



**Pinellas Park Middle School  
COURSE SELECTION SHEET  
2024-2025**



\_\_\_\_\_  
Last Name                      First Name                      Middle Name                      Telephone Number                      / Email Contact

ESOL Student     Student has an IEP (ESE)     Student has an EP (Gifted)     Student has a 504 Plan     Cambridge Student

Course Content	6 <sup>th</sup> Grade Offerings	7 <sup>th</sup> Grade Offerings	8 <sup>th</sup> Grade Offerings
Language Arts	-Lang Arts 1 -Lang Arts 1 ADV -English 1 CLS (Cambridge)	-Lang Arts 2 -Lang Arts 2 ADV -English 2 CLS (Cambridge)	-Lang Arts 3 -Lang Arts 3 ADV -English Honors 1 <b>*High School Credit</b>
Math	-Accelerated Math Grade 6 -Math 1 CLS (Cambridge) -Accelerated Math Grade 7  <i>Required for level 1 and 2 students:</i> -Intensive Math 1	-Grade 7 Math -Accelerated Math Grade 7 -Math 2 CLS (Cambridge) -Algebra I Honors <b>*High School Credit</b> <b>Double Block:</b> -Accelerated Math 7 & Algebra 1 Honors	-Pre-Algebra -Algebra I Honors <b>*High School Credit</b> -Geometry Honors <b>*High School Credit</b> <b>Double Block:</b> -Pre-Algebra Grade 8 & Algebra 1 Honors
Science	-Comp Science 1 ADV -Accelerated Science 1 Honors	-Comp Science 2 ADV -Accelerated Science 2 Honors	-Comp Science 3 ADV -Physical Science Honors <b>*High School Credit</b>
Social Studies	-US History ADV	-World History ADV and Career Planning -Civics ADV	-Civics ADV -Pre-AP World History and Geography and Career Planning <b>*High School Credit</b>
Reading	<i>REQUIRED for FAST Achievement Level of 1</i>	<i>REQUIRED for FAST Achievement Level of 1</i>	<i>REQUIRED for FAST Achievement Level of 1</i>
<b>Rank Electives 1-6 in College and/or Career and General Elective Options (1- First Choice and 6- Last Choice)</b>			
<b>College &amp; Career Readiness Elective Options (Full Length Course)</b>	____ AVID 1 ____ Beginning Spanish ____ Information & Communication Technology 1	____ AVID 2 ____ Spanish 1 <b>*High School Credit</b> ____ Introduction to Marketing Sales and Services (Entrepreneurship certification)	____ AVID 3 ____ Spanish 1 <b>*High School Credit</b> ____ Spanish 2 <b>*High School Credit</b> ____ Digital Information Tech <b>*High School Credit</b> ____ Introduction to Marketing Sales and Services (Entrepreneurship certification)
<b>General Elective Options (Full Length Course)</b>	____ Exploration of Engineering Technology/Exploration of Electronics Technology  ____ Band 1, 2, 3 <b>*Teacher Placement</b> ____ Chorus 1, 2, 3 <b>*Teacher Placement</b> ____ Instrumental Ensemble (Percussion) <b>*Teacher Placement</b>  ____ Visual Art 1/ Visual Art 2  ____ Advanced Academics 6-8 (Gifted)	____ Exploration of Power and Energy Technology/Robotics Technology  ____ Band 1, 2, 3 <b>*Teacher Placement</b> ____ Chorus 1, 2, 3 <b>*Teacher Placement</b> ____ Instrumental Ensemble (Percussion) <b>*Teacher Placement</b>  ____ Visual Art 1/ Visual Art 2 ____ 2-D Studio Art 1/ 3-D Studio Art 1  ____ Advanced Academics 6-8 (Gifted)  ____ Business Leadership Skills (Application Required)	____ Advanced Academics (Gifted)  ____ Band 1, 2, 3 <b>*Teacher Placement</b> ____ Chorus 1, 2, 3 <b>*Teacher Placement</b> ____ Instrumental Ensemble (Percussion) <b>*Teacher Placement</b>  ____ 2-D Studio Art 1/ 3-D Studio Art 1 ____ Pre-Advanced (AP) Placement Visual Arts <b>*High School Credit</b> <b>** (Required Prerequisite: M/J Visual Art + 2D/3D Art previously)</b> ____ Business Leadership Skills (application required)
<b>Required PE Elective</b>	-Fitness/ Peer Counseling <b>*May waive using waiver on back of Request Sheet</b>	-Team Sports- Grade 7/ Health <b>*May waive using waiver on back of Request Sheet AND Health online in Summer of 2024)</b>	-Wellness Education/Individual Dual Sports <b>*May waive using waiver on back of Request Sheet</b>
	<b>Students may select one of the below if they would like to take courses listed below IN PLACE OF this course in a full-length period (Not required to select).</b>	<b>Students may select one of the below if they would like to take courses listed below IN PLACE OF this course in a full-length period. (Not required to select).</b>	<b>Students may select one of the below if they would like to take courses listed below IN PLACE OF this course in a full-length period. (Not required to select).</b>
<b>Targeted Learning Options (Daily 30 Minute Course Instead of Full Period Course)</b>	____ AVID ____ Band ____ Business Ed (Computers) ____ Art ____ Advanced Academics (Gifted) ____ STEM ____ Beginning Spanish	____ AVID ____ Band ____ Business Ed (Computers) ____ Art ____ Advanced Academics (Gifted) ____ STEM ____ Library/Multimedia (TV Production)	____ AVID ____ Band ____ Business Ed (Computers) ____ Art ____ Advanced Academics (Gifted) ____ STEM ____ Library/Multimedia (TV Production)

**SEE BACK FOR ESE/ESOL COURSES AND PARENT SIGNATURE AND PE WAIVER**

**PE Waiver** - We would like to have one on file in case the schedule does not include Physical Education (PE). Students are required to take at least one semester of PE each year. A completed waiver must be on file or a schedule change from your previously requested electives may occur to include PE.

**PE Waiver Statement:** Senate Bill 610 requires the equivalent of one class period per day of physical education for one semester of each year for students in grades 6 – 8. The physical education requirement shall be waived for a student who meets one of the following criteria: a) The student is enrolled or required to enroll in a remedial course, b) the parent requests that the student enroll in another course from among those offered as options by the school district, or c) the student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement.

After reading the PE Waiver statement, I believe my child meets one of the listed criteria for an exemption and request a course other than PE.

\_\_\_\_\_

Parent

\_\_\_\_\_

Date

### ESE and ESOL Offerings

Course Content	6 <sup>th</sup> Grade Offerings	7 <sup>th</sup> Grade Offerings	8 <sup>th</sup> Grade Offerings
ESE/ ACCESS Courses	-Access Lang Arts 1 -Access Math 6 -Access World History -Access Science 1 Adv -Unique Skills -Social Emotional Skills	-Access Lang Arts 2 -Access Math 7 -Access US History -Access Science 2 Adv -Unique Skills -Social Emotional Skills	-Access Lang Arts 3 -Access Pre-Algebra -Access Civics -Access Science 3 Adv -Unique Skills -Social Emotional Skills
ESOL	-Developmental LA ESOL <i>(Placement determined on student test scores)</i>	-Developmental LA ESOL <i>(Placement determined on student test scores)</i>	-Developmental LA ESOL <i>(Placement determined on student test scores)</i>

**All Course requests are subject to change and availability due to course offerings, available space, student schedule needs, and teacher availability.**

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

**Once the school year begins, schedule changes will be limited. Please choose wisely.**





Pinellas Park Middle 24/25 School Elective Courses

<b>Elective Course:</b>	<b>Description:</b>
<b>AVID</b>	The students in the AVID elective are students in the middle who have a desire to go to college and are willing to work hard. These students take rigorous courses that are preparing them for college and the AVID elective is an academic support to allow them to be successful. The school wide component creates a college and career going culture in the school for all students that encompasses high expectations and success for all. Application is required: <a href="https://www.pcsb.org/Page/11580">https://www.pcsb.org/Page/11580</a>
<b>Beginning Spanish</b>	Beginning Spanish introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.
<b>Spanish 1</b> <b>*HS Credit</b>	The purpose of this course is to enable students to acquire, reinforce and enhance proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. There is continued emphasis placed on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered, and real-life applications of Essential Learnings are practiced and assessed throughout the course.
<b>Spanish 2</b> <b>*HS Credit</b>	The purpose of this course is to enable students to continue to acquire, reinforce and enhance proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. There is continued emphasis placed on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered, and real-life applications of Essential Learnings are practiced and assessed throughout the course.
<b>Information and Communication Technology</b>	The purpose of this course is to provide students with the computer, digital, and information technology skills necessary for success in their future academic and occupational goals. The content includes but is not limited to digital technologies associated with web development, multimedia, word processing, spreadsheet, database, Internet communications, cybersecurity, and computer programming.
<b>Introduction to Marketing Sales and Services</b>	Content includes, but is not limited to, topics related to Marketing, Sales, and Service. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices. This course aligns with the industry certification, Entrepreneurship and Small Business.
<b>Digital Information Technology</b> <b>*HS Credit</b>	This course provides an overview of current business and information systems and trends. Emphasis is placed on developing fundamental computer skills and includes the exploration and use of databases, the Internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design.
<b>Exploration of Engineering Technology and Career Planning</b>	This course provides an overview of Engineering Technology and STEM design processes, simple machines, and tool safety and identification.
<b>Exploration of Electronics Technology and Career Planning</b>	In this course students will explore the nature of electricity, the basics of electric circuits, the use of electrical equipment, and solder and de-solder components.

<b>Exploration of Power and Energy Technology and Career Planning</b>	This course provides an overview of industries that deal with power and energy technology, alternative energy sources, the tools used to measure energy, and making a difference.
<b>Exploration of Robotics Technology and Career Planning</b>	In this course students will explore the understanding of basic programming concepts, identify the basic subsystems on a robotic system, and the use of VEX robotics.
<b>Advanced Academics (Gifted Elective)</b>	This course is designed to enable exceptional students to acquire and apply the skills and abilities needed to enhance academic achievement through experiences which provide enrichment, in-depth learning, and/or accelerated study of academic curriculum requirements. Students who are gifted have learning needs that go beyond what is traditionally offered in the regular classroom.
<b>Band</b>	Students develop foundational instrumental technique, foundational music literacy, and aesthetic musical awareness through rehearsal, performance, and study of high-quality band literature. Instrumentalists work on the fundamentals of music notation, sound production, instrument care and maintenance, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source. Teacher determines placement in Band 1, 2, or 3.
<b>Chorus</b>	Students develop vocal technique and skills, critical and creative thinking skills, and an appreciation of music from around the world and through time. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Teacher determines placement in Chorus 1, 2, or 3.
<b>Instrumental Ensemble (Percussion)</b>	Students with little or no instrumental ensemble experience develop musicianship and performance skills as they study, rehearse, and perform high-quality ensemble literature in diverse styles. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source. Teacher determines placement in course.
<b>Visual Arts 1 Visual Arts 2 2-D Art 3-D Art</b>	Students are introduced to the rigor and routine of the art production process including planning, producing, and reflecting on art. With an emphasis on studio arts, students explore a wide range of 2D and 3D media, skills, and techniques, as related to contemporary and historical art perspectives. Projects may include but not be limited to drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Students develop technical skills, foster their expressive abilities, and employ the use of the elements of art throughout the production process.
<b>Pre AP-Visual Art *HS Credit *Required Prerequisite: previous year of art courses</b>	Students observe, investigate, and discuss a limited number of anchor works, which are works of art central to the themes and content of a particular module, and relate these examples to their own creative work. Students engage in structured conversations with peers to share ideas, respond to and offer advice on works in progress, critique final works, and discuss next steps. Students generate and consider a range of options for both the technical and expressive content of their work and make purposeful decisions about which options to incorporate in the work. Students communicate and clarify ideas in writing throughout the creative process: as a component of research and idea generation, in describing works in progress, and in reflecting on final works.

<b>Business Leadership Skills</b>	Students work in the grade level or front office as an assistant to the school office clerk. Application required.
<b>Library/Multimedia (TV Production)</b>	Students work to produce and broadcast the morning news show and the school yearbook. Application required.