

Revised 7-16-15

Department of Middle School Education

2015-2016
Master Schedule Resource
Packet



Teaching and Learning

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General Middle School Curriculum Overview

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

Basic Course Requirements

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

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

Natural Progression for Middle School Language Arts

School Year	Grade	Course #	Abbreviated Title	Placement Guidelines FSA Math	Maximum Class Size
2015-2016	6	1001010	M/J Language Arts 1 or	Guidelines will vary by course	22
		1001020	M/J Language Arts 1 ADV		22
2016-2017	7	1001040	M/J Language Arts 2 or		22
		1001050	M/J Language Arts 2 ADV		22
2017-2018	8	1001070	M/J Language Arts 3 or		22
		1001080	M/J Language Arts 3 ADV or		22
		1001320	English 1 Honors (HS Credit)	25	

Natural Progression for Middle School Math

School Year	Grade	Course #	Abbreviated Title	Placement Guidelines FSA Math	Maximum Class Size
2015-2016	6	1205010	M/J Grade 6 Math or	Guidelines will vary by course	22
		1205020	M/J Grade 6 Math ADV		22
2016-2017	7	1205040	M/J Grade 7 Math or		22
		1205050	M/J Grade 7 Math ADV		22
2017-2018	8	1205070	M/J Grade 8 Pre-Algebra		22
		1200310	Algebra 1 (HS Credit)		25
		1200320	Algebra 1 Honors (HS Credit)	25	

Natural Progression for Middle School Science

School Year	Grade	Course #	Abbreviated Title	Placement Guidelines FSA Math	Maximum Class Size
2015-2016	6	2002040	M/J Comp Science 1 or	Guidelines will vary by course	22
		2002050	M/J Comp Science 1 ADV		22
		2002055	M/J Accelerated Science 1 Honors		22
2016-2017	7	2002070	M/J Comp Science 2 or		22
		2002080	M/J Comp Science 2 ADV		22
		2002085	M/J Accelerated Science 2 Honors		22
2017-2018	8	2002100	M/J Comp Science 3 or		22
		2002110	M/J Comp Science 3 ADV or		22
		2002410	Integrated Science Honors (HS Credit)		25

Natural Progression for Middle School Social Studies

School Year	Grade	Course #	Abbreviated Title	Placement Guidelines FSA Math	Maximum Class Size
2015-2016	6	2109010	M/J World History or	Guidelines will vary by course	22
		2109020	M/J World History ADV		22
2016-2017	7	2106010	M/J Civics		22
2017-2018	8	2100015	M/J US History C/P or		22
		2100025	M/J US History ADV C/P		22

General Middle School Curriculum Summary

Grade	Language Arts	Math	Science	Social Studies	Required Elective	Elective Strand	Elective Strand
6	LA 1 Reg Or LA 1 ADV	Grade 6 Math Reg Or Grade 6 Math ADV Or Grade 7 Math ADV	Science 1 Reg Or Science 1 ADV	World History Reg	Physical Education Sem	Elective Class	Elective Class
					Health Sem		
7	LA 2 Reg Or LA 2 ADV	Grade 7 Math Reg Or Grade 7 Math ADV Or Algebra 1 Honors*	Science 2 Reg Or Science 2 ADV	Civics Reg	Physical Education Sem	Elective Class	Elective Class
					Elective Class		
8	LA 3 REG Or LA 3 ADV Or English 1 HON (HS Credit)	Pre-Alg Reg Or Algebra 1* Or Algebra 1 Honors* Or Geometry Honors	Science 3 Reg Or Integrated Sci Honors (HS Credit)	US History Reg Or US History ADV	Physical Education Sem	Elective Class	Elective Class
					Health Sem		

Additional Course Requirements:

Reading is required for the following students:

Middle school students who score at Level 1 or Level 2 on the statewide, standardized Reading assessment or the English Language Arts (ELA) assessment are required to complete an intensive reading course. Those students in grades 6-8 who score at Level 1 or Level 2 on the statewide, standardized Reading assessment or the English Language Arts (ELA) assessment and do not need instruction in decoding or text reading efficiency may receive reading remediation through a content area course with a Reading Certified/Endorsed, Content Area Reading Professional Development (CAR-PD), or Next Generation/Common Core Content Area Reading Professional Development (NGCAR-PD) Qualified teacher in which remediation strategies are incorporated into course content delivery. Those students who qualify for content reading remediation must also have an approved Secondary Individual Literacy Improvement Plan in place, and data must be available to show that Level 1 or Level 2 students do not have decoding or text reading efficiency issues based on district placement criteria. The opportunity for students who scored at Level 1 or Level 2, but in three years prior scored at Level 3 or above, to receive a one-year exemption from reading intervention is no longer available due to the requirements of Senate Bill 1076.

FCAT 2.0 READING LEVEL	COURSE	ABBREVIATED TITLE	COURSE CODE	DATA POINTS
Level 1 & 2 Reading Sorter will make recommendations for all students but will only write requests for those recommended for required courses.	Intensive Reading –single period (full year course) <i>ACHIEVE3000 & AMP Reading System (grades 6, 7, and 8)</i>	M/J INT READ (grades 6-8)	Gr. 6: 10000106 Gr. 7: 10000107 Gr. 8: 10000108	Scored below proficiency on ELA State Assessment <ul style="list-style-type: none"> • WRT/VKT/SKT Score: <30th percentile • Probably of Literacy Success (PLS) < 70% • Teacher recommendation and Reading Intervention Decision Process flowchart scores for placement • Optional Open Response Task to further assist determining student instructional needs.
	Intensive Reading* – two-period block (full year course) <i>Read 180 (grades 6, 7, and 8)</i>	M/J INT READ <u>AND</u> M/J INT LA (grades 6-8)	Gr. 6: 1000010A Gr. 7: 1000010B Gr. 8: 1000010C <u>AND</u> 10000000	Scored below proficiency on ELA State Assessment <ul style="list-style-type: none"> • WRT Score: 15th > 30th percentile • VKT Score: 15th > 30th percentile • Has not scored a Level 3 or higher on prior two FCAT Reading exams and Reading Intervention Decision Process flowchart scores for placement • Teacher recommendation
	Intensive Reading* – two-period block (full year course) System 44 <i>REACH (grade 6)*</i> <i>Reading Academy (grades 7 and 8)*</i> *Curriculum is in the process of being revised	M/J INT READ <u>AND</u> M/J INT LA (grades 6-8)	Gr. 6: 1000010X Gr. 7: 1000010Y Gr. 8: 1000010Z <u>AND</u> 10000000	Scored below proficiency on ELA State Assessment <ul style="list-style-type: none"> • WRT/VKT/SKT Score: ≤15th percentile • PLS < 70% • Individualized program assessment prior to placement • Open Response Task to further assist determining student instructional needs. • Teacher recommendation
	<p>*Must be blocked with intensive language arts—and students must ALSO be enrolled in one of the following course codes: Language Arts 1: 10010100 (grade 6); Language Arts 2: 10010400 (grade 7); or Language Art 3: 10010700 (grade 8) <i>Just to clarify: Students in Read 180, System 44, REACH, or Reading Academy will be enrolled in the following three courses: Intensive Reading, Intensive Language Arts, and Language Arts 1,2, or 3</i></p>			
Level 1 & 2 Content Area Reading Option (Manually Entered)	<ul style="list-style-type: none"> • Content area teachers who complete the Next Generation Content Area Reading – Professional Development (NGCAR-PD) package or have the Reading Endorsement may provide reading intervention through their content area classes to 6th, 7th, and 8th grade students who score below proficiency and do not need instruction in decoding and text reading efficiency. <ul style="list-style-type: none"> ▪ FAIR-FS data points: WRT/VKT/SKT > 40th percentile, PLS ≥ 70th percentile & Teacher Recommendation • NGCAR-PD—Students scoring below proficiency can be served in a content area classroom once the content area teacher completes the initial 60-hour academy of the 90-hour NGCAR-PD package. Teachers will have up to two semesters to complete the 30 hour practicum to maintain qualification. • PLEASE NOTE: Any students who scored below proficiency on ELA State Assessment receiving reading remediation through a content area class must have a Secondary Individual Literacy Improvement Plan in place and on file. The waiver is no longer an option. 			

Sixth grade students who scored Level 3 or higher must take a semester or year-long reading course, as determined by the school unless this requirement was completed at the elementary level. Sixth grade students enrolled in the gifted elective, Advanced Academics, or the approved magnet world languages programs at John Hopkins, Bay Point, and Sanderlin may exempt this requirement if they scored at Level 3 or above on the fifth grade state, standardized Reading assessment.

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

Intensive Math 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 must receive remediation, which may be integrated into the student’s required mathematics courses. In Pinellas county all students score a Level 1 on the statewide, standardized Mathematics assessment must be received direct daily instruction in an intensive math class. Students scoring a level 2 can receive remediation which must be integrated into the grade level required math course, however, schools must closely monitor the progress of these students to ensure student success.

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

Physical Education is required for the following students:

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

Physical Education

Content Specialist: Nick Grasso

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

Health Education

Content Specialist: Peggy Johns

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

Health is required in grades 6 and 8.

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

Mathematics Placement

Content Specialist: Matthew Rothenberger

Grade 6				
Course Title	Course Code	ACRs	Current Math Level	Previous Math Level
M/J Intensive Math (annual)	1204000A	Rule 1	1 (required)	
Grade 6 Mathematics Grade 6 Mathematics, Advanced	1205010	Rule 1	1	1, 2
		Rule 2	2	1
		Rule 3	2 (Rd 1, 2)	2
	1205020	Rule 1	1	3, 4, 5
		Rule 2	2 (Rd 3, 4, 5)	2
		Rule 3	3	1, 2
		Rule 4	2, 3, 4	3, 4, 5
		Rule 5	5	1, 2, 3, 4
Grade 7 Mathematics, Advanced	1205050	Rule 1	5	5
Grade 7				
Course Title	Course Code	ACRs	Current Math Level	Previous Math Level
M/J Intensive Math (annual)	1204000B	Rule 1	1 (required)	
Grade 7 Mathematics	1205040	Rule 1	1	1, 2
		Rule 2	2	1
		Rule 3	2 (Rd 1, 2)	2
Grade 7 Mathematics, Advanced	1205050	Rule 1	1	3, 4, 5
		Rule 2	2 (Rd 3, 4, 5)	2
		Rule 3	3	1, 2
		Rule 4	2, 3, 4, 5	3, 4, 5
Algebra 1 Honors	1200320	Rule 1	Grade 7 Mathematics, Adv. Track	
Grade 8				
Course Title	Course Code	ACRs	Current Math Level	Previous Math Level
M/J Intensive Math (annual)	1204000C	Rule 1	1 (required)	
Grade 8 Pre-Algebra	1205070	Rule 1	Grade 7 Mathematics Track	
		Rule 2	1, 2	1, 2, 3
*Algebra 1	1200310	Rule 1	1, 2	4, 5
		Rule 2	3	1, 2, 3
*Algebra 1 Honors	1200320	Rule 1	3	4, 5
		Rule 2	4, 5	
Geometry Honors	1206320	Rule 1	Alg. 1 Hon Track	

*Placement into Algebra 1 or Algebra Honors Course in 8th Grade – students must have been in the Grade 7 Mathematics, Advanced Track in 7th Grade

Placement into INTENSIVE MATH COURSE – will be done for all Level 1 students using the automatic scheduler!

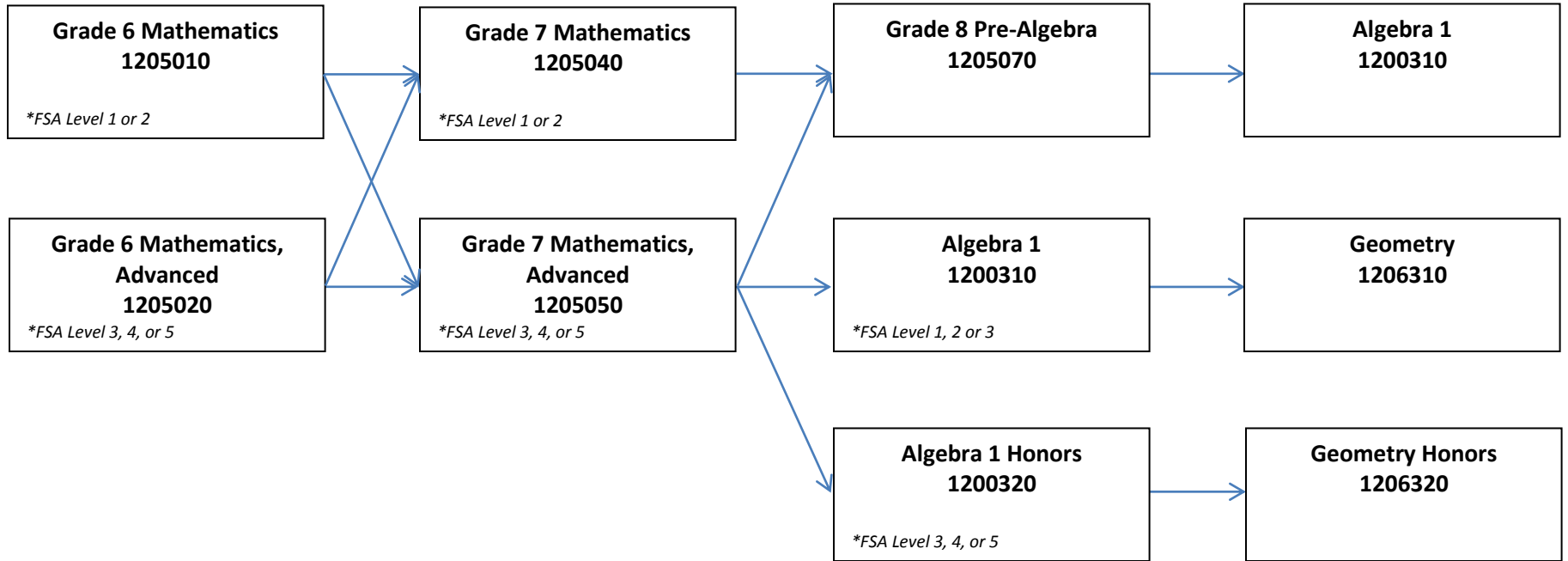
Traditional Pathways (2015-2016 and beyond)

GRADE 6

GRADE 7

GRADE 8

GRADE 9



Traditional Middle Schools Mathematics Acceleration Placement Criteria (2015-16)

Grade 6 students in Traditional school settings with a Level 5 in both 4th & 5th grade will be scheduled into Grade 7 Math ADV (a student or parent may opt out of this accelerated placement).

Course Title	Course Code	ACRs	Current Math Level 5 th Grade	Previous Math Level 4 th Grade
* Grade 7 Mathematics, Advanced	1205050	Rule 1	5	5

Grade 7 placement for 2016-2017

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

Grade 8 placement for 2017-2018

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

Incoming 6th Grades

(Optional Acceleration Track – Daily Double Block Class 85-90 minute period)

Students/parents selecting this option make the choice to give up an elective to accelerate in Math Education. The district will schedule these students into the Grade 6 Math Adv course via the math scheduler and the school will have to add the 2nd course (Grade 7 Math Adv) in the place of an elective course.

Course Title	Course Code		Current Math Level 5 th Grade FCAT	Previous Math Level 4 th Grade FCAT
Grade 6 Mathematics, Advanced	1205020		4, 5	4, 5
Grade 7 Mathematics, Advanced	1205050			

Grade 7 placement for 2016-2017

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

Grade 8 placement for 2017-2018

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

Centers for Gifted Studies Middle School Mathematics Placement Criteria

Thurgood Marshall, Morgan Fitzgerald, Dunedin Highlands

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

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

Incoming 6th Grades				
(Optional Acceleration Track – Daily Double Block Class 85-90 minute period)				
Students/parents selecting this option make the choice to give up an elective to accelerate in Math Education. The district will schedule these students into the Grade 6 Math Adv course via the scheduler and the school will have to add the 2 nd course (Grade 7 Math Adv) in the place of an elective course.				
Course Title	Course Code		Current Math Level 5 th Grade FCAT	Previous Math Level 4 th Grade FCAT
Grade 6 Mathematics, Advanced Grade 7 Mathematics, Advanced	1205020L 1205050L		4, 5	4, 5
Grade 7 placement				
Course Title	Course Code		Current Math Level	Previous Math Level
M/J Pre-Algebra	1205070L		Parent/Teacher Recommendation	
Algebra 1 Honors	1200320L		Parent/Teacher Recommendation	
Grade 8 placement for 2017-2018				
Course Title	Course Code		Current Math Level	Previous Math Level
Algebra 1 Honors	1200320L		Pre-Algebra Track	
Geometry Honors	1206320L		Alg. 1 Hon Track	

Gifted Services in Traditional School

Middle School Mathematics Placement Criteria (2015-2016)

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

Grade 6 students in the GIFTED PROGRAM using the below option MUST be scheduled into Double Block Class (85-90 minute period)				
The district will schedule these students into the Grade 6 Math Adv course via the scheduler and the school will have to add the 2nd course (Grade 7 Math Adv) in the place of an elective course.				
Course Title	Course Code		Current Math Level	Previous Math Level
Grade 6 Mathematics, ADV (1 st Sem)	1205020G		4 or 5	4 or 5
Grade 7 Mathematics, ADV (2 nd Sem)	1205050G			
Grade 7 students in the GIFTED Program - Placement for 2016-2017				
Course Title	Course Code		Current Math Level	Previous Math Level
M/J Pre-Algebra	1205070G		Parent/Teacher Recommendation	
Algebra 1 Honors	1200320G		Parent/Teacher Recommendation	
Grade 8 students in the GIFTED Program - Placement for 2016-2017				
Course Title	Course Code		Current Math Level	Previous Math Level
Algebra 1 Honors	1200320G		Pre-Algebra Track	
Geometry Honors	1206320G		Alg. 1 Hon Track	

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

IB Placement Criteria

James Sanderlin PreK-8

Grade 6 students at James Sanderlin International Baccalaureate (IB), with a level 5 in both 4th & 5th grade will be scheduled into 7th Grade Math ADV (a student or parent may opt out of this accelerated placement)

Course Title	Course Code	ACRs	Current Math Level 5 th Grade	Previous Math Level 4 th Grade
* Grade 7 Mathematics, Advanced	1205050B		5	5

Grade 7 placement for 2016-2017

Course Title	Course Code	ACRs	Current Math Level	Previous Math Level
IB MYP Pre-Algebra IB	1205100B		Parent/Teacher Recommendation	
IB MYP Algebra 1	1200390B		Parent/Teacher Recommendation	

Grade 8 placement for 2017-2018

Course Title	Course Code	ACRs	Current Math Level	Previous Math Level
IB MYP Algebra 1	1200390B		Parent/Teacher Recommendation	
IB MYP Geometry	1206810B		Parent/Teacher Recommendation	

IB Placement Criteria (John Hopkins & Largo Middle Schools)

School Year	Grade	Course #	Abbreviated Title	Placement Guidelines FSA Math	Maximum Class Size
2015-2016	6	1205010	M/J Grade 6 Math or	Guidelines will vary by course	22
		1205020	M/J Grade 6 Math ADV		22

Grade 6 students with a Level 5 in both 4th & 5th grade will be scheduled into Grade 7 Math ADV (a student or parent may opt out of this accelerated placement).

Course Title	Course Code	ACRs	Current Math Level 5 th Grade	Previous Math Level 4 th Grade
* Grade 7 Mathematics, Advanced	1205050B	Rule 1	5	5

Grade 7 placement for 2016-2017

Course Title	Course Code		Current Math Level	Previous Math Level
IB MYP Pre-Algebra	1205100B		Parent/Teacher Recommendation	
IB MYP Algebra 1 Honors	1200390B		Parent/Teacher Recommendation	

Grade 8 placement for 2017-2018

Course Title	Course Code		Current Math Level	Previous Math Level
IB MYP Algebra 1 Honors	1200390B		Pre-Algebra Track	
IB MYP Geometry	1206810B		Alg. 1 Hon Track	

Optional Accelerated Track - Double Block Class (85-90 minute period DAILY)

The district will schedule these students into the Grade 6 Math Adv course via the scheduler and the school will have to add the 2nd course (Grade 7 Math Adv) in the place of an elective course.

Course Title	Course Code		Current Math Level	Previous Math Level
Grade 6 Mathematics, ADV (1 st Sem)	1205020B		4 or 5	4 or 5
Grade 7 Mathematics, ADV (2 nd Sem)	1205050B			

Grade 7 students in the GIFTED Program - Placement for 2016-2017

Course Title	Course Code		Current Math Level	Previous Math Level
IB MYP Pre-Algebra	1205100B		Parent/Teacher Recommendation	
IB MYP Algebra 1 Honors	1200390B		Parent/Teacher Recommendation	

Grade 8 students in the GIFTED Program - Placement for 2016-2017

Course Title	Course Code		Current Math Level	Previous Math Level
IB MYP Algebra 1 Honors	1200390B		Pre-Algebra Track	
IB MYP Geometry	1206810B		Alg. 1 Hon Track	

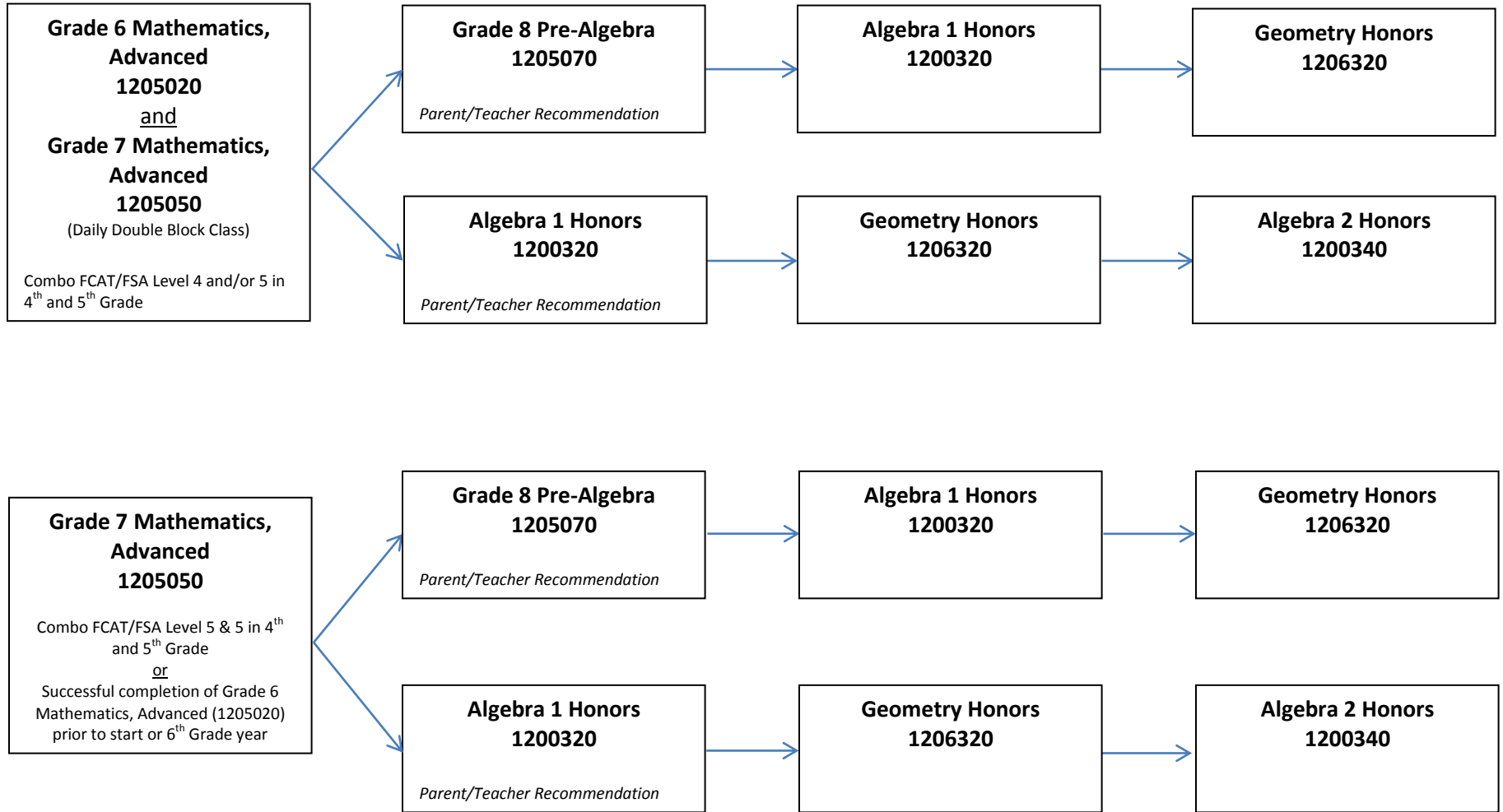
Accelerated Pathways (2015-2016 and beyond)

GRADE 6

GRADE 7

GRADE 8

GRADE 9



2015-2016 READING PLACEMENTS

FCAT 2.0 READING LEVEL	COURSE	ABBREVIATED TITLE	COURSE CODE	DATA POINTS
Level 1 & 2 Reading Sorter will make recommendations for all students but will only write requests for those recommended for required courses.	Intensive Reading –single period (full year course) <i>ACHIEVE3000 & AMP Reading System (grades 6, 7, and 8)</i>	M/J INT READ (grades 6-8)	Gr. 6: 10000106 Gr. 7: 10000107 Gr. 8: 10000108	Scored below proficiency on ELA State Assessment <ul style="list-style-type: none"> • WRT/VKT/SKT Score: <30th percentile • Probably of Literacy Success (PLS) < 70% • Teacher recommendation and Reading Intervention Decision Process flowchart scores for placement • Optional Open Response Task to further assist determining student instructional needs.
	Intensive Reading* – two-period block (full year course) <i>Read 180 (grades 6, 7, and 8)</i>	M/J INT READ AND M/J INT LA (grades 6-8)	Gr. 6: 1000010A Gr. 7: 1000010B Gr. 8: 1000010C AND 10000000	Scored below proficiency on ELA State Assessment <ul style="list-style-type: none"> • WRT Score: 15th > 30th percentile • VKT Score: 15th > 30th percentile • Has not scored a Level 3 or higher on prior two FCAT Reading exams and Reading Intervention Decision Process flowchart scores for placement • Teacher recommendation
	Intensive Reading* – two-period block (full year course) System 44 <i>REACH (grade 6)*</i> <i>Reading Academy (grades 7 and 8)*</i> *Curriculum is in the process of being revised	M/J INT READ AND M/J INT LA (grades 6-8)	Gr. 6: 1000010X Gr. 7: 1000010Y Gr. 8: 1000010Z AND 10000000	Scored below proficiency on ELA State Assessment <ul style="list-style-type: none"> • WRT/VKT/SKT Score: ≤15th percentile • PLS < 70% • Individualized program assessment prior to placement • Open Response Task to further assist determining student instructional needs. • Teacher recommendation
	<p>*Must be blocked with intensive language arts—and students must ALSO be enrolled in one of the following course codes: Language Arts 1: 10010100 (grade 6); Language Arts 2: 10010400 (grade 7); or Language Art 3: 10010700 (grade 8) <i>Just to clarify: Students in Read 180, System 44, REACH, or Reading Academy will be enrolled in the following three courses: Intensive Reading, Intensive Language Arts, and Language Arts 1,2, or 3</i></p>			
Level 1 & 2 Content Area Reading Option (Manually Entered)	<ul style="list-style-type: none"> • Content area teachers who complete the Next Generation Content Area Reading – Professional Development (NGCAR-PD) package or have the Reading Endorsement may provide reading intervention through their content area classes to 6th, 7th, and 8th grade students who score below proficiency and do not need instruction in decoding and text reading efficiency. <ul style="list-style-type: none"> ▪ FAIR-FS data points: WRT/VKT/SKT > 40th percentile, PLS ≥ 70th percentile & Teacher Recommendation • NGCAR-PD--Students scoring below proficiency can be served in a content area classroom once the content area teacher completes the initial 60-hour academy of the 90-hour NGCAR-PD package. Teachers will have up to two semesters to complete the 30 hour practicum to maintain qualification. • PLEASE NOTE: Any students who scored below proficiency on ELA State Assessment receiving reading remediation through a content area class must have a Secondary Individual Literacy Improvement Plan in place and on file. The waiver is no longer an option. 			
Level 3-5 only: Electives-- Manually Entered				
Reading 1-- <i>Daybook (required)</i>	M/J READ 1 (grade 6)	10080100	<i>Full year course – required for students scoring at proficiency or higher</i>	
Reading 1 – Advanced (elective)	M/J READ 1 Adv (grade 6)	10080200	<i>Full year course</i>	
Reading 2-- <i>Plugged-in to Reading (elective)</i>	M/J READ 2 (grade 7)	10080400	<i>Full year course</i>	
Reading 2 - Advanced (elective)	M/J READ 2 Adv (grade 7)	10080500	<i>Full year course</i>	
Reading 3-- <i>Plugged-in to Reading (elective)</i>	M/J READ 3 (grade 8)	10080700	<i>Full year course</i>	
Reading 3 – Advanced (elective)	M/J READ 3 Adv (grade 8)	10080800	<i>Full year course</i>	

Science Placement

Content Specialist: Tom Doughty

Grade 6 ONLY 2015-2016

Course Title	Course Code	ACRs	5 th Grade Science Level	Previous Math Level	Previous Reading Level
M/J Sci 1	2002040		1, 2	1, 2	1, 2
M/J Sci 1 ADV	2002050		3	3	3
M/J Sci 1 Accl Hon	2002055		4, 5	4, 5	4, 5

Grade 7 ONLY 2015-2016

Course Title	Course Code	ACRs	If enrolled in M/J Science 1	If enrolled in M/J Science 1 Adv	If enrolled in M/J Science 1 Accl Hon
M/J Sci 2	2002070		C / D	D/C	
M/J Sci 2 ADV	2002080		A/B	B/A	D/F
M/J Sci 2 Accl Hon	2002085				C or Better

Grade 8 ONLY 2015-2016

Course Title	Course Code	ACRs	If enrolled in M/J Science 2	If enrolled in M/J Science 2 Adv	
M/J Sci 3	2002100		C / D	D	
M/J Sci 3 ADV	2002110		A/B	C/B	
Integrated Science 1 Honors	2002410			A	

ESE Services

Content Specialist: Deborah Thornton

2015-2016 Access Course Numbers

(Used for Mild/Moderate/Intense Classrooms)

MMI Program Specific Information: Mild, Moderate and Intensive

- Secondary only- All students placed in MMI must be eligible to have instruction at Access coursework level. (per state definition No students with SLD or LI only are eligible)
- No longer categorical classes based on eligibility - but based on student level of support
- Modified curriculum – exempt from FCAT, Florida Alternate Assessment taken; Teachers should use FAA results to determine what level access points students are instructed on. They may be on different levels in different subjects
- IEP drives decisions.

- **Mild (18:1:1) – 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 (14:1:2) – S2:** The student requires a **more extensive modification** to the learning environment, and assistance needed 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 (9:1:2) – S3:** The student requires an **individualized modification** to the learning environment, and continuous or intensive (one-on-one or very small group) 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

6th Grade MMI

7810011 Access M/J Lang 1, can be used for 2 periods=1block ,ELA,RDG.

7812015 Access M/J Math 1

7820015 Access M/J Comp Science 1

7821023 Access Civics and Career Planning

7863000 Access M/J Social Personal Skills: 6-8

7863010 Access M/J Unique Skills (PAES & CBI)

7th Grade MMI

7810012 Access M/J Lang 2, can be used for 2 periods=1block ,ELA,RDG.

7812020 Access M/J Math 2

7820016 Access M/J Comp Science 2

7821023 Access M/J Civics and Career Planning

7863000 Access M/J Social Personal Skills: 6-8, or Unique Skills

7863010 Access M/J Unique Skills (PAES & CBI)

8th Grade MMI

7810013 Access M/J Lang 3, can be used for 2 periods=1block ,ELA,RDG.

7812030 Access M/J Math 3(Pre-Algebra)

7820017 Access M/J Comp Science 3

7821023 Access Civics and Career Planning

7863000 Access M/J Social Personal Skills: 6-8 or Learning Strategies

7863010 Access M/J Unique Skills (PAES & CBI)

Other Course Numbers (Electives/Therapies/etc.)

7815010 Physical Education 6-8 (MMI students do not use #1500000)

7863030 Unique Skills: Independent Functioning 6-8 (can be used for Intensive Unit)

7863040 Unique Skills: Curriculum and Learning 6-8

7863050 Unique Skills: Communication 6-8

7863090 Learning Strategies 6-8 (can be used for Mild Unit)

7863080 Unique Skills: Vision 6-8

7866030 Speech Therapy 6-8

7866050 Occupational Therapy 6-8

7866070 Physical Therapy

7855020 Hospital Homebound 6-8

For additional ESE courses and more detailed information please see the Course Code Descriptions folder in Outlook.

*Reminder: Any student is eligible to take the General Education courses. The student's Individual Education Plan (IEP) drives the environment in which the student receives instruction in the General Education standards (General Education Classroom, ESE Setting, or a combination). **Only students with disabilities who are exempted from FSA and eligible to take the Florida Alternate Assessment (FAA) may enroll in Access courses.** The student's IEP drives the environment in which the student receives instruction in the Access standards (General Education Classroom, ESE Setting, or a combination). As much as possible, students with disabilities taking the FAA should receive instruction in the subjects, with corresponding minutes at each grade level, that replicate the General Education requirements, keeping in mind that the IEP must be implemented as written.*

Articulation Reminders for Students With Disabilities

North, Mid and South county “Articulation Help Sessions” will take place in January and February for the 5th to 6th grade ESE teachers and for 8th to 9th grade ESE teachers to assist with this process. Please look for the email flyer with more information or contact your CED.

FOCUS/Service Delivery/Transportation

- In January or early February, please verify next years’ service delivery codes in FOCUS.
- Check IEP transportation codes and services to ensure the student **still requires the same level of support** they are currently receiving.
- The school’s DMT should receive any changes to service delivery codes to ensure proper coding in FOCUS. If changes do occur, the DMT should recheck codes after the FOCUS rollover on February 28.
- If a student moves, please direct the family to student assignment to ensure new address is documented.
- Consider service delivery options.
- If an RP setting is being considered, student must presently be included in a general education setting for the majority of their day.
- Guidelines are to assist with next years’ service delivery- but all recommendations should be made based on individual needs and be reflected in the IEP.
- Examples for EBD and ASD students **NOT eligible for ACCESS Course instruction** are below:

Students with an Emotional/Behavioral Disability		Students with an Autism Spectrum Disorder	
Standard Diploma: _____ Pathway		Standard Diploma _____ Pathway	
Currently in an F3 setting 50% of the time or more	Currently in an Inclusion setting 50% of the time or more and does not access any support from EBD program	Currently in an F6 setting 50% of the time or more or I-6 or F-6 Standard Dip and requires support of Bx Spec and/or social skills	Currently in an Inclusion setting 50% of the time or more and does not access any support from ASD Standard Diploma program
Probable Next Year Service Delivery = F3	Probable Next Year Service Delivery = RP	Probable Next Year Service Delivery = F6	Probable Next Year Service Delivery = RP

- F1, F4, F5, I5 students who are pursuing an ACCESS COURSE Pathway must be coded S1 (mild), S2 (moderate), or S3 (Intensive) in middle school. The service delivery code is determined by the level of supports and services indicated in the student’s IEP.
- See the description for each below. These service delivery codes are based on the level of support the student requires NOT eligibility.
- Students who are not eligible for ACCESS COURSE INSTRUCTION with ASD/OHI may not be coded F5 in elementary, middle or high school. They must be coded F6.

IEP

- If the annual review and/or re-evaluation is due prior to **October** of the following year, an annual IEP meeting should be held prior to the end of this school year and re-evaluation should be considered.
- Ensure that the current IEP reflects student performance, needs and supports. Address domains reflecting all services required to meet the needs of the student. IEP drives decisions.

- Re-evaluations must be completed and closed.
- Collaborate with the TSA at the receiving school to discuss specific needs of the incoming students in order to reflect proper course requirements and minutes in the IEPs.

FBA/PBIP

- Review and update FBA/PBIP within the last 2 months of the school year.
- Send the electronic version to the receiving school's behavior specialist **and** TSA.

Students with ASD Profiles

- Please complete/update on each student prior to them transitioning and obtain parent input if possible.

Social Histories

- For students in self-contained EBD and ASD: The school based IEP team, with social worker involvement will do a social history update for the student transitioning from 5th to 6th or 8th to 9th if it has not been done within the past year. If an update has been completed within the last year, another one does not need to be done unless there have been events in the student's life or the family situation has changed, then an update still should be completed again.
- For students with disabilities who have previously had a social history: Consider a social history update every 3 years

OT/PT

- Re-evaluations should be completed prior to leaving elementary school if it is more than 2 years old. Equipment needs should be communicated to Jody Becker

SLP Articulation

- SLP articulation will take place in October/November. The SLP articulation form should be completed for all students transitioning and should include strategies, service delivery discussions etc...
- SLP department database information should be entered and monitored

DHH/VI

- DHH and VI will have separate internal articulation process

ESOL Services

Content Specialist: Natasa Karac

<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	10020000	M/J Language Arts 1 through ESOL	year	BEG, Low Intermediate
7	10020100	M/J Language Arts 2 through ESOL	year	BEG, Low Intermediate
8	10020200	M/J Language Arts 3 through ESOL	year	BEG, Low Intermediate
6, 7, 8	10021800	M/J Developmental Language Arts through ESOL	year	BEG, Low Intermediate
6, 7, 8	10021801 R	M/J Developmental Language Arts through ESOL (Reading)	year	BEG, Low Intermediate

Middle School ESOL Program

Middle Schools that have 20 or more ELLs who are:

- classified LY in FOCUS
- at the beginning (BEG) and low intermediate (LIN) language proficiency levels and
- in the same grade level

MUST provide M/J Language Arts through ESOL 1-3 using identified curriculum and materials.

These schools will provide basic mainstream instruction in the Content Area using differentiated instruction and identified curriculum. Clustering students is strongly recommended. The schools can also provide sheltered instruction in the Content Area using identified curriculum and materials.

Middle Schools that have fewer than 20 ELLs, classified LY at the beginning (BEG) and low intermediate (LIN) language proficiency levels in the same grade level will provide ESOL services in their M/J Language Arts 1-3 in the basic mainstream using differentiated instruction and identified curriculum as well as provide the basic mainstream instruction in the Content Area using differentiated instruction and identified curriculum. Clustering students is strongly recommended.

ESOL GLOSSARY

English Language Learner (ELL) – a student who:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- E** Sheltered – English
- S** Sheltered – Core/Basic Subject Areas
- I** Mainstream/Inclusion – English
- C** Mainstream/Inclusion – Core/Basic Subject Areas
- Z** Not applicable

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

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

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

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

COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION

ESOL Program Delivery Models

Pinellas County Public Schools offers ELLs instructional services through the following types of instructional delivery models:

- ESOL Sheltered-Instruction Classes
- Basic Mainstream Instruction

In both of these instructional delivery models, the instruction provided to ELLs must be equal in amount, scope, sequence and quality to the instruction provided to non-ELLs at the same grade level. Instruction is supported through the use of ESOL instructional strategies. In addition, the curriculum, textbooks and other instructional materials used by ELLs must be comparable to those used by their non-ELL counterparts.

These two types of instructional delivery models are implemented through the following placement options:

1. Sheltered Instruction

Sheltered Instruction (K-12) refers to the instructional delivery where only ELLs from different language backgrounds are grouped together to receive instruction in content subject classes, such as Science, Social Studies, Math and English/Language Arts by highly qualified teachers.

Students are “sheltered” in the sense that they do not compete with fluent speakers of English. Teachers adjust the level of instruction to ensure that students understand the grade level curriculum. This type of instruction enables ELLs to become proficient in

English and facilitates the acquisition of academic language necessary to succeed in content area classrooms.

Delivery models will vary by grade levels. In grades K-5, students are clustered by grade level and instruction is differentiated by language proficiency in a sheltered (self-contained) classroom. In grades 6-8, students are cluster by grade level and sheltered instruction is differentiated by English language proficiency. In grades 9-12, students are clustered by sheltered instruction (content area) classes and instruction is differentiated by English language proficiency.

2. Basic Mainstream Instruction

Basic Mainstream Instruction (K-12) is implemented in schools with an insufficient ELL enrollment to provide sheltered instruction. In this model, ELLs receive instruction with ESOL strategies in classrooms with non-ELLs. This model requires careful planning and ongoing support from a highly qualified teacher, to ensure that the needs of the ELLs and non-ELLs are met simultaneously and equitably. Implementation of this model will vary for the grade levels. Schools should cluster students strategically in order to maximize instruction and resources available.

Clustering is:

- Developing consistent school wide guidelines for student placement (according to language classification/proficiency, and/or academic needs) in order to strengthen instructional services.
- An all school effort-staff must understand the rationale and system for student placement so that new students are placed appropriately

Benefits of Clustering:

For Students:

- Equal access to all instructional options
- More instructional time and support provided by school staff
- More bilingual support provided by bilingual paraprofessional/teacher
- Social and emotional support from peers who are, themselves, learning English
- Instruction provided by a mainstream teacher trained to work with ELLs
- Access to additional materials that are appropriate for ELLs (manipulatives, visual supports, range of leveled books, etc.)
- Better differentiation of instruction - it is harder to overlook a large group of students when planning for instruction

For Teachers:

- Increased opportunities to collaborate with and learn from other teachers
- More professional development opportunities
- Opportunities to work in small groups for focusing instruction
- Access to more materials for differentiation of the instruction

Instructional Approaches

The META Consent Decree (1990) does not prescribe any particular instructional approach or model as the principal vehicle for instruction. However, the Consent Decree does require that understandable instruction must always be provided. The instruction must be comprehensible, equal and comparable in amount, scope, sequence and quality to that provided to English proficient students.

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

Sheltered Instruction – Elementary

In schools with ESOL sheltered classes, ELLs are grouped by grade levels and receive comprehensible instruction from teachers in the area of language arts through ESOL and in all subject areas. Bilingual teachers or paraprofessionals can provide native language support. Students are mainstreamed for electives such as art, music, and physical education.

Sheltered Instruction – Middle

In schools with ESOL sheltered classes, ELLs must receive instruction in Language Arts through ESOL 1, 2 and 3. M/J Developmental Language Arts ESOL-Reading is an elective course, in lieu of Intensive Reading, which could be used multiple times and provides ELLs with additional listening/speaking/reading and writing skills. Other subject area instruction may be provided in a sheltered setting by a bilingual teacher providing native language support and/or with the assistance of a bilingual paraprofessional. Students must be mainstreamed in classes such as art, music, and physical education.

Sheltered Instruction – High

In schools with ESOL sheltered classes, ELLs must take English through ESOL I, II, III and IV courses to meet graduation requirements for English. Developmental Language Arts ESOL-Reading is an elective course, in lieu of Intensive Reading, which can be used multiple times and provides ELLs with additional listening/speaking/reading and writing skills.

Other subject area instruction may be provided in a sheltered setting by a bilingual teacher using native language support and/or with the assistance of a bilingual paraprofessional. Students must be mainstreamed in classes such as art, music, and physical education.

Basic Mainstream Instruction - Elementary, Middle, and High School

In schools that do not offer sheltered ESOL classes, ELLs must receive instruction through the basic mainstream. Basic mainstream using ESOL strategies is one of the delivery models which ensure comprehensible instruction for ELLs. School site administrators are responsible for monitoring the implementation of ESOL strategies by the classroom teacher. Evidence can be observed during classroom visits, through lesson plans, through use of materials and audio-visuals, etc... All teachers of ELLs MUST document the ESOL strategies used for each lesson in their plan book.

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

Lesson Plans

Teachers must plan lessons that incorporate language development by:

- offering many opportunities for students to listen, speak, read and write;
- using cooperative activities;
- creating an environment where students are engaged in meaningful, comprehensive, and useful language activities;
- aligning the lessons with the Florida Standards and documenting benchmarks as required by the state;
- focusing on critical thinking and problem-solving skills;
- providing opportunities for active participation in the learning process

Teachers must document the implementation of ESOL instructional strategies appropriate for ELLs' language proficiency levels for each lesson.

Language Arts through ESOL Courses for English Language Learners (ELLs) in middle school grades:

Grade	ESOL Course Title	Course Code	Current English Language Proficiency Level (CELLA)	Current FCAT Reading Performance
6	M/J LA 1 Through ESOL	10020000	BEG, LIN, HIN	Level 1, Level 2
7	M/J LA 2 Through ESOL	10020100	BEG, LIN, HIN	Level 1, Level 2
8	M/J 3 Through ESOL	10020200	BEG, LIN, HIN	Level 1, Level 2
6, 7, 8	M/J Developmental Language Arts Through ESOL. May be repeated multiple times. elective , full year course; allows for grouping based on language proficiency	10021800	BEG, LIN, HIN	Level 1, Level 2
6, 7, 8	M/J Developmental Language Arts Through ESOL (Reading) - R. May be repeated multiple times. elective , full year course; allows for grouping based on language proficiency	10021810 R	BEG, LIN, HIN	Level 1, Level 2

NOTE: Students coded LY with FCAT Reading level 3 and/or proficient scores on the language proficiency assessment should be placed in the regular Reading and Language Arts classes with ESOL endorsed/ certified teachers: linguistic modifications and appropriate ESOL strategies will still need to be utilized and documented in the lesson plans.

Daily Instruction Time

Students will be placed in the Language Arts through ESOL class **according to their grade level**. In elective courses, ELLs can be grouped according to their language proficiency level. Middle school students receive ESOL instruction five to ten hours per week.

Recommendations:

- Beginners (BEG): 2 hours/per day (ESOL Language Arts/Developmental Language Arts)
- Intermediate (LIN and HIN): 2 hours/per day (ESOL Language Arts/Developmental Language Arts)

Grading

Students will be graded with letter grades A-F based on their progress made with classroom instruction that has been modified using ESOL strategies and modifications.

These ESOL strategies and modifications will be documented in the teachers' daily lesson plans.

Promotion

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

The standards will be met by using ESOL strategies in the content areas.

Content area ESOL instruction implies that teachers will modify instructional strategies, materials, and assessments in order for students to be able to achieve academic success.

Scheduling

As per the META Consent Decree, ELLs in middle school must be grouped by grade level for the Language Arts through ESOL classes.

The ESOL students can be mixed by language proficiency levels **only in the elective courses such as Developmental Language Arts through ESOL course number 1002180**. The course number can be used multiple times.

The ELLs will attend content area classes with non-ELLs and receive the same instruction as the non-ELLs. Teachers in those classes have been and continue to be trained to provide comprehensible instruction using ESOL strategies.

Gifted Services

Content Specialist: Jenny Klimis

Gifted Service Delivery Models

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

- Part-time services can be delivered through multiple course options: the Advanced Academics (gifted elective) courses and/or the ALPSS Math and Science courses.
- Full-time gifted services are provided only in the three Middle School Centers for Gifted Studies.

Services should be selected based on the needs of the individual student and must be documented on the Educational Plan (EP). Service Delivery Codes in FOCUS must match EP services and course enrollment as follows:

Special Delivery Code	Type of Service	Notes
F7	Full-time	Centers for Gifted Studies ONLY
P7	Part time (Advanced Academics/ 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)	Bay Point, Carwise, Meadowlawn, Palm Harbor, Safety Harbor & Seminole
PX	NOT ACTIVE	Student is eligible but not receiving any gifted services.

Advanced Academics (Gifted Elective)

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. The course is based on the NGSSS Gifted Standards. All students enrolled in this course must have an EP. The teacher must meet gifted endorsement requirements. Class size requirements apply.

The Advanced Academics course will be offered at all middle schools. Students can enroll in this course each year. For this reason, the curriculum focus varies in each of the courses listed below. Pending gifted enrollment, the Advanced Academics courses can be offered in two ways:

- Grade level courses using the following sequence: 6th – Literature; 7th – Philosophy & Psychology; 8th – Investigating Cultures. This option is recommended only if enrollment supports a full section of students who are in the same grade.
- Multi-grade level courses that are rotated annually. This option is recommended for schools that only offer one or two sections of Advanced Academics. **For 2015-16, schools using this option should offer 78550401 Year 1, Literature.**

Grade	Course #	Abbreviated Title	PCS Course Code Title	Class Size
6-8	78550401	ADV ACAD: 6-8 GIFTED	M/J Advanced Academics: Year 1, Literature	22
6-8	78550402	ADV ACAD: 6-8 GIFTED	M/J Advanced Academics: Year 2, Social Sciences: Philosophy & Psychology	22
6-8	78550403	ADV ACAD: 6-8 GIFTED	M/J Advanced Academics: Year 3, Social Sciences: Investigating Cultures	22
6-8	78550404	ADV ACAD: 6-8 GIFTED	M/J Advanced Academics: Creative & Critical Thinking Skills	22

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

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

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

- All students in the class are gifted.
- Each student's EP states advanced content math/science instruction in a gifted classroom.
- Teacher must meet gifted endorsement requirements.
- Class size requirements apply.
- **Recommended model if the gifted enrollment supports a full section of :**
Incoming 6th graders ALPSS- Math and Science
2015-2016 7th graders ALPSS – Math and Science

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 Science
2015-2016 7th graders ALPSS – Math and Science

NOTE: Beginning 2015-16, a "G" suffix has been added to the ALPSS math and science courses.

ALPSS – Math

Grade	Course #	Abbreviated Title	Effective Date	Current Math Level	Maximum Class Size
6	1205050G	Grade 7 Mathematics, ADV	2015-2016	Level 5 in 4 th & 5 th grade Or completion of Grade 6 ADV virtual course	22
6	1205020G 1205050G	Grade 6 Mathematics, ADV(1 st Sem) Grade 7 Mathematics, ADV (2 nd Sem)	2015-2016 Double block	Level 4 & 5	22
7	1200320G	ALG 1 HON	2016-2017 High school credit		25
8	1206320G	GEO HON	2017-2018 High school credit		25

ALPSS - Science

Grade	Course #	Abbreviated Title	Effective Date	FCAT Scores Math & Reading	Maximum Class Size
6	2002055G	M/J COMP SCI 1 ADV ACC	2015-2016	Level 4 & 5 recommended	22
7	2002085G	M/J COMP SCI 2 ADV ACC	2016-2017		22
8	2002410G	INTEG SCI 1 HON	2017-2018 High school credit		25

2015-16 Part-time Gifted Service Options for Middle Schools

The chart below indicates the gifted courses that will be available to 6th grade students in 2015-16.

Course availability is pending adequate enrollment.

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

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

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

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

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

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

	6th Grade	7th Grade	8th Grade
Language Arts	Language Arts 2, Advanced 1001050L	Language Arts 3, Advanced 1001050L	English Honors I 10013200L
Literature	Advanced Academics: Literature 7855040L		
Math	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	Comprehensive Science 1, Accelerated Honors 2002055L	Comprehensive Science 2, Accelerated Honors 2002085L	Integrated Science 1 Honors 2002410L
Social Studies	World History 2109020L	Civics 2106010L	U.S. History Advanced and Career Planning 2100025L
Required Magnet Elective	Advanced Academics: Research 7855040L	Advanced Academics: Creative and Critical Thinking 7855040L	Advanced Academics: Independent Study 7855040L
World Language	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
- 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*
- Unique magnet elective that focuses on research skills, creative and critical thinking, independent study, and social-emotional needs of the gifted learner.

Frequently Asked Questions about the Middle School Centers for Gifted Studies

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

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

Will Ridgecrest Center for Gifted Studies students be given priority acceptance for the Middle School Centers for Gifted Studies?

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

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

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

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

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

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

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

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

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

Will the curriculum be a challenging, rigorous curriculum?

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

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

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

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

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

Will the students participate in competitions?

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

Will there be extensive homework?

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

IB Course Codes

Sanderlin Pk-8

John Hopkins & Largo Middle Schools (6th grade courses ONLY)

Science Courses

Course	Course #	Abbreviated Title	Grade
M/J MYP Comp Science 1	2002060	MYP Comp Science 1	6
M/J MYP Comp Science 2	2002090	MYP Comp Science 2	7
IB MYP Integrated Science	2002415	IB MYP Integrated Science (High School Credit)	8

Social Studies Courses

M/J World History	2109020	World History	6
M/J IB MYP Civics ADV	2106027	Civics	7
M/J US History ADV	2100025	US History	8

English Courses

M/J IB Language Arts 1	1001030	M/J IB Language Arts 1	6
M/J IB Language Arts 2	1001060	M/J IB Language Arts 2	7
IB MYP English 1	1001840	English 1 (High School Credit)	8

Course Codes of Math can be located on page 14 of this packet.

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

Pinellas Park MS & Tarpon Spring MS

Science Courses

Course	Course #	Abbreviated Title	Grade
M/J Sci 1 Cambridge Secondary 1	2002056	M/J Sci 1 Camb SEC 1	6
M/J Sci 2 Cambridge Secondary 1	2002086	M/J Sci 2 Camb SEC 1	7
M/J Sci 3 Cambridge Secondary 1	2002115	M/J Sci 3 Camb SEC 1	8
Integrated Science 1 Honors	2002410	High School Credit	8

Math Courses

M/J Mathematics 1 Cambridge Secondary 1	1205030	M/J Grade 6 Math Camb Sec 1	6
M/J Mathematics 2 Cambridge Secondary 1	1205055	M/J Grade 7 Math Camb Sec 1	7
M/J Mathematics 3 Cambridge Secondary 1	1205060	M/J Math 3 Camb Sec 1	8
Algebra 1 Honors	12003200	High School Credit	7-8
Geometry Honors	12063200	High School Credit	8

English Courses

M/J English 1 Cambridge Secondary 1	1001025	M/J Eng 1 Camb Sec 1	6
M/J English 2 Cambridge Secondary 1	1001055	M/J Eng 2 Camb Sec 1	7
M/J English 3 Cambridge Secondary 1	1001085	M/J Eng 3 Camb Sec 1	8

Electives

Please be sure to check the DOE course codes to determine areas of certification when making the choice to offer elective programs. Also, please don't hesitate to reach out to content specialists.

AVID

Content Specialist: Brian Morrison

Grade Level	Course Code	Code Name	Length <i>Semester or Year Long</i>	Level <i>Beg, Intermediate, Adv</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	

Scheduling

AVID was introduced to Pinellas County 9 years ago and is gaining momentum within our system. Evidence of this exists in our District Strategic Plan, intentional long term planning around training opportunities related to using WICOR strategies to increase the level of rigor our students experience, and systemic understanding of the influence AVID can have in the lives of our “middle” students. In order to reach our goal we must support more students through the elective class and ensure that the scheduling of those classes allows for tutor support.

Scheduling will determine your school’s ability to meet the goals in the District Strategic Plan, the District Bridging the Gap plan, and also to meet certification requirements.

- Essential 8, Certification Level 1: The student/ tutor ratio in the AVID Elective class is no higher than 7:1 to support collaboration and mentoring; hiring current college tutors is a priority and whenever possible current college students are hired as AVID tutors. ***For our office to facilitate the hiring of college tutors for your school’s AVID program, sections must be scheduled back to back, minimizing multiple sections in the same class period.***

Identifying the AVID Elective Teacher

For an AVID program to be effective, the AVID Elective teacher must fully understand his unique role as the elective teacher and the extensive commitment necessary to fulfill the expectations. The importance of selecting a teacher who is a strong positive fit to this teacher-leader position cannot be overstated. To that end, the AVID District Staff will work with principals to identify all future AVID elective teachers. Principals will first identify the teacher they recommend and the AVID District staff will interview the candidate in a timely and efficient manner, providing feedback and suggestions to the principal. This will be done with the intent to insure implementation with fidelity, and to create stability and sustainability in the AVID system at each school and within the District. This will ensure that certification, based on informed, voluntary participation by the teacher and fidelity to the expectations of the program, can be met.

The AVID Elective will reflect no less than ½ of a teacher's schedule.

District Model Timeline

Action	Responsible Party	Date
Create site recruitment plan to address Strategic Plan and Bridging the Gap	AVID Site Team	January 7 , 2015
Provide list of students with AVID potential according to data	AVID District Office	January 7, 2015
Personally reach out to potential students at your site to apply	AVID Site Team	February, 2015
Recruit potential students from feeder schools	AVID Site Team (Guidance, Admin)	February, 2015
Interview eligible applicants	AVID Site Team	February, 2015
Send out acceptance letters pending FCAT results	AVID Site Team	March, 2015
Ensure all AVID students are requesting appropriate rigorous courses	AVID Site Team	March, 2015
Inform AVID District Office of intended teacher placement	School Principal	February, 2015

Business/Information Technology

Content Specialist: Steve Plummer

<u>Regular Students</u>	<u>More Advanced Students</u>	<u>Year Long Courses Program (Information & Communication Technology Essentials Program)</u>
<p>6TH Grade Business Keyboarding - 82001100 Introductory Keyboarding, Word, PPT, Hardware, Internet, Soft Skills</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</p> <p>Computer Applications in Business 2 – 82002100 Advanced Keyboarding, Word, PPT, Intermediate Excel, Introduction Digital Design, Soft Skills</p> <p>8th Grade Computer Applications in Business 3 – 8200211 Advanced Excel, Digital Design, Introductory Access, Web Design, Soft Skills, Begin MOS Certifications</p> <p>Computer Applications in Business 4 - 8200212 Intermediate Access, Web Design, Introductory Programming, Animation, Gaming, Soft Skills, Continue MOS Certifications</p>	<p>6TH Grade Computer Applications in Business 1 – 82005200 Intermediate Keyboarding, Word, PPT, Introductory Excel, Soft Skills</p> <p>Computer Applications in Business 2 - 82002100 Advanced Keyboarding, Word, PPT, Intermediate Excel, Introduction Digital Design, Soft Skills</p> <p>7th Grade Computer Applications in Business 3* - 8200211 Advanced Excel, Digital Design, Introductory Access, Web Design, Soft Skills, Begin MOS Certifications</p> <p>Computer Applications in Business 4 - 8200212 Intermediate Access, Web Design, Introductory Programming, Animation, Gaming, Soft Skills. Continue MOS Certifications</p> <p>8th Grade Introduction to Information Technology – 8207310 (Year 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 IIT in 8th Gr.</p>	<p>6th Grade ICT Essentials 1 – 9009110 Introduction to Core Concepts, Software Applications, Template-based Webpage, Basic Computer Program, Alice</p> <p>7th Grade ICT Essentials 2 – 9009120 Builds on Previous Course, More Complex Concepts, Software Applications, Structured Programming, Alice DarkBASIC, Video, Animation 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, Continue MOS Certifications OR 8th Grade Introduction to Information Technology – 8207310 (Year course) (High School 1-credit) (Satisfies Fine Arts Graduation Requirement) 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
6-8	8200520	M/J Computer Applications in Business 1	Semester	
6-8	8200210	M/J Computer Applications in Business 2	Semester	
6-8	8200211	M/J Computer Applications in Business 3	Semester	
6-8	8200212	M/J Computer Applications in Business 4	Semester	
6-8		Introduction to Communication and Technology Essentials (ICT Essentials)		
6-8	9009110	ICT Essentials 1	Year	
6-8	9009120	ICT Essentials 2	Year	
7-8	9009130	ICT Essentials 3	Year	
6-7	8200110	M/J Business Keyboarding	Semester	
7-8	9009400	M/J – Fundamentals of Networking and Information Support	Year	
7-8	9009500	M/J – Fundamentals of Web and Software Development	Year	
7-8	8370350	M/J – Introduction to Business, Management and Administration	Semester	
7-8	8370360	M/J – Introduction to Business, Management and Administration and Career Planning	Semester	
6-8	9009350	M/J – Exploring Information Technology Careers	Semester	
6-8	9009360	M/J – Exploring Information Technology Careers & Career Planning	Semester	
6-8	8200120	M/J Business Leadership Skills	Semester	*This course is not eligible for Perkins funding
8	8207310	Introduction to Information Technology	Year	High School Credit Course *Arts Credit Required for Graduation
Finance and Marketing				
7-8	8540400	M/J – Fundamentals of Finance	Year	
7-8	8540350	M/J – Introduction to Finance	Year	
7-8	8540360	M/J – Introduction to Finance and Career Planning	Year	
7-8	9380300	M/J – Fundamentals of Marketing Occupations	Year	
7-8	9309350	M/J - Introduction to Marketing Sales and Service	Semester	
7-8	9309360	M/J - Introduction to Marketing Sales and Service Career Planning	Year	

Industrial, Technology, Agribusiness & Public Services Education

Content Specialist: Robert Hawkins

<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	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	8600020	Exploring Technology	Semester	Beginning to Intermediate
6-8	8600250	Exploration of Power & Energy Technology	Semester	Beginning to Intermediate
6-8	8600040	Exploration of Production 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

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	8440350	Introduction to Education & Training	Semester	Beginning
8	8409100	Fundamentals of Education & Training	Year	Intermediate
7	8850350	Exploring Hospitality & Tourism Careers	Semester	Beginning
8	8809200	Fundamentals of Culinary Careers	Year	Intermediate
7-8	8209100	Careers in Fashion and Interior Design	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

World Languages

Content Specialist: Jan Kucerik

<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	0708000	*M/J Spanish Beginning	Year Long	Beginning
7-8	0708340	Spanish 1	Year Long	Beginning
8	0708350	Spanish 2	Year Long	Advanced
7	0708360	Spanish 3 (<i>Dunedin Highland and Morgan Fitzgerald only</i>)	Year Long	Advanced
8	0708370	Spanish 4 (<i>Dunedin Highland and Morgan Fitzgerald only</i>)	Year Long	Advanced
6-8	0701000	*M/J French Beginning	Year Long	Beginning
7-8	0701320	French 1	Year Long	Beginning
8	0701330	French 2	Year Long	Advanced
6-8	0707000	*M/J Chinese Beginning	Year Long	Beginning
7-8	0711300	Chinese 1	Year Long	Beginning
8	0711310	Chinese 2	Year Long	Advanced
7-8	0717300	American Sign Language (ASL) 1	Year Long	Beginning
8	0717310	American Sign Language (ASL) 2	Year Long	Advanced
7-8	0702320	German 1	Year Long	Beginning
8	0702330	German 2	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
6-8	0720020	M/J World Language Humanities for International Studies 3 (<i>Dunedin Highland and Morgan Fitzgerald only</i>)	Year Long	Advanced

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

Performing Arts

Content Specialist: Jeanne Reynolds

Middle School Instrumental Music Course Offerings

Grade Level	Course Code	Code Name	Length Semester or Year Long	Level Beg, Intermediate, Adv
6,7,8	13020000	M/J Band 1	Year	Beginning
6,7,8	13020100	M/J Band 2	Year	Intermediate
6,7,8	13020200	M/J Band 3	Year	Advanced
6,7,8	13020300	M/J Band 4*	Year	Advanced
6,7,8	13020400	M/J Orchestra 1	Year	Beginning
6,7,8	13020500	M/J Orchestra 2	Year	Intermediate
6,7,8	13020600	M/J Orchestra 3	Year	Advanced
6,7,8	1302070	M/J Orchestra 4 *	Year	Advanced
6,7,8	13010600	M/J Guitar 1	Year	Beginning
6,7,8	13010700	M/J Guitar 2	Year	Intermediate
6,7,8	13010800	M/J Guitar 3	Year	Advanced
6,7,8	13010306	M/J Keyboard 1	Year	Beginning
6,7,8	13010406	M/J Keyboard 2	Year	Intermediate
6,7,8	13010506	M/J Keyboard 3	Year	Advanced
6,7,8	1302110	M/J Instrumental Ensemble 1**	Year	All levels
6,7,8	1302120	M/J Instrumental Ensemble 2**	Year	All levels
6,7,8	1302130	M/J Instrumental Ensemble 3**	Year	All levels
6,7,8	13020800	M/J Instrumental Techniques 1***	Year	All levels
6,7,8	13020900	M/J Instrumental Techniques 2***	Year	All levels
6,7,8	13021000	M/J Instrumental Techniques 3***	Year	All levels
6,7,8	PSA	Exploring Music Performance	Semester	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.

PSA indicates Pending State Approval

Highlighted courses all offered at all middle schools

Middle School Vocal Music Course Offerings

6,7,8	13030000	M/J Chorus 1	Year	Beginning
6,7,8	13030100	M/J Chorus 2	Year	Intermediate
6,7,8	13030200	M/J Chorus 3	Year	Advanced
6,7,8	13030300	M/J Chorus 4 *	Year	Advanced
6,7,8	13030706	M/J Vocal Techniques 1 **	Year	Beginning
6,7,8	13030806	M/J Vocal Techniques 2 **	Year	Intermediate
6,7,8	13030906	M/J Vocal Techniques 3 **	Year	Advanced

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

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

Middle School General Music Course Offerings

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

*Pending State Approval

Highlighted course denote courses that should be offered at all middle schools

Middle School Dance Course Offerings

6,7,8	03000006	M/J Dance 1	Year	Beginning
6,7,8	03000106	M/J Dance 2	Year	Intermediate
6,7,8	03000206	M/J Dance 3	Year	Advanced
6,7,8	03000306	M/J Dance 4	Year	Advanced

Middle School Drama Course Offerings

6,7,8	04000000	M/J Theatre 1	Year	Beginning
6,7,8	04000100	M/J Theatre 2	Year	Intermediate
6,7,8	04000206	M/J Theatre 3	Year	Advanced
6,7,8	04000306	M/J Theatre 4	Year	Advanced
6,7,8	04001106	M/J Technical Theatre Design and Production	Year	
6,7,8	PSA*#	M/J Musical Theatre 1	Semester	Beginning
7,8	PSA*#	M/J Musical Theatre 2	Semester	Intermediate
6,7,8	PSA*	M/J Intro the Theatre 1	Semester	Intermediate
6,7,8	PSA*	M/J Intro to Theatre 1	Semester	Beginning
7,8	PSA*	M/J Intro to Theatre 2	Semester	Intermediate

*Pending State Approval

This course will be able to be taught by teacher with either drama OR music certification

Visual Arts

Content Specialist: Susan Castleman

Grade Level	Course Code	Code Name	Length Semester or Year Long	Level Beg, Intermediate, Adv
6-8	Pending DOE approval	M/J Visual Art 1-NEW	Semester	Beginning
6-8	Pending DOE approval	M/J Visual Art 2-NEW	Semester	Intermediate
6-8	Pending DOE approval	M/J Visual Art 3-NEW	Semester	Intermediate
6-8	0101005	M/J Exploring 2/D Art	Semester	Beginning
6-8	0101035	M/J Exploring 3/D Art	Semester	Beginning
6-8	0101010	M/J Two Dimensional Studio Art 1	Semester	Intermediate
7-8	0101020	M/J Two Dimensional Studio Art 2	Semester	Advanced
7-8	0101040	M/J Three Dimensional Studio Art 1	Semester	Intermediate
7-8	0101050	M/J Three Dimensional Studio Art 2	Semester	Advanced
7-8	0103000	M/J Digital Art and Design 1	Semester	Intermediate
7-8	0103010	M/J Digital Art and Design 2	Semester	Advanced
7-8	0102040	M/J Creative Photography 1	Semester	Intermediate
7-8	0102050	M/J Creative Photography 2	Semester	Advanced

Middle School Project Lead the Way Course Offerings

Azalea, Bay Point, Eastlake & Thurgood Marshall ONLY

1 st Semester				2 nd Semester			
Grade Level	Course #	Course Title	PLTW Unit	Grade Level	Course #	Course Title	PLTW Unit
6 th Grade	8600020	Exploring Technology	Magic of Electrons	6 th Grade	8600010	Introduction to Technology	Science of 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	8600040	Production Technology	Design and Modeling	8 th Grade	8600240	Transportation Technology	Automation and Robotics

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	Year Long	Madiera Beach & Safety Harbor MS ONLY
6-8	TBD	Cadet Program		(Azalea Middle School ONLY)