacher's assignments and scores will be accessible by the next teacher!

Co-Teacher	Permissions	Scheduling Method	Highly Qualified	Team Teacher Training	Cert/Licensure/Qual Status	Primary Instructor	Report to DOE	Days
TBA_1	Modify	N/A		N/A		No	No	S M T W H F S
TBA_3	Modify	N/A		N/A		No	No	S M T W H F S
TBA_4	Modify	N/A		N/A		No	No	S M T W H F S
TBA_5	Modify	N/A		N/A		No	No	S M T W H F S
N/A	N/A	N/A		N/A		No	No	S M T W H F S
N/A	N/A	N/A		N/A		No	No	S M T W H F S
N/A	N/A	N/A		N/A		No	No	S M T W H F S
N/A	N/A	N/A		N/A		No	No	S M T W H F S
N/A	N/A	N/A		N/A		No	No	S M T W H F S

