

*Department of Middle School Education*

***2014-2015***

***Master Schedule Resource  
Packet***



*Teaching and Learning*

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# Middle Schools Master Schedule Draft Timeline

## 2014-2015 School Year

Draft copies of 2014-2015 Course Request Sheets and tentative 2014-2015 Bell Schedule	Due to the Middle School Education office by January 17, 2014
MS prepare critical information about 6 <sup>th</sup> grade scheduling and share with the 6 <sup>th</sup> grade Guidance Counselor	Information should be ready for the ES/MS guidance meeting on January 23 <sup>rd</sup>
Guidance Information Exchanged between levels (ES/MS)	Will take place electronically through the creation of a PPT that features offerings of all high schools. Andrew Weatherill's office will coordinate these efforts and this will be completed by January 23 <sup>rd</sup>
Guidance Information Exchanged between levels (MS/HS)	Will take place electronically through the creation of a PPT that features offerings of all high schools. Andrew Weatherill's office will coordinate these efforts and this will be completed by January 31 <sup>st</sup>
2013-2014 Course Request items to be deleted in FOCUS	February 1 <sup>st</sup>
Course request forms <u>distributed</u> to rising 7 <sup>th</sup> & 8 <sup>th</sup> graders	Completed by February 7 <sup>th</sup> (1 week turnaround time- returned by February 14 <sup>th</sup> )
Input course requests for rising 7 <sup>th</sup> & 8 <sup>th</sup> graders into FOCUS using the 2013-2014 tab in FOCUS	February 14 – March 2 <sup>nd</sup>
Requests for rising 7 <sup>th</sup> & 8 <sup>th</sup> graders should be entered into FOCUS under the 2013-2014 tab	March 2 <sup>nd</sup>
Discontinue entering request in FOCUS under the 2013-2014 tab	March 2 <sup>nd</sup> (end of the school day)
Student information/update ROLLS in FOCUS for the 2014-2015 School Year	March 3 <sup>rd</sup>
Middle Schools to Print Labels for rising 6 <sup>th</sup> Grades / Prepare Course Request Packets / Send information to Feeder Elementary Schools.	March 4 <sup>th</sup> – 7 <sup>th</sup> (1 week turnaround time- returned by March 14 <sup>th</sup> )
Input course requests for rising 6 <sup>th</sup> graders into FOCUS using the 2014-2015 tab in FOCUS	March 17 – April 10 <sup>th</sup>
All course requests entered into FOCUS	<u>MUST BE</u> Completed by April 10 <sup>th</sup> (district will pull this data beginning 4/14/14)
<b><i>Run Scheduler for both Math &amp; Reading Placements</i></b>	<b><i>April 11, 2014</i></b>
Begin to build FRAMEWORK for master schedule: <ul style="list-style-type: none"> <li>Number of sections for each course may be calculated</li> <li>Personnel needs as per course requests may be assessed</li> <li>Involuntary transfers and new hiring needs may be identified</li> </ul>	Begin no later than April 14 <sup>th</sup>
Complete FRAMEWORK for master schedule: <ul style="list-style-type: none"> <li>Allows for all teachers to begin summer knowing teaching assignments, ensure what PD they will engage in over summer...</li> </ul>	MUST BE Complete by May 23 <sup>rd</sup>
100% Students fully scheduled into CORRECT courses	1 <sup>st</sup> day of school for the 14-15 school year

<b>Other Important Dates to Coordinate:</b>	
Magnet/Application Programs are Accepted and Locked	Acceptance period ends February 14 <sup>th</sup> . Wait list invites start February 24 <sup>th</sup> and should be steady by March 7 <sup>th</sup>
Unit allocations	Projected for mid-March, 2014
Middle Schools will provide 6 <sup>th</sup> grade district-wide course request forms to their rising 6 <sup>th</sup> grade students and assist in advertising the district-wide 6 <sup>th</sup> Grade Orientation Night*	Completed by March 7 <sup>th</sup> (advertising of 6 <sup>th</sup> Grade Orientation night must begin by the first week back from winter break)
High Schools will provide 9 <sup>th</sup> grade district-wide course request forms to their 8 <sup>th</sup> grade students and assist in advertising the district-wide 9 <sup>th</sup> Grade Registration night*	Completed by March 7 <sup>th</sup> (advertising of 9 <sup>th</sup> Grade Registration night must begin by the first week back from winter break)
6 <sup>th</sup> Grade Orientation Night*	March 11 <sup>th</sup> , 6-8pm
9 <sup>th</sup> Grade Registration night*	March 13 <sup>th</sup> , 6-8pm
Make-up 9 <sup>th</sup> Grade Registration	March 17 <sup>th</sup> to 21 <sup>st</sup> - completed by middle schools using High School PowerPoint slides/any other docs schools exchange

**\*6<sup>th</sup> Grade Orientation Night:**

**- Note schools will dictate what this night will look like!**

To best start the middle school careers of 6<sup>th</sup> graders, we are asking all schools to run an orientation night March 11<sup>th</sup>, 2014, where students and parents come in and are able to talk to content area teachers (core and electives), talk to coaches and club advisors and student athletes, and/or exit the night by complete the 2014-2015 course request form before they leave.

**\*9<sup>th</sup> Grade Registration Night:** To best start the high school careers of 9<sup>th</sup> graders, we are asking all schools to run a registration night March 13<sup>th</sup>, 2014, where students and parents come in and are able to talk to content area teachers (core and electives), talk to coaches and club advisors and student athletes, and exit the night by sitting with a guidance counselor at a computer and entering their 9<sup>th</sup> grade course requests into the system before they leave. Many schools conduct amazing nights yearly already and can share their designs/logistics info. In lieu of this, if schools wish to not participate on this night, schools will be asked to provide their plans to get 9<sup>th</sup> graders registered by March 13<sup>th</sup> (at least the great majority of them as we know they will not all attend).

2014-2015

## Secondary Master Schedule Work Sessions

### Step 1: How to Enter Course Requests?

Target users will be provided with hands-on FOCUS course request entry training in a 90 minute session on any or all of the following dates:

January 28: 9:00 a.m. – 10:30 a.m.

February 6: 9:00 a.m. – 10:30 a.m.

1:00 p.m. – 2:30 p.m.

February 11: 1:00 p.m. – 2:30 p.m.

February 12: 9:00 a.m. – 10:30 a.m.

1:00 p.m. – 2:30 p.m.

- These trainings will take place in B103.
- These sessions will be open to both Middle & High Schools (30 workstations).
- More to come on signing up for these training.

## 14-15 Secondary Master Schedule Work Sessions

Tentative Dates	Time Frame	Location	Focus/Purpose
Feb 24 – 28, 2014	3 hours 8:30 – 11:30 a.m. 1:00 – 4:00 p.m.	B-103	New/improved Focus Features
Feb 24, 2014 8:30 – 11:30 a.m.	Feb 24, 2014 1:00 – 4:00 p.m.	Feb 25, 2014 8:30 – 11:30 a.m.	Feb 25, 2014 1:00 – 4:00 p.m.
Carwise Tarpon Springs Safety Harbor Palm Harbor Largo Oak Grove Pinellas Park Osceola Seminole Clearwater Intermediate Lealman Intermediate Pinellas Secondary	Azalea Bay Point Tyrone John Hopkins Meadowlawn Clearwater Fund Thurgood Marshall Madeira Beach Sanderlin Dunedin Highlands Morgan Fitzgerald	High Schools	
March 3 – August 13 Mondays & Wednesdays	8:30 – 4:00 p.m.	B-103	

### Mondays – Middle School APCs

Group A	Dates	Group B	Dates
Clearwater Fund Thurgood Marshall Madeira Beach Sanderlin Dunedin Highlands Morgan Fitzgerald Azalea Bay Point Tyrone John Hopkins Meadowlawn	March 3, 17 April 7 May 5, 19 June 9 OPEN Beyond June on Mondays & Wednesday until August 13	Eastlake Carwise Tarpon Springs Safety Harbor Palm Harbor Largo Pinellas Park Oak Grove Osceola Seminole Clearwater Intermediate Lealman Intermediate	March 10, 31 April 14 May 12, 26 June 16 OPEN Beyond June on Mondays & Wednesday until August 13

## General Middle School Curriculum Overview

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

FCAT 2.0 READING LEVEL	COURSE	ABBREVIATED TITLE	COURSE CODE	DATA POINTS
<b>Level 1 &amp; 2</b> 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>AMP Reading System</i> (grades 6, 7, and 8)	M/J INT READ (grades 6-8)	<b>10000106</b> <b>10000107</b> <b>10000108</b>	FCAT Level 1 or 2 • Reading comprehension score: >30th but <50th percentile • Maze score: >30th percentile but <50th percentile • Teacher recommendation and Reading Intervention Decision Process flowchart scores for placement
	Intensive Reading – two-period block* (full year course) <i>Read 180 (grades 6, 7, and 8)</i>	M/J INT READ/ M/J INT LA (grades 6-8)	<b>10000100/</b> <b>10000000</b>	FCAT Level 1or 2 • Reading comprehension score: <30th percentile • Maze score: <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) <i>REACH (grade 6)</i>	M/J INT READ/ M/J INT LA (grades 6-8)	<b>1000010R/</b> <b>1000000R</b>	FCAT Level 1 • Reading comprehension score: up to 13th percentile • Maze score: up to 13th percentile • Individualized program assessment prior to placement
	Intensive Reading – two-period block* (full year course) <i>Reading Academy** (grades 7 and 8)</i>	M/J INT READ/ M/J INT LA (grades 6-8)	<b>1000010L/</b> <b>1000000L</b>	<b>**Reading Academy has replaced Lexia</b>
	<b>*Must be blocked with intensive language arts</b> —and students must <b>ALSO</b> be enrolled in one of the following course codes: Language Arts 1: <b>10010100</b> (grade 6); Language Arts 2: <b>10010400</b> (grade 7); or Language Art 3: <b>10010700</b> (grade 8) <i>Teachers of these courses must have both reading endorsement/certification and language arts certification.</i>			
<b>Level 1 &amp; 2</b> Content Area Reading Option (Manually Entered)	<ul style="list-style-type: none"><li>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 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students who score Level 1 or Level2 on FCAT Reading 2.0 and do not need instruction in decoding and text reading efficiency.<ul style="list-style-type: none"><li>FAIR data points: Reading Comprehension &gt; 50<sup>th</sup> %ile and Maze &gt; 50<sup>th</sup> %ile &amp; Teacher Recommendation</li></ul></li><li>NGCAR-PD--Students scoring Level 1 or Level 2 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.</li><li><b>NEW FOR 2013:</b> Any Level 1 or Level 2 students 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.</li></ul>			
<b>Level 3-5 only: Electives-- Manually Entered</b>				
Reading 1-- <i>Daybook (required)</i>	M/J READ 1 (grade 6)		<b>10080100</b>	<i>Full year course – required for students scoring Level 3 or higher</i>
Reading 1 – Advanced (elective)	M/J READ 1 Adv (grade 6)		<b>10080200</b>	<i>Full year course</i>
Reading 2-- <i>Plugged-in to Reading (elective)</i>	M/J READ 2 (grade 7)		<b>10080400</b>	<i>Full year course</i>
Reading 2 - Advanced (elective)	M/J READ 2 Adv (grade 7)		<b>10080500</b>	<i>Full year course</i>
Reading 3-- <i>Plugged-in to Reading (elective)</i>	M/J READ 3 (grade 8)		<b>10080700</b>	<i>Full year course</i>
Reading 3 – Advanced (elective)	M/J READ 3 Adv (grade 8)		<b>10080800</b>	<i>Full year course</i>

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Page 7

## **Academic Support Classes**

All students are required to take a full year of language arts, math, science and social studies. In addition to these four basic academic core subjects, students may be required to take additional reading or math support classes based on their FCAT scores as shown in the matrix below. **Required enrollment in academic support classes will limit the number of elective courses a student may take during the school year.**

	FCAT Level 1	FCAT Level 2	
Reading	See Reading Course Placement Sheet on page 1 of this packet	See Reading Course Placement Sheet on page 1 of this packet	
Math	Intensive Math (1 class period)	Intensive Math (1 class period)	

### **MIDDLE SCHOOL POLICY REGARDING READING REMEDIATION**

- Middle school students who score at Level 1 or Level 2 on the Florida Comprehensive Assessment Test (FCAT) 2.0 for Reading are required to complete an intensive reading course. Those students in grades 6-8 who score at Level 1 or Level 2 on the FCAT 2.0 for Reading 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 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 1074.



## CONTENT AREA READING INTERVENTION

### Content Specialist: Danielle Campbell

A teacher who has completed Next Generation Content Area Reading Professional Development (NGCAR-PD) 90-hour Package or is reading endorsed/certified may serve as the reading intervention for FCAT Reading Level 1 or 2 students who do not have text efficiency issues or word analysis difficulties.

#### WHAT IS THE CONTENT AREA READING INTERVENTION TEACHER'S RESPONSIBILITY?

- Engage in purposeful planning based on literacy standards in order for students to know and be able to access content-specific, grade-appropriate complex text
- Scaffold students' ability to read, discuss and write about complex text
- Require students to read for content knowledge
- Provide explicit vocabulary instruction for words students will use in writing and discussion
- Monitor the FAIR data and differentiate instruction based on the results
- Conduct *data chats* with students regarding their progress and provide support with creating and monitoring student learning goals

#### WHAT DOES A CONTENT AREA READING INTERVENTION CLASSROOM LOOK LIKE?

- Whole group explicit and systematic instruction
- Small group differentiated instruction
- Independent reading practice monitored by the teacher
- Infusion of reading and language arts benchmarks specific to the subject area (biology, world history, etc.)
- A focus on increasingly complex literary and informational texts (exposition, argumentation/persuasive, functional/procedural documents, etc.) at a ratio matching FCAT 2.0 Item Specifications.
- Teachers and students using a wide variety of reading materials and text
- Whole group explicit instruction
- Print-rich environment
- Vocabulary instruction and word study is evident. (i.e. word wall, linear array, Frayer model, word play)
- Book talks
- Balanced literacy: independent reading; guided reading; shared reading; read aloud
- Writing activities: journals; response logs; letters; speeches; writing in preparation for reading; writing using textual evidence; writing to reflect; summary writing; short and extensive research tasks.

## 2013-2014 NEXT GENERATION CONTENT AREA READING – PROFESSIONAL DEVELOPMENT (NGCAR-PD)

NGCAR-PD aligns with recent research indicating the need for a focus on increased text and question complexity, student discussion, and writing in response to text. In accordance with Rule 6A-6.0544, F.A.C., teachers who are not certified in Reading (K-12) or endorsed in reading, or who do not meet the definition of “highly qualified” in reading under the federal No Child Left Behind Act, and who provide reading intervention to Level 1 or Level 2 students who do not need instruction in decoding and text reading efficiency in their content area class must complete the:

- CAR-PD package (120 hours: Comp. 2 of the reading endorsement; CAR-PD Academy;  
\* suggested additional course aligned to Common Core State Standards (CCCSS):  
Comprehension Instructional Sequence (CIS) Crossover-12 hours) OR
- Take the NGCAR-PD package (90 hours: NGCAR-PD Academy and Practicum).

NGCAR-PD focuses on an instructional routine called the Comprehension Instructional Sequence (CIS). Participants will learn how to design lessons using this instructional routine. In addition, research-based strategies for engaging students in the reading of complex text will be modeled.

NGCAR-PD consists of two parts: A 60-hour NGCAR-PD Academy and a 30-hour NGCAR-PD Practicum, totaling 90 hours.

Who can benefit from taking NGCAR-PD? Any full-time content area teacher in grades 6-12 will benefit from this training, especially those teaching science, social studies, language arts, and text-based electives.

In order to receive credit, participants are allowed one absence but must make up assignments by meeting with the trainer within one week of the absence. The course must be completed on time in order to receive credit.

2013-14 NGCAR-PD Academy & Practicum Opportunities (for Secondary Educators): Go to MoodleLMS and register for component #2013321C.

13-14 NG CAR-PD Academy (for Secondary Educators) Go to MOODLE LMS and Register for Component #2013321C			
<b>Session 14/001</b>	Cohort 6 (Thursday)	Fall 2013, Bayside HS, Room 113, 5:00-8:30 P.M.	September 5, 12, 19, 26 October 3, 10, 17, 24, 31 November 7, 14, 21 December 5, 12
<b>Session 14/002</b>	Cohort 7 (Thursday)	Winter/Spring 2014, Bayside HS, Room 113, 5:00-8:30 P.M.	February 6, 13, 20, 27 March 6, 13, 20 April 3, 10, 17, 24 May 1, 8, 15
NG CAR-PD Practicum (for Secondary Educators) Go to MOODLE LMS and Register for Component #2013322C			
<b>Session 14/001</b>	Cohort 4 (Tuesday)	Fall 2013, Bayside HS, Room 113, 5:00-7:00 P.M.	September 10, 17 October 1, 15, 29 November 26
<b>Session 14/002</b>	Cohort 5 (Tuesday)	Winter/Spring 2014, Bayside HS, Room 113, 5:00-7:00 P.M.	February 4, 11, 25 March 11 April 1, 29

PINELLAS COUNTY SCHOOLS

2013-2014 SECONDARY INDIVIDUAL LITERACY IMPROVEMENT PLAN

Name: \_\_\_\_\_

Grade: 6 7 8 9 10 11 12

Student Number: \_\_\_\_\_

**PINELLAS COUNTY IMPLEMENTATION OF SENATE BILL NO. 1076, RULE 6A-054**

Students in grades 6-9 who score at Level 1 or Level 2 on the Florida Comprehensive Assessment Test (FCAT) 2.0 for Reading or students in grades 10-12 who score at Level 2 **and** do not need instruction in decoding and 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 Content Area Reading Professional Development (NGCAR-PD) Qualified teacher. The student **must** also have an approved *Secondary Individual Literacy Improvement Plan* in place. The following is a link for a placement chart that reflects changes in requirements for reading intervention placement of students in middle school and high school due to Senate Bill 1076: [http://info.fldoe.org/justread/educators/Secondary\\_Reading\\_Placement\\_Chart.pdf](http://info.fldoe.org/justread/educators/Secondary_Reading_Placement_Chart.pdf).

You will see that district options for placement of students in reading intervention have been impacted by Senate Bill 1076, and that the **options for grades 6-9 are different than those available for students in grades 10-12**. *Just Read, Florida!* will be revising the rule that pertains to reading intervention, but until the rule is revised, recommendations are reflected on the aforementioned chart concerning the placement of students who score at Level 1.

**Chapter 2013-27, Senate Bill 1076 (<http://laws.flrules.org/2013/27>):**

**Section 13: 1003.4156**

**2(a):** If a middle grades student scores at Level 1 or Level 2 on FCAT Reading or, when the state transitions to common core assessments on the English Language Arts assessments required under s.1008.22, the following year the student must enroll in and complete a remedial course or a content area course in which remediation strategies are incorporated into course content delivery. The department shall provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of students performing below grade level.

**Section 17: 1003.4282**

**5(a):** Each year a student scores Level 1 or Level 2 on 9th grade or 10th grade FCAT Reading or, when implemented, 9th grade, 10th grade, or 11th grade common core English Language Arts (ELA) assessments, the student must be enrolled in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student.

**THE SCHOOL WILL:**

1. Monitor student progress three times per year using the Florida Assessment for Instruction in Reading (FAIR). The FAIR results will be shared with the student and the parent. At least one content area teacher will be responsible for ensuring administration of FAIR three times per year.
2. Provide the student with at least one teacher that is CAR-PD/NGCAR-PD qualified or who is reading endorsed or certified. This teacher will embed remediation strategies into the course content and require the student to read grade-level appropriate, content-related text as a part of weekly instruction.

**THE STUDENT WILL:**

1. Set a clear goal to increase reading efficiency based on current FCAT 2.0 Reading performance and desired FCAT 2.0 Reading performance.
2. Read for learning and for pleasure every day.
3. Talk with peers, parents, and teachers about what he or she is reading.
4. Monitor his or her progress on FAIR and class grades.

**REQUIRED SIGNATURES:**

Student: \_\_\_\_\_  
Parent: \_\_\_\_\_  
Content Area Teacher\*: \_\_\_\_\_  
Guidance Counselor: \_\_\_\_\_  
Principal: \_\_\_\_\_

Date: \_\_\_\_\_  
Date: \_\_\_\_\_  
Date: \_\_\_\_\_  
Date: \_\_\_\_\_  
Date: \_\_\_\_\_

*Place this form in the student's cumulative record folder.*

Revised  
8/26/13

\* Content Area Teacher responsible for ensuring administration of FAIR three times per year and providing reading remediation.

## Middle School Mathematics Placement Criteria (2014-2015)

**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)	
M/J Mathematics 1, Reg.	1205010	Rule 1	1	1, 2
		Rule 2	2	1
		Rule 3	2 (Rd 1, 2)	2
M/J Mathematics 1, Adv.	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
M/J Mathematics 2, Adv.	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)	
M/J Mathematics 2, Reg.	1205040	Rule 1	1	1, 2
		Rule 2	2	1
		Rule 3	2 (Rd 1, 2)	2
M/J Mathematics 2, Adv.	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	M/J Mathematics 2, 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)	
M/J Pre-Algebra	1205070	Rule 1	1	
		Rule 2	2	1, 2, 3
Algebra 1	1200310	Rule 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 INTENSIVE MATH COURSE – will be done for all Level 1 students  
using the automatic scheduler!**

# Traditional Middle School Mathematics Acceleration Placement Criteria (2014-15)

**Grade 6 students in Traditional school settings with a Level 5 in both 4<sup>th</sup> & 5<sup>th</sup> grade will be scheduled into Math 2 ADV (a student or parent may opt out of this accelerated placement).**

Course Title	Course Code	ACRs	Current Math Level 5 <sup>th</sup> Grade	Previous Math Level 4 <sup>th</sup> Grade
*M/J Mathematics 2, Adv.	1205050	Rule 1	5	5

## Grade 7 placement for 2015-2016

Course Title	Course Code		Current Math Level	Previous Math Level
M/J Pre-Algebra	1205070		Parent/Teacher Recommendation	
Algebra 1 Honors	1200310		Parent/Teacher Recommendation	

## Grade 8 placement for 2016-2017

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

## 14-15 Incoming 6<sup>th</sup> Grades

### (During the school day optional Acceleration Track)

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 M/J Math 1 Adv course via the math scheduler and the school will have to add the 2<sup>nd</sup> course (Math 2 Adv) in the place of an elective course.

Course Title	Course Code		Current Math Level 5 <sup>th</sup> Grade FCAT	Previous Math Level 4 <sup>th</sup> Grade FCAT
M/J Mathematics 1, Adv. M/J Mathematics 2, Adv.	1205020 1205050		4, 5	4, 5

## Grade 7 placement for 2015-2016

Course Title	Course Code		Current Math Level	Previous Math Level
M/J Pre-Algebra	1205070		Parent/Teacher Recommendation	
Algebra 1 Honors	1200310		Parent/Teacher Recommendation	

## Grade 8 placement for 2016-2017

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 4<sup>th</sup> & 5<sup>th</sup> grade will be scheduled into Math 2 ADV (a student or parent may opt out of this accelerated placement).**

Course Title	Course Code	ACRs	Current Math Level 5 <sup>th</sup> Grade	Previous Math Level 4 <sup>th</sup> Grade
*M/J Mathematics 2, Adv.	1205050	Rule 1	5	5

## Grade 7 placement for 2015-2016

Course Title	Course Code		Current Math Level	Previous Math Level
M/J Pre-Algebra	1205070		Parent/Teacher Recommendation	
Algebra 1 Honors	1200310		Parent/Teacher Recommendation	

## Grade 8 placement for 2016-2017

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

\*incorporation of key standards skipped from MJ Math 1 Adv. Required

## 14-15 Incoming 6<sup>th</sup> Grades

### (During the school day optional Acceleration Track)

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 M/J Math 1 Adv course via the scheduler and the school will have to add the 2<sup>nd</sup> course (Math 2 Adv) in the place of an elective course.

Course Title	Course Code		Current Math Level 5 <sup>th</sup> Grade FCAT	Previous Math Level 4 <sup>th</sup> Grade FCAT
M/J Mathematics 1, Adv.	1205020		4, 5	4, 5
M/J Mathematics 2, Adv.	1205050			

## Grade 7 placement for 2015-2016

Course Title	Course Code		Current Math Level	Previous Math Level
M/J Pre-Algebra	1205070		Parent/Teacher Recommendation	
Algebra 1 Honors	1200310		Parent/Teacher Recommendation	

## Grade 8 placement for 2016-2017

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

# Gifted Services in Traditional School

## Middle School Mathematics Placement Criteria (2014-15)

**Grade 6 students in the Gifted Program with a Level 5 in both 4<sup>th</sup> & 5<sup>th</sup> grade will be scheduled into Math 2 ADV (a student or parent may opt out of this accelerated placement).**

Course Title	Course Code	ACRs	Current Math Level 5 <sup>th</sup> Grade	Previous Math Level 4 <sup>th</sup> Grade
*M/J Mathematics 2, Adv.	1205050	Rule 1	5	5

### Grade 7 placement for 2015-2016

Course Title	Course Code		Current Math Level	Previous Math Level
M/J Pre-Algebra	1205070		Parent/Teacher Recommendation	
Algebra 1 Honors	1200310		Parent/Teacher Recommendation	

### Grade 8 placement for 2016-2017

Course Title	Course Code		Current Math Level	Previous Math Level
Algebra 1 Honors	1200320		Pre-Algebra Track	
Geometry Honors	1206320		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 M/J Math 1 Adv course via the scheduler and the school will have to add the 2<sup>nd</sup> course (Math 2 Adv) in the place of an elective course.**

Course Title	Course Code		Current Math Level	Previous Math Level
M/J Mathematics 1, Adv. (1 <sup>st</sup> Sem)	1205020		4 or 5	4 or 5
M/J Mathematics 2, Adv. (2 <sup>nd</sup> Sem)	1205050			

### 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	1205070		Parent/Teacher Recommendation	
Algebra 1 Honors	1200310		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	1200320		Pre-Algebra Track	
Geometry Honors	1206320		Alg. 1 Hon Track	

Notes:

1. All students enrolled in the gifted program in traditional schools MUST be placed in the Advance Academics elective course.
2. Gifted students in the double period will have their curriculum compacted.

## IB Middle School Mathematics Placement Criteria (2014-15)

Grade 6 at James Sanderlin International Baccalaureate (IB), with a Level 5 in both 4 <sup>th</sup> & 5 <sup>th</sup> Grade will be scheduled into Math 2 ADV (a student or parent may opt out of this accelerated placement).				
Course Title	Course Code	ACRs	Current Math Level	Previous Math Level
*M/J Mathematics 2, Adv.	1205050		5	5
Grade 7 International Baccalaureate (IB)				
Course Title	Course Code		Current Math Level	Previous Math Level
M/J Pre-Algebra IB	1205100		Parent/Teacher Recommendation	
IB MYP Algebra 1	1200390		Parent/Teacher Recommendation	
Grade 8 International Baccalaureate (IB)				
Course Title	Course Code		Current Math Level	Previous Math Level
IB MYP Algebra 1	1200390		IB Pre-Algebra Track	
IB MYP Geometry	1206810		IB Algebra 1 Track	

\*incorporation of key standards skipped from MJ Math 1 Adv. Required

### 14-15 Incoming 6<sup>th</sup> Grades

#### (During the school day optional Acceleration Track)

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 M/J Math 1 Adv course via the scheduler and the school will have to add the 2<sup>nd</sup> course (Math 2 Adv) in the place of an elective course.

Course Title	Course Code		Current Math Level 5 <sup>th</sup> Grade FCAT	Previous Math Level 4 <sup>th</sup> Grade FCAT
M/J Mathematics 1, Adv.	1205020		4, 5	4, 5
M/J Mathematics 2, Adv.	1205050			

#### Grade 7 placement for 2015-2016

Course Title	Course Code		Current Math Level	Previous Math Level
M/J MYP Pre-Algebra IB	1205100		Parent/Teacher Recommendation	
Algebra 1 Honors	1200310		Parent/Teacher Recommendation	

#### Grade 8 placement for 2016-2017

Course Title	Course Code		Current Math Level	Previous Math Level
IB MYP Algebra 1	1200390		IB Pre-Algebra Track	
IB MYP Geometry	1206810		IB Algebra 1 Track	

#### Special Notes for IB students:

- Students who with a combination of a level 4 and/or 5 for 2 years will have the option to follow the acceleration track listed above.



- 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 M/J Math 1 Adv course via the scheduler and the school will have to add the 2<sup>nd</sup> course (Math 2 Adv) in the place of an elective course.

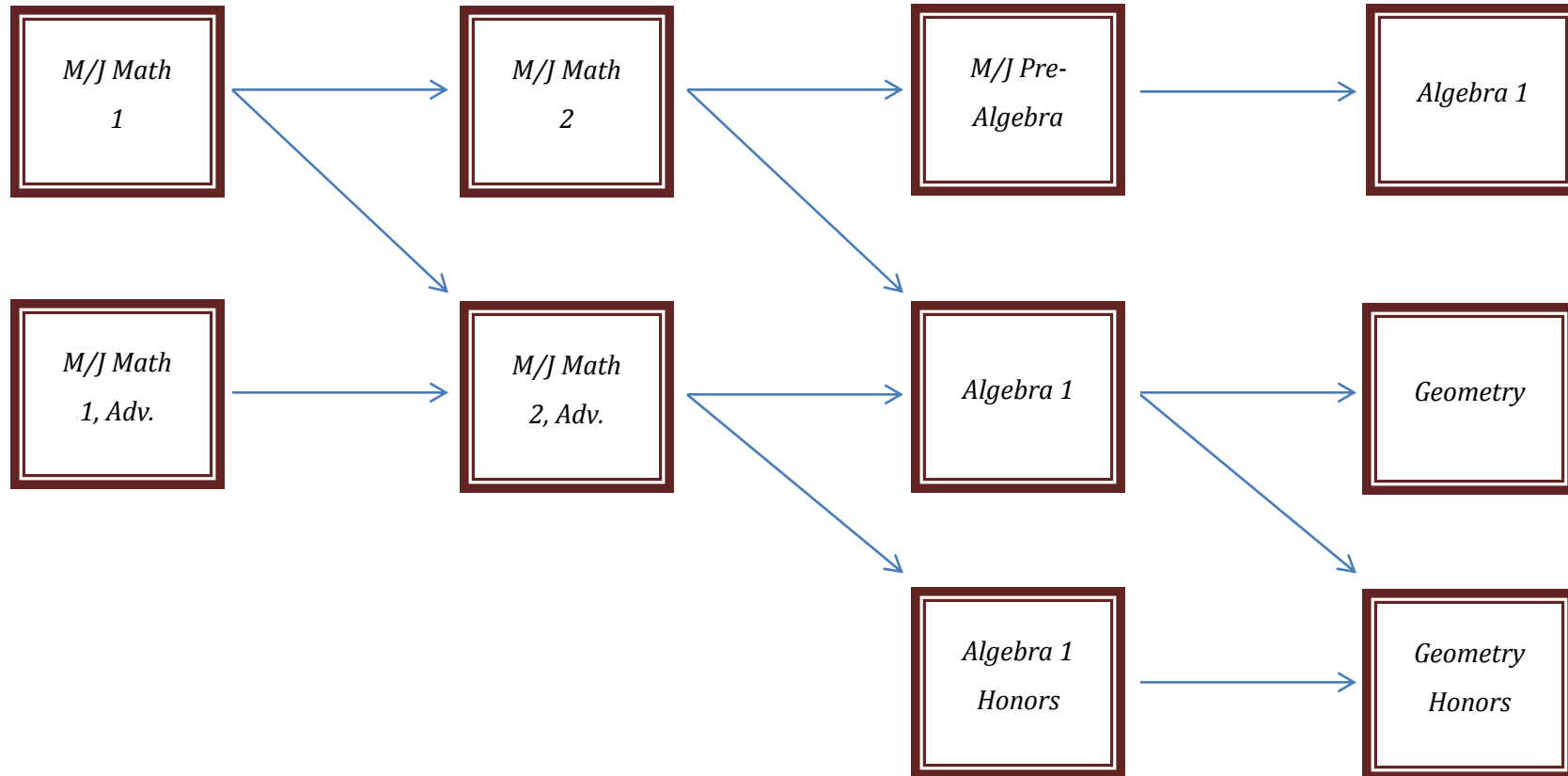
## Traditional Math Placement

6<sup>th</sup> Grade

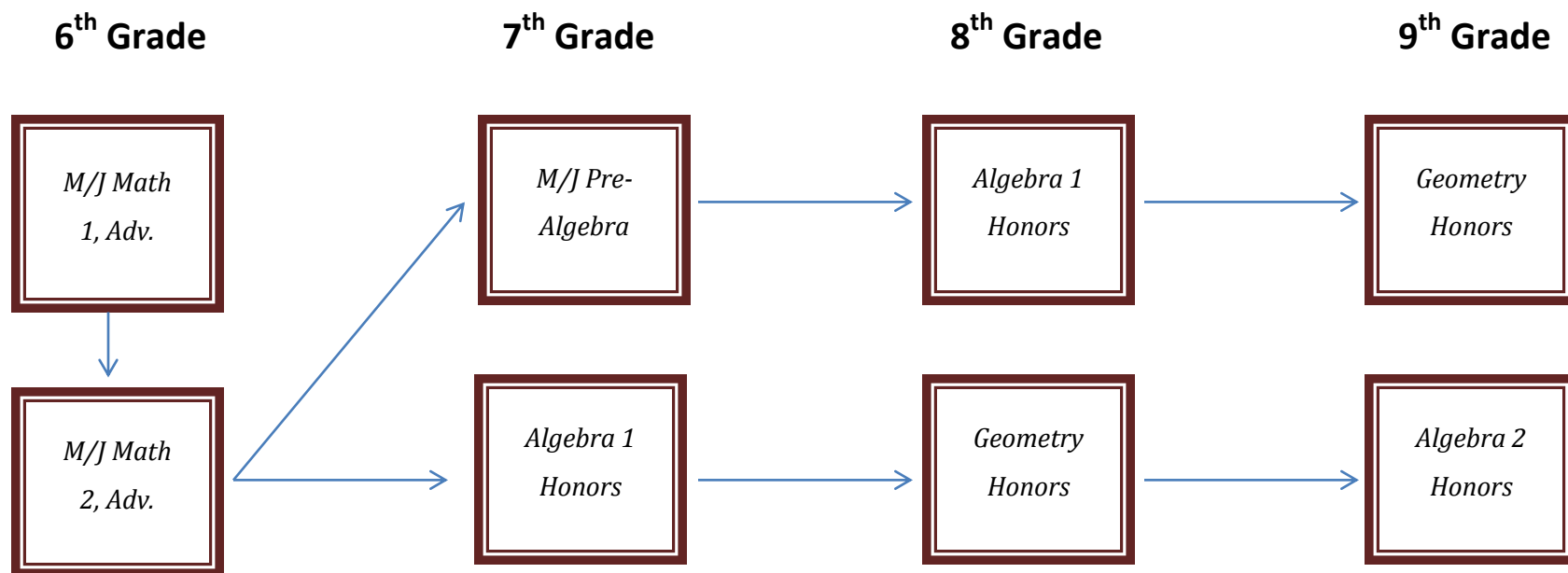
7<sup>th</sup> Grade

8<sup>th</sup> Grade

9<sup>th</sup> Grade



## ACCELERATED MODEL for Level 4 & Level 5 (with Double Block class)



In Grade 6, students are co-enrolled in MJ Math 1 Adv. (H) and MJ Math 2 Adv. (H) for the entire school year.

\*

## 2014-2015 Mathematics Standards by Course

	M/J Math 1	M/J Math 1 Adv	M/J Math 2	M/J Math 2 Adv	M/J Pre-Algebra	Algebra 1	Algebra 1 Honors
1	MACC.6.EE.1.1	MACC.6.EE.1.1	MACC.7.EE.1.1	MACC.7.EE.2.3	MACC.8.EE.1.1	MACC.N-RN.1.1	MACC.N-RN.1.1
2	MACC.6.EE.1.2	MACC.6.EE.1.2	MACC.7.EE.1.2	MACC.7.EE.2.4	MACC.8.EE.1.2	MACC.R-RN.1.2	MACC.R-RN.1.2
3	MACC.6.EE.1.3	MACC.6.EE.1.3	MACC.7.EE.2.3	MACC.7.G.1.1	MACC.8.EE.1.3	MACC.N-RN.2.3	MACC.N-RN.2.3
4	MACC.6.EE.1.4	MACC.6.EE.1.4	MACC.7.EE.2.4	MACC.7.G.1.2	MACC.8.EE.2.4	MACC.N-Q.1.1	MACC.N-Q.1.1
5	MACC.6.EE.2.5	MACC.6.EE.2.5	MACC.7.G.1.1	MACC.7.G.1.3	MACC.8.EE.2.5	MACC.N-Q.1.2	MACC.N-Q.1.2
6	MACC.6.EE.2.6	MACC.6.EE.2.6	MACC.7.G.1.2	MACC.7.G.2.4	MACC.8.EE.2.6	MACC.N-Q.1.3	MACC.N-Q.1.3
7	MACC.6.EE.2.7	MACC.6.EE.2.7	MACC.7.G.1.3	MACC.7.G.2.5	MACC.8.EE.3.7	MACC.A-SSE.1.1	MACC.A-SSE.1.1
8	MACC.6.EE.2.8	MACC.6.EE.2.8	MACC.7.G.2.4	MACC.7.G.2.6	MACC.8.EE.3.8	MACC.A-SSE.1.2	MACC.A-SSE.1.2
9	MACC.6.EE.3.9	MACC.6.EE.3.9	MACC.7.G.2.5	MACC.7.SP.1.1	MACC.8.F.1.1	MACC.A-SSE.2.3	MACC.A-SSE.2.3
	MACC.6.G.1.1	MACC.6.G.1.1	MACC.7.G.2.6	MACC.7.SP.1.2	MACC.8.F.1.2	MACC.A-APR.1.1	MACC.A-SSE.2.4
10	MACC.6.G.1.2	MACC.6.G.1.2	MACC.7.NS.1.1	MACC.7.SP.2.3	MACC.8.F.1.3	MACC.A-CED.1.1	MACC.A-APR.1.1
11	MACC.6.G.1.3	MACC.6.G.1.3	MACC.7.NS.1.2	MACC.7.SP.2.4	MACC.8.F.2.4	MACC.A-CED.1.2	MACC.A-APR.2.2
12	MACC.6.G.1.4	MACC.6.G.1.4	MACC.7.NS.1.3	MACC.7.SP.3.5	MACC.8.F.2.5	MACC.A-CED.1.3	MACC.A-APR.2.3
13	MACC.6.NS.1.1	MACC.6.NS.1.1	MACC.7.RP.1.1	MACC.7.SP.3.6	MACC.8.G.1.1	MACC.A-CED.1.4	MACC.A-APR.3.4
14	MACC.6.NS.2.2	MACC.6.NS.2.2	MACC.7.RP.1.2	MACC.7.SP.3.7	MACC.8.G.1.2	MACC.A-REI.1.1	MACC.A-APR.4.6
15	MACC.6.NS.2.3	MACC.6.NS.2.3	MACC.7.RP.1.3	MACC.7.SP.3.8	MACC.8.G.1.3	MACC.A-REI.2.3	MACC.A-CED.1.1
16	MACC.6.NS.2.4	MACC.6.NS.2.4	MACC.7.SP.1.1	MACC.8.EE.1.1	MACC.8.G.1.4	MACC.A-REI.2.4	MACC.A-CED.1.2
17	MACC.6.NS.3.5	MACC.6.NS.3.5	MACC.7.SP.1.2	MACC.8.EE.1.2	MACC.8.G.1.5	MACC.A-REI.3.5	MACC.A-CED.1.3
18	MACC.6.NS.3.6	MACC.6.NS.3.6	MACC.7.SP.2.3	MACC.8.EE.1.3	MACC.8.G.2.6	MACC.A-REI.3.6	MACC.A-CED.1.4
19	MACC.6.NS.3.7	MACC.6.NS.3.7	MACC.7.SP.2.4	MACC.8.EE.2.4	MACC.8.G.2.7	MACC.A-REI.3.7	MACC.A-REI.1.1
20	MACC.6.NS.3.8	MACC.6.RP.1.1	MACC.7.SP.3.5	MACC.8.EE.2.5	MACC.8.G.2.8	MACC.A-REI.4.10	MACC.A-REI.1.2
21	MACC.6.RP.1.1	MACC.6.RP.1.2	MACC.7.SP.3.6	MACC.8.EE.2.6	MACC.8.G.3.9	MACC.A-REI.4.11	MACC.A-REI.2.3
22	MACC.6.RP.1.2	MACC.6.RP.1.3	MACC.7.SP.3.7	MACC.8.EE.3.7	MACC.8.NS.1.1	MACC.A-REI.4.12	MACC.A-REI.2.4
23	MACC.6.RP.1.3	MACC.6.SP.1.1	MACC.7.SP.3.8	MACC.8.EE.3.8	MACC.8.NS.1.2	MACC.F-IF.1.1	MACC.A-REI.3.5
24	MACC.6.SP.1.1	MACC.6.SP.1.2		MACC.8.F.1.1	MACC.8.SP.1.1	MACC.F-IF.1.2	MACC.A-REI.3.6
25	MACC.6.SP.1.2	MACC.6.SP.1.3		MACC.8.F.1.2	MACC.8.SP.1.2	MACC.F-IF.1.3	MACC.A-REI.3.7
26	MACC.6.SP.1.3	MACC.6.SP.2.4		MACC.8.F.1.3	MACC.8.SP.1.3	MACC.F-IF.2.4	MACC.A-REI.4.10
27	MACC.6.SP.2.4	MACC.6.SP.2.5		MACC.8.F.2.4	MACC.8.SP.1.4	MACC.F-IF.2.5	MACC.A-REI.4.11
28	MACC.6.SP.2.5	MACC.7.EE.1.1		MACC.8.F.2.5		MACC.F-IF.2.6	MACC.A-REI.4.12
29		MACC.7.EE.1.2		MACC.8.G.1.1		MACC.F-IF.3.7a,b,e	MACC.F-IF.1.1
30		MACC.7.NS.1.1		MACC.8.G.1.2		MACC.F-IF.3.8	MACC.F-IF.1.2
31		MACC.7.NS.1.2		MACC.8.G.1.3		MACC.F-IF.3.9	MACC.F-IF.1.3
32		MACC.7.NS.1.3		MACC.8.G.1.4		MACC.F-BF.1.1a,b	MACC.F-IF.2.4
33		MACC.7.RP.1.1		MACC.8.G.1.5		MACC.F-BF.1.2	MACC.F-IF.2.5
34		MACC.7.RP.1.2		MACC.8.G.2.6		MACC.F-BF.2.3	MACC.F-IF.2.6
35		MACC.7.RP.1.3		MACC.8.G.2.7		MACC.F-BF.2.4a	MACC.F-IF.3.7
36				MACC.8.G.2.8		MACC.F-LE.1.1	MACC.F-IF.3.8
37				MACC.8.G.3.9		MACC.F-LE.1.2	MACC.F-IF.3.9
38				MACC.8.NS.1.1		MACC.F-LE.1.3	MACC.F-BF.1.1
39				MACC.8.NS.1.2		MACC.F-LE.2.5	MACC.F-BF.1.2
40				MACC.8.SP.1.1		MACC.S-ID.1.1	MACC.F-BF.2.3
41				MACC.8.SP.1.2		MACC.S-ID.1.2	MACC.F-BF.2.4a
42				MACC.8.SP.1.3		MACC.S-ID.1.3	MACC.F-LE.1.1
43				MACC.8.SP.1.4		MACC.S-ID.2.5	MACC.F-LE.1.2
44						MACC.S-ID.2.6	MACC.F-LE.1.3
45						MACC.S-ID.3.7	MACC.F-LE.2.5
46						MACC.S-ID.3.8	MACC.S-ID.1.1
47						MACC.S-ID.3.9	MACC.S-ID.1.2
48							MACC.S-ID.1.3
49							MACC.S-ID.1.4
50							MACC.S-ID.2.5

51  
52  
53

MACC.S-ID.2.6
MACC.S-ID.3.7
MACC.S-ID.3.8
MACC.S-ID.3.9

## Middle School Science Placement Criteria (2014-2015)

<b>Grade 6 ONLY 2014-2015</b>					
<b>Course Title</b>	<b>Course Code</b>	<b>ACRs</b>	<b>5<sup>th</sup> Grade Science Level</b>	<b>Previous Math Level</b>	<b>Previous Reading Level</b>
M/J Sci 1	2002040	Rule 1	1, 2	1, 2	1, 2
M/J Sci ADV	2002050	Rule 1	3	3	3
M/J Sci ADV Acc	2002055	Rule 1	4, 5	4, 5	4, 5

# Middle School Science Comp Sci Accelerated Model

2014-2015									
2015-2016									
2016-2017									
	2002040 Comp Sci 1	2002050 Comp Sci 1 Adv	2002055 Comp Sci 1 Adv Acc	2002070 Comp Sci 2	2002080 Comp Sci 2 Adv	2002085 Comp Sci 2 Adv Acc	2002100 Comp Sci 3	2002110 Comp Sci 3 Adv	2002410 Integrated Hon 1
	FCAT 1-2	FCAT 2-3	FCAT 4-5	FCAT 1-2	FCAT 2-3	FCAT 4-5	FCAT 1-2	FCAT 2-3	FCAT 4-5
1	SC.6.E.6.1	SC.6.E.6.1	SC.6.E.6.1	SC.7.E.6.1	SC.7.E.6.1	SC.7.E.6.1	SC.8.E.5.1	SC.8.E.5.1	SC.912.E.5.1
2	SC.6.E.6.2	SC.6.E.6.2	SC.6.E.6.2	SC.7.E.6.2	SC.7.E.6.2	SC.7.7.10.2	SC.8.E.5.2	SC.8.E.5.2	SC.912.E.5.4
3	SC.6.E.7.1	SC.6.E.7.1	SC.6.E.7.1	SC.7.E.6.3	SC.7.E.6.3	SC.7.E.6.2	SC.8.E.5.3	SC.8.E.5.3	SC.912.E.5.7
4	SC.6.E.7.2	SC.6.E.7.2	SC.6.E.7.2	SC.7.E.6.4	SC.7.E.6.4	SC.7.E.6.3	SC.8.E.5.4	SC.8.E.5.4	SC.912.E.5.8
5	SC.6.E.7.3	SC.6.E.7.3	SC.6.E.7.3	SC.7.E.6.5	SC.7.E.6.5	SC.7.E.6.4	SC.8.E.5.5	SC.8.E.5.5	SC.912.E.6.1
6	SC.6.E.7.4	SC.6.E.7.4	SC.6.E.7.4	SC.7.E.6.6	SC.7.E.6.6	SC.7.E.6.5	SC.8.E.5.6	SC.8.E.5.6	SC.912.E.6.2
7	SC.6.E.7.5	SC.6.E.7.5	SC.6.E.7.5	SC.7.E.6.7	SC.7.E.6.7	SC.7.E.6.6	SC.8.E.5.7	SC.8.E.5.7	SC.912.E.6.3
8	SC.6.E.7.6	SC.6.E.7.6	SC.6.E.7.6	SC.7.L.15.1	SC.7.L.15.1	SC.7.E.6.7	SC.8.E.5.8	SC.8.E.5.8	SC.912.E.6.6
9	SC.6.E.7.7	SC.6.E.7.7	SC.6.E.7.7	SC.7.L.15.2	SC.7.L.15.2	SC.7.L.15.1	SC.8.E.5.9	SC.8.E.5.9	SC.912.E.7.1
10	SC.6.E.7.8	SC.6.E.7.8	SC.6.E.7.8	SC.7.L.15.3	SC.7.L.15.3	SC.7.L.15.2	SC.8.E.5.10	SC.8.E.5.10	SC.912.E.7.3
11	SC.6.E.7.9	SC.6.E.7.9	SC.6.E.7.9	SC.7.L.16.1	SC.7.L.16.1	SC.7.L.15.3	SC.8.E.5.11	SC.8.E.5.11	SC.912.L.14.1
12	SC.6.L.14.1	SC.6.L.14.1	SC.6.L.14.1	SC.7.L.16.2	SC.7.L.16.2	SC.7.L.16.1	SC.8.E.5.12	SC.8.E.5.12	SC.912.L.14.2
13	SC.6.L.14.2	SC.6.L.14.2	SC.6.L.14.2	SC.7.L.16.3	SC.7.L.16.3	SC.7.L.16.2	SC.8.L.18.1	SC.8.L.18.1	SC.912.L.14.4
14	SC.6.L.14.3	SC.6.L.14.3	SC.6.L.14.3	SC.7.L.16.4	SC.7.L.16.4	SC.7.L.16.3	SC.8.L.18.2	SC.8.L.18.2	SC.912.L.14.7
15	SC.6.L.14.4	SC.6.L.14.4	SC.6.L.14.4	SC.L.7.17.1	SC.L.7.17.1	SC.7.L.16.4	SC.8.L.18.3	SC.8.L.18.3	SC.912.L.15.1
16	SC.6.L.14.5	SC.6.L.14.5	SC.6.L.14.5	SC.7.L.17.2	SC.7.L.17.2	SC.7.L.17.1	SC.8.L.18.4	SC.8.L.18.4	SC.912.L.15.4
17	SC.6.L.14.6	SC.6.L.14.6	SC.6.L.14.6	SC.7.L.17.3	SC.7.L.17.3	SC.7.L.17.2	SC.8.N.1.1	SC.8.N.1.1	SC.912.L.15.5
18	SC.6.L.15.1	SC.6.L.15.1	SC.6.L.15.1	SC.7.N.1.1	SC.7.N.1.1	SC.7.L.17.3	SC.8.N.1.2	SC.8.N.1.2	SC.912.L.15.6
19	SC.6.N.1.1	SC.6.N.1.1	SC.6.N.1.1	SC.7.N.1.2	SC.7.N.1.2	SC.7.N.1.1	SC.8.N.1.3	SC.8.N.1.3	SC.912.L.15.8



20	SC.6.N.1.2	SC.6.N.1.2	SC.6.N.1.2	SC.7.N.1.3	SC.7.N.1.3	SC.7.N.1.2	SC.8.N.1.4	SC.8.N.1.4	SC.912.L.16.1
21	SC.6.N.1.3	SC.6.N.1.3	SC.6.N.1.3	SC.7.N.1.4	SC.7.N.1.4	SC.7.N.1.3	SC.8.N.1.6	SC.8.N.1.6	SC.912.L.16.16
22	SC.6.N.1.4	SC.6.N.1.4	SC.6.N.1.4	SC.7.N.1.5	SC.7.N.1.5	SC.7.N.1.4	SC.8.N.2.1	SC.8.N.2.1	SC.912.L.16.17
23	SC.6.N.1.5	SC.6.N.1.5	SC.6.N.1.5	SC.7.N.1.6	SC.7.N.1.6	SC.7.N.1.5	SC.8.N.2.2	SC.8.N.2.2	SC.912.L.16.4
24	SC.6.N.2.1	SC.6.N.2.1	SC.6.N.2.1	SC.7.N.1.7	SC.7.N.1.7	SC.7.N.1.6	SC.8.N.3.1	SC.8.N.3.1	SC.912.L.17.10
25	SC.6.N.2.2	SC.6.N.2.2	SC.6.N.2.2	SC.7.N.2.1	SC.7.N.2.1	SC.7.N.1.7	SC.8.N.3.2	SC.8.N.3.2	SC.912.L.17.11
26	SC.6.N.2.3	SC.6.N.2.3	SC.6.N.2.3	SC.7.N.3.1	SC.7.N.3.1	SC.7.N.2.1	SC.8.N.4.1	SC.8.N.4.1	SC.912.L.17.15
27	SC.6.N.3.1	SC.6.N.3.1	SC.6.N.3.1	SC.7.N.3.2	SC.7.N.3.2	SC.7.N.3.1	SC.8.N.4.2	SC.8.N.4.2	SC.912.L.17.19
28	SC.6.N.3.2	SC.6.N.3.2	SC.6.N.3.2	SC.7.P.10.1	SC.7.P.10.1	SC.7.N.3.2	SC.8.P.8.1	SC.8.P.8.1	SC.912.L.17.2
29	SC.6.N.3.3	SC.6.N.3.3	SC.6.N.3.3	SC.7.7.10.2	SC.7.7.10.2	SC.7.P.10.1	SC.8.P.8.2	SC.8.P.8.2	SC.912.L.17.3
30	SC.6.N.3.4	SC.6.N.3.4	SC.6.N.3.4	SC.7.P.10.3	SC.7.P.10.3	SC.7.P.10.3	SC.8.P.8.3	SC.8.P.8.3	SC.912.L.17.4
31	SC.6.P.11.1	SC.6.P.11.1	SC.6.P.11.1	SC.7.P.11.1	SC.7.P.11.1	SC.7.P.11.1	SC.8.P.8.4	SC.8.P.8.4	SC.912.L.17.9
32	SC.6.P.12.1	SC.6.P.12.1	SC.6.P.12.1	SC.7.P.11.2	SC.7.P.11.2	SC.7.P.11.2	SC.8.P.8.5	SC.8.P.8.5	SC.912.L.18.1
33	SC.6.P.13.1	SC.6.P.13.1	SC.6.P.13.1	SC.7.P.11.3	SC.7.P.11.3	SC.7.P.11.3	SC.8.P.8.6	SC.8.P.8.6	SC.912.L.18.12
34	SC.6.P.13.2	SC.6.P.13.2	SC.6.P.13.2	SC.7.P.11.4	SC.7.P.11.4	SC.7.P.11.4	SC.8.P.8.7	SC.8.P.8.7	SC.912.L.18.2
35	SC.6.P.13.3	SC.6.P.13.3	SC.6.P.13.3		SC.912.E.6.1	SC.8.E.5.1	SC.8.P.8.8	SC.8.P.8.8	SC.912.L.18.3
36		SC.912.E.7.3	SC.8.P.8.1		SC.912.E.6.2	SC.8.E.5.10	SC.8.P.8.9	SC.8.P.8.9	SC.912.L.18.4
37		SC.9.12.E.7.5	SC.8.P.8.2		SC.912.E.6.3	SC.8.E.5.11	SC.8.P.9.1	SC.8.P.9.1	SC.912.L.18.7
38		SC.9.12.E.7.6	SC.8.P.8.3		SC.912.L.15.13	SC.8.E.5.12	SC.8.P.9.2	SC.8.P.9.2	SC.912.L.18.8
39		SC.9.12.L.12.2	SC.8.P.8.4		SC.912.L.15.6	SC.8.E.5.2	SC.8.P.9.3	SC.8.P.9.3	SC.912.L.18.9
40		SC.912.L.14.3	SC.8.P.8.5		SC.912.L.16.16	SC.8.E.5.3		SC.912.E.5.4	SC.912.N.1.1

0									
4									
1		SC.912.L.16.14	SC.8.P.8.6		SC.912.L.16.2	SC.8.E.5.4		SC.912.L.18.7	SC.912.N.1.2
4									
2		SC.912.P.10.4	SC.8.P.8.7		SC.912.L.17.6	SC.8.E.5.5		SC.912.L.18.8	SC.912.N.1.3
4									
3			SC.8.P.8.8		SC.912.L.17.9	SC.8.E.5.6		SC.912.L.18.9	SC.912.N.1.4
4									
4			SC.8.P.8.9		SC.912.P.10.1	SC.8.E.5.7		SC.912.P.8.1	SC.912.N.1.6
4									
5			SC.912.E.7.3		SC.912.P.10.5	SC.8.E.5.8		SC.912.P.8.2	SC.912.N.1.7
4									
6			SC.912.E.7.5			SC.8.E.5.9		SC.912.P.8.4	SC.912.N.2.1
4									
7			SC.912.E.7.6			SC.8.L.18.1		SC.912.P.8.5	SC.912.N.2.3
4									
8			SC.912.L.14.2			SC.8.L.18.2		SC.912.P.8.7	SC.912.N.2.4
4									
9			SC.912.L.14.3			SC.8.L.18.3		SC.912.P.8.11	SC.912.N.2.5
5									
0			SC.912.L.16.14			SC.8.L.18.4			SC.912.N.3.3
5									
1			SC.912.P.10.4			SC.8.N.1.1			SC.912.N.3.4
5									
2			SC.912.P.8.1			SC.8.N.2.1			SC.912.N.3.5
5									
3			SC.912.P.8.2			SC.8.N.2.2			SC.912.N.4.1
5									
4			SC.912.P.8.7			SC.8.N.3.1			SC.912.N.4.2
5									
5			SC.912.E.5.4			SC.8.N.3.2			SC.912.P.10.1
5									
6						SC.8.N.4.1			SC.912.P.10.19
5									
7						SC.8.N.4.2			SC.912.P.10.20
5									
8						SC.8.P.9.1			SC.912.P.10.4
5									
9						SC.8.P.9.2			SC.912.P.10.7
6									
0						SC.8.P.9.3			SC.912.P.10.8

6 1						SC.912.E.6.1			SC.912.P.12.3
6 2						SC.912.E.6.2			SC.912.P.12.7
6 3						SC.912.E.6.3			SC.912.P.12.8
6 4						SC.912.L.15.13			SC.912.P.12.9
6 5						SC.912.L.15.6			SC.912.P.8.1
6 6						SC.912.L.16.16			SC.912.P.8.2
6 7						SC.912.L.16.2			SC.912.P.8.3
6 8						SC.912.L.17.6			SC.912.P.8.4
6 9						SC.912.L.17.9			SC.912.P.8.5
7 0						SC.912.P.10.1			SC.912.P.8.7
7 1						SC.912.P.10.5			
7 2						SC.912.P.8.11			
7 3						SC.912.P.8.4			
7 4						SC.912.P.8.5			

## Middle School ESOL Placement Criteria – 2014/2015

### Content Specialist: Natasha Karak

In Focus, on the ELL tab, is the student coded LY? If so, this is an ELL student. Participation in Language Arts through ESOL is required of all students classified as ELLs.

Check the Title III parental preference (in the student ESOL folder). Have the parents requested a placement in the regular classes and no placement in ESOL courses? If there is no *Parent Refusal of Title III Services* letter in the folder, the student should be placed in the ESOL specific courses, based on criteria below.

The ESOL course numbers for middle school are listed below. If more than one hour of ESOL is scheduled for a student (beginning level English speaker), then an elective course number (Developmental Language Arts through ESOL) should be used in addition to the ESOL course number. An example for a beginner student in 6<sup>th</sup> grade would be to use course numbers 1002000 and 1002180. If the student was receiving two periods of ESOL in the second year, use course numbers 1002010 and repeat 1002180.

**NOTE: If a school has 20 or more students coded LY in FOCUS, at least one ESOL section should be offered to meet the needs of ELLs. The class needs to be taught by a Language Arts Teacher with the ESOL Endorsement/Certification.**

**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, PRF	Level 1, Level 2
7	M/J LA 2 Through ESOL	10020100	BEG, LIN, HIN, PRF	Level 1, Level 2
8	M/J 3 Through ESOL	10020200	BEG, LIN, HIN, PRF	Level 1, Level 2
6, 7, 8	M/J Developmental Language Arts Through ESOL  May be repeated multiple times. <b>elective</b> , 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. <b>elective</b> , full year course; allows for grouping based on language proficiency	10021810 R	BEG, LIN, HIN	Level 1, Level 2

**NOTE: Students with FCAT Reading level 3 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)
- Advanced (PRF): 1 hour/per day (ESOL Language Arts)

Advanced ELLs enrolled only in the Language Arts through ESOL courses may be placed in an intensive reading course with an ESOL endorsed or certified reading teacher, if needed.

## **Middle School ESOL Course Textbooks and Supplementary Materials**

- **Textbooks:** Grade Level Textbooks – Grades 6-8
- **Supplementary** (based on students' needs): Milestones (BEG and LIN), Step- By Step Writing, Heinle Picture Dictionaries and Workbooks (secondary level), Tell Me More – language learning software, [www.brainpopESL](http://www.brainpopESL.com), InSync, Grammar in Context, ...

### **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. Grades of students, one year or less in the program, should not be lower than a "C".

### **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 class. Examples are:

- 6<sup>th</sup> grade Language Arts
- 7<sup>th</sup> grade Language Arts
- 8<sup>th</sup> grade Language Arts

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.

# **Special Diploma Access Course Numbers**

## **Content Specialist: Mary Kale**

*(Used for Mild/Moderate/Intense Classrooms)*

### **6<sup>th</sup> Grade MMI**

**7810011** Access M/J Lang 1

*(This course number is used for Reading and Language Arts)*

**7812015** Access M/J Math 1

**7820015** Access M/J Comp Sci 1

**7821022** Access M/J World History

### **7<sup>th</sup> Grade MMI**

**7810012** Access M/J Lang 2

*(This course number is used for Reading and Language Arts)*

**7812020** Access M/J Math 2

**7820016** Access M/J Comp Sci 2

**7821021** Access M/J Civics

### **8<sup>th</sup> Grade MMI**

**7810013** Access M/J Lang 3

*(This course number is used for Reading and Language Arts)*

**7812030** Access M/J Math 3

**7820017** Access M/J Comp Sci 3

**7821026** Access M/J U.S. History & Car Plan

### **EBD Self-Contained Course Numbers**

**EBD course numbers are the same as general education course numbers except a "Y" is added to the end of each number.**

### **Other Course Numbers (Electives/Therapies/etc.)**

**7863030** Unique Skills: Independent Functioning 6-8

**7863040** Unique Skills: Curriculum and Learning 6-8

**7863050** Unique Skills: Communication 6-8

**78630900** Learning Str 6-8

**7863080** Unique Skills: Vision 6-8

**78660300** Speech Therapy 6-8

**78660500** Occupational Therapy 6-8

**78660700** Physical Therapy

**78550200** Hospital Homebound 6-8

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

# **Articulation Reminders for Students With Disabilities**

**North, Mid and South county “Articulation Help Sessions” will take place in January and February for 5<sup>th</sup> to 6<sup>th</sup> 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 year’s 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, 2014.
- ☐ 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 year’s service delivery- but all recommendations should be made based on individual needs and be reflected in the IEP.
- ☐ Examples for EBD and ASD Standard diploma are below:

Students with an Emotional/Behavioral Disability		Students with an Autism Spectrum Disorder	
Standard Diploma		Standard Diploma	
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 a Special Diploma 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.
- ☐ Standard Diploma students who are eligible under 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 5<sup>th</sup> to 6<sup>th</sup> or 8<sup>th</sup> to 9<sup>th</sup> 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 Landis

### **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

### **MMI Program Specific Information: Mild, Moderate and Intensive**

- Secondary only- All special diploma classes- instructed on Access Points
- 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

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

## Pinellas Park MS & Tarpon Spring MS

<b>Science Courses</b>			
<b>Course</b>	<b>Course #</b>	<b>Abbreviated Title</b>	<b>Grade</b>
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
<b>Math Courses</b>			
M/J Mathematics 1 Cambridge Secondary 1	1205030	M/J Math 1 Camb Sec 1	6
M/J Mathematics 2 Cambridge Secondary 1	1205055	M/J Math 2 Camb Sec 1	7
M/J Mathematics 3 Cambridge Secondary 1	1205060	M/J Math 3 Camb Sec 1	8
<b>English Courses</b>			
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

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

## Pinellas Park MS & Tarpon Spring MS

Cambridge COURSES – 6 <sup>th</sup> Grade	Cambridge COURSES – 7 <sup>th</sup> Grade
<p><b><u>Language Arts</u></b>  <input type="checkbox"/> M/J English I Cambridge Secondary 1 (1001025)</p> <p><b><u>Math</u></b> - <i>REQUIRED COURSES – Hand Scheduled by Schools</i>  <b>PLACEMENT will be based on the student's FCAT 2.0 Performance Data!</b></p> <p><b>Level 3</b>  <input type="checkbox"/> M/J Mathematics 1 Cambridge Secondary 1 (1205030)</p> <p><b>Levels 4 &amp; 5</b>  <input type="checkbox"/> M/J Math 1 ADV (12050200) and M/J Math 2 ADV (12050500) BLOCK</p> <p><b>Double Level 5</b>  <input type="checkbox"/> M/J Math 2 ADV (12050500)</p> <p><b><u>Science</u></b>  <input type="checkbox"/> M/J Science 1 Cambridge Secondary 1 (2002056)</p>	<p><b><u>Language Arts</u></b>  <input type="checkbox"/> M/J English 2 Cambridge Secondary 1 (1001055)</p> <p><b><u>Math</u></b> - <i>REQUIRED COURSES – Hand Scheduled by Schools</i>  <b>PLACEMENT will be based on the student's FCAT 2.0 Performance Data!</b></p> <p><b>Level 3</b>  <input type="checkbox"/> M/J Mathematics 2 Cambridge Secondary 1 (1205055) (Pinellas Park MS ONLY)</p> <p><b>Levels 4 &amp; 5</b>  <input type="checkbox"/> Algebra I Honors (12003200) *This is a High School Credit Course</p> <p><b><u>Science</u></b>  <input type="checkbox"/> M/J Science 2 Cambridge Secondary 1 (2002086)</p>
Cambridge COURSES – 8 <sup>th</sup> Grade	
<p><b><u>Language Arts</u></b>  <input type="checkbox"/> M/J English 3 Cambridge Secondary 1 (1001085) (Pinellas Park MS ONLY)  <input type="checkbox"/> English I Honors (10013200) * This is a High School Credit Course</p> <p><b><u>Math</u></b> - <i>REQUIRED COURSES – Hand Scheduled by Schools</i>  <b>PLACEMENT will be based on the student's FCAT 2.0 Performance Data!</b></p> <p><b>Level 3</b>  <input type="checkbox"/> M/J Mathematics 3 Cambridge Secondary 1 (1205060) (Pinellas Park MS ONLY)</p> <p><b>Levels 4 or 5 (this will depend on placement from the 7<sup>th</sup> grade school year)</b>  <input type="checkbox"/> Algebra I Honors (12003200) *This is a High School Credit Course  <input type="checkbox"/> Geometry Honors (12063200) *This is a High School Credit Course</p> <p><b><u>Science</u></b>  <b>Level 3</b>  <input type="checkbox"/> M/J Science 3 Cambridge Secondary 1 (2002115) (Pinellas Park MS ONLY)</p> <p><b>Levels 4 &amp; 5</b>  <input type="checkbox"/> Integrated Science 1 Honors (2002410) *High School Credit Course</p>	

## Gifted Services for Middle School Students

### Changes in Gifted Math and Science for Schools Previously Offering MEGSSS and/or IMAST 2014-15

#### **Content Specialist: Jenny Klimis**

Historically, middle school gifted education math and science courses have used the acronyms, MEGSSS (Mathematics Education for Gifted Secondary School Students) and IMAST (Integrated Math and Science with Technology), respectively. These terms originated in the late 1980's from a grant that targeted the need for advanced math and science instruction for gifted middle school students. Gifted eligibility was a requirement for all students enrolled in these courses and special school assignment was an option.

Gifted enrollment at schools that traditionally offered MEGSSS and IMAST has declined due to increased magnet opportunities and these schools may not have adequate enrollment to continue supporting self-contained math and science courses for 2014-15. In keeping with the district initiatives of highest student achievement and talent development, it is important that schools continue to offer the highest level math and science courses. For most schools, it will be necessary to group gifted students with academically talented learners in order to accomplish this goal. Therefore, the terms MEGSSS and IMAST will be retired with the incoming 6<sup>th</sup> grade and replaced with a new acronym that better reflects what will be offered beginning in 2014-15, **ALPSS: Accelerated Learning Programs for Secondary Students in Math and Science.**

#### **ALPSS – Math**

Grade	Course #	Abbreviated Title	Effective Date	FCAT Scores Math	Maximum Class Size
6	12050506	M/J MATH 2, ADV <u>OR</u>	2014-15	Level 5	22
	12050206 12050506	M/J MATH 1, ADV M/J MATH 2, ADV	2014-15 Double block: 1 course per semester	Level 4 & 5	22
7	12003206	ALG 1 HON	2015-16 High school credit		25
8	12063206	GEO HON	2016-17 High school credit		25

#### **ALPSS - Science**

Grade	Course #	Abbreviated Title	Effective Date	FCAT Scores Math & Reading	Maximum Class Size
6	2002055	M/J COMP SCI 1 ADV ACC	2014-15	Level 4 & 5	22
7	2002085	M/J COMP SCI 2 ADV ACC	2015-16		22
8	2002410	INTEG SCI 1 HON	2016-17 High school credit		25

## **Gifted Service Delivery Models for 2014-15**

### **Option 1: 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 is gifted endorsed.
- Class size requirements apply.
- **Recommended model if the gifted enrollment supports a full section of :**  
    **Incoming 6<sup>th</sup> grade ALPSS- Math and Science**  
    **Current MEGSSS and IMAST moving to 7<sup>th</sup> and 8<sup>th</sup> grade**

### **Option 2: Gifted Service in 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 is gifted endorsed.
- Class size requirements apply.
- **Recommended model if gifted enrollment does not support a full section of:**  
    **Incoming 6<sup>th</sup> grade ALPSS -Math and Science**  
    **Current MEGSSS and IMAST students moving to 7<sup>th</sup> and 8<sup>th</sup> grade**

## **Q & A**

### **Q. Will the current MEGSSS and IMAST course names change to ALPSS for 2014-15?**

A. No, the acronym ALPSS will only be used with incoming 6<sup>th</sup> graders.

### **Q. Will EPs need to be changed for students currently in MEGSSS and IMAST?**

A. If your school needs to change from a self-contained gifted class to a blended class due to declining enrollment, each student's EP will need to be updated. Teachers of gifted will receive information on how to amend EPs.

### **Q. How will the ALPSS- Math course be different from the current 6<sup>th</sup> grade MEGSSS course?**

A. There are two major ways the course content will differ: 1) Schools will have the option to offer two options for high ability math students- Math 2 Adv. (single period) or Math 1 & 2 Adv. ( double period); and 2) Level 4 student will now be scheduled for math with the gifted endorsed math teacher .

### **Q. Why is the ALPSS – Science course recommended for students with Level 4 & 5 in both math and reading?**

A. The ALPSS- Science course is a more rigorous course than the Comprehensive Science 1, Advanced.

### **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 of academic curriculum requirements.

The Advanced Academics course will be offered at all middle schools. Pending gifted enrollment, the Advanced Academics courses can be offered:

- in grade level sequence (6th – Literature; 7th – Philosophy & Psychology; 8th – Investigating Cultures); or,
- as a multi-grade level class and rotated annually.

Please note:

- All students enrolled in this course must have an EP. NO blended options for this course.
- Class size requirements apply to these courses.

Grade	Course #	Abbreviated Title	PCS Course Code Title	Maximum 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

## 2014-15 Middle School Gifted Courses

	<b>Advanced Academics</b>	<b>Science ALPSS- 6<sup>th</sup> IMAST – 7<sup>th</sup> &amp; 8<sup>th</sup></b>	<b>Math ALPSS – 6<sup>th</sup> MEGSSS – 7<sup>th</sup> &amp; 8<sup>th</sup></b>
<b>Azalea</b>	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>		
<b>Bay Point</b>	7 <sup>th</sup> , 8 <sup>th</sup>	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>
<b>Carwise</b>	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>
<b>Clearwater Fundamental</b>	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>	
<b>Eastlake (NEW MAGNET 14-15)</b>	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>		
<b>Largo</b>	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>		
<b>John Hopkins</b>	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>		
<b>Madeira Beach Fundamental</b>	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>	
<b>Meadowlawn</b>	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>
<b>Oak Grove</b>	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>		
<b>Osceola</b>	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>		
<b>Palm Harbor</b>	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>
<b>Pinellas Park</b>	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>		
<b>Safety Harbor</b>	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>
<b>Sanderlin IB Middle Years Program</b>	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>		
<b>Seminole</b>	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>
<b>Tarpon Springs</b>	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>	7 <sup>th</sup> , 8 <sup>th</sup>	7 <sup>th</sup> , 8 <sup>th</sup>
<b>Tyrone</b>	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>		
<b>Dunedin Highland ****</b>	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>		
<b>Morgan Fitzgerald ****</b>	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>		
<b>Thurgood Marshall****</b>	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>		

\*\*\*\*This course is available for students who are not enrolled in the Center for Gifted Studies



## 2014-15 Middle School Centers for Gifted Studies

### Content Specialist: Jenny Klimis

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

	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
Language Arts	M/J Language Arts 2, Advanced (7 <sup>th</sup> gr. advanced Language Arts)	M/J Language Arts 3, Advanced (8 <sup>th</sup> gr. advanced Language Arts)	English Honors I (high school credit)
Literature	Advanced Academics: Literature (6th grade only)		
Math	M/J Math 1, Advanced (6th grade advanced math)  OR  M/J Math 2, Advanced (7 <sup>th</sup> grade advanced math )	M/J Math 2, Advanced ( 7th grade advanced math)  OR  Algebra I Honors (high school credit)	Algebra I Honors (high school credit)  OR  Geometry Honors (high school credit)
Science	M/J Comprehensive Science 1, Advanced	M/J Comprehensive Science 2, Advanced	Integrated Science 1 Honors (high school elective credit)
Social Studies	M/J World History, Advanced	M/J Civics, Advanced	M/J U.S. History Advanced and Career Planning
Required Magnet Elective	Research I	Advanced Academics: Creative and Critical Thinking	Advanced Academics: Independent Study
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
- 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*

#### *Solving*

- Unique magnet elective that focuses on research skills, creative and critical thinking, independent study, and social-emotional needs of the gifted learner.
- Option to select one non-magnet elective course such as band, art, technology

# Elective Programs

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.

# Middle School World Language Course Offerings

**Content Specialist: Jan Kucerik**

Spanish (offered in all middle schools)			
Grade Level		Course #	Length
6-8	*M/J Spanish Beginning	0708000	One year
7-8	Spanish 1	0708340	One year
8	Spanish 2	0708350	One year
<i>(Special Courses for Dunedin Highland and Morgan Fitzgerald) only</i> Grade Level	Course Name	Course #	One year
7	Spanish 3	0708360	One year
8	Spanish	0708370	One year
French (currently offered at Bay Point, Morgan Fitzgerald, John Hopkins, Largo, Madeira Beach, Thurgood Marshall, Meadowlawn, Seminole, and Tarpon Springs)			
Grade Level	Course Name	Course #	Length
6-8	*M/J French Beginning	0701000	One year
7-8	French 1	0701320	One year
8	French 2	0701330	One year
Chinese (currently offered at Safety Harbor and Thurgood Marshall)			
Grade Level	Course Name	Course #	Length
6-8	*M/J Chinese Beginning	0707000	One year
7-8	Chinese 1	0711300	One year
8	Chinese 2	0711310	One year
American Sign Language (currently offered at Morgan Fitzgerald)			
Grade Level	Course Name	Course #	Length
6-8	*M/J American Sign Language Beginning	0704000	One year
7-8	American Sign Language (ASL) 1	0717300	One year
8	American Sign Language (ASL) 2	0717310	One year

<b>German</b> (not currently offered; planned for East Lake MS in 2014-15)			
Grade Level	Course Name	Course #	Length
6-8	*M/J German Beginning	0702000	One year
7-8	German 1	0702320	One year
8	German 2	0702330	One year
<b>Spanish for Spanish Speakers</b> (not currently an offer, but a good option for schools with a high Hispanic population, such as Oak Grove)			
Grade Level	Course Name	Course #	Length
6-8	*M/J Spanish for Spanish Speakers Beginning	0709000	
7-8	Spanish for Spanish Speakers 1	0709300	
8	Spanish for Spanish Speakers 2	0709310	

**Humanities** Course Taught in Spanish (Special Course for Dunedin Highland and Morgan Fitzgerald for students who have been in an immersion program or for heritage speakers). One of three Humanities courses will be offered each year. The course below is the course for 2014-15.

Grade Level	Course Name	Course #	Length
6-8	M/J World Language Humanities for International Studies 2 (taught in Spanish; Dunedin Highland and Morgan Fitzgerald only)	0710010	

- 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 7<sup>th</sup> and 8<sup>th</sup> 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 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 9<sup>th</sup> grade, enrolling in Spanish (French, ASL, Chinese, or German) 2 or 3 (based on the course in which they were enrolled in 8<sup>th</sup> grade). Only if they have earned 2 consecutive credits in the same language should they consider starting a new language in high school.

# Pinellas County Schools

## Middle School Physical Education Course Offerings

**Content Specialist: Peggy Johns**

### 6<sup>th</sup> Grade

Course #	Course Name	Abbreviated Title
15080000	Fitness	M/J FITNESS GRADE 6
15081000	Educational Dance and Gymnastics	M/J EDUC GYM/DNC 6

### 7<sup>th</sup> Grade

Course #	Course Name	Abbreviated Title
15082000	Team Sports	M/J TEAM SPORTS GRD7
15083000	Outdoor Pursuits and Aquatics	M/J OUTDR PRSTS GRD7

### 8<sup>th</sup> Grade

Course #	Course Name	Abbreviated Title
15084000	Extreme and Alternative Sports	M/J EXTREME SPRTS GD8
15085000	Individual and Dual Sports	M/J IND/DUAL SPT GD8

### Comprehensive

Course #	Course Name	Abbreviated Title
15086000	Comprehensive Grades 6/7	M/J COMPRE GRDE 6/7
15087000	Comprehensive Grades 7/8	M/J COMPRE GRDE 7/8

**\*\*NOTE: The Comprehensive courses should only be scheduled for a true mixed- grade level course.**

## Middle School Health Education Course Offerings

Course #	Course Name	Abbreviated Title
08000300	M/J Health 4	Semester
08000500	M/J Health 6	Semester
Or 85002300	Or Personal Development	Semester

## **AVID IN PINELLAS COUNTY MIDDLE SCHOOLS 2014-2015**

**Content Specialists: Jennifer Vragovic & Brian Morrison**

### **Scheduling**

AVID was introduced to Pinellas County 8 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. On the reverse side of this page is a summary of the actions outlined in the District Strategic Plan that involve the AVID program or that are directly supported by the AVID staff. 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.

<b>Course</b>	<b>Grade Level</b>	<b>Minimum Expectation</b>
1700110	6 <sup>th</sup>	1
1700120	7 <sup>th</sup>	2
1700130	8 <sup>th</sup>	2

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.

***Beginning in the fall of 2014, 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 29, 2014
Provide list of students with AVID potential according to data	AVID District Office	January 29, 2014
Personally reach out to potential students at your site to apply	AVID Site Team	February, 2014
Recruit potential students from feeder schools	AVID Site Team (Guidance, Admin)	February, 2014
Interview eligible applicants	AVID Site Team	February, 2014
Send out acceptance letters pending FCAT results	AVID Site Team	March, 2014
Ensure all AVID students are requesting appropriate rigorous courses	AVID Site Team	March, 2014
Inform AVID District Office of intended teacher placement	School Principal	January, 2014

### **District Strategic Plan goals & actions to which AVID is directly related include:**

**Goal 1:** Increase student achievement resulting in improvement in every school (A, B, C Grade) - learning gains, higher promotional (each level) and graduation rates.

- Action 18: Increase number of college tutors at each AVID secondary school to meet AVID certification by developing district-side tutor recruitment/training program and ensure post-secondary commitment to AVID students.
- Action 21: The May 2014 District pass rate for AP exams will increase to 48% from 41.7% in 2012 and 45.1% in 2013.
- Action 22: The number of AP Scholar distinctions will increase by 1% annually using 2013 results as a baseline.
- Action 23: The percentage of low SES students that access AP courses will increase in 2013-14 and mirror the District high school student population for 2014-15.
- Action 24: Increase the graduation rate of students who are in AVID programs for two years to 90%
- Action 25: Increase the post-secondary readiness rate of AVID seniors to over 90% as measured by the college ready cut scores for ACT, SAT, and/or PERT.



**Goal 2:** Ensure curriculum, instruction, and assessment is designed and delivered with a focus on continuous improvement of student engagement and academic achievement.

- Action 3: Monitor curriculum implementation through the use of observation rubrics to gather data at both the school and district level to determine effectiveness of implementation and inform professional development plans.
- Action 12: Ensure proper placement of middle school students in rigorous coursework through use of scheduling protocols provided to guidance counselors and administrators.
- Action 15: Traditional middle and high schools will earn AVID certification annually with at least one high school and one middle school achieving demonstration status by September 2015.

**Bridging the Gap Strategic Plan goals & actions to which AVID is directly related include:**

**Goal 1:** Eliminate the gap between the Pinellas County graduation rates for black students as compared to non-black students.

- Action 2: Recruit all eligible black students to participate in the AVID program 6-12, which ensures those in the academic middle achieve post-secondary readiness and continue their education beyond high school by supporting their academic success in more rigorous courses through tutoring and direct instruction in critical thinking and study/organizational tools.

**Goal 2:** Eliminate the gap between Pinellas County's proficiency rates on state required assessments for black students as compared to non-black students.

- Action 11: Support the success of students in the academic middle by providing the opportunity to participate in the AVID elective, which has embedded inquiry-based tutorials to support success in Algebra, Geometry, and Biology.
- Action 19: Provide more opportunities for AVID at the elementary level to support feeder patterns.

**Goal 3:** Eliminate the gap between the Pinellas County accelerated participation and performance rates for black and nonblack students as measured by the percent within ethnicity.

- Action 1: Ensure all black students in this target population receive a personal invitation to register for accelerated coursework, as well as information about what assistance would be available to them if they struggle (tutoring, AVID elective course, homework helpline, online resources, etc.) and how enrolling in accelerated courses benefits them.
- Action 3: Collaborate with schools to insure the fidelity of the mission of AVID in supporting underrepresented student participation and performance in rigorous courses.
- Action 7: Provide reports to the middle and high schools to identify all AVID-eligible black students and assist with recruitment efforts as needed to increase their participation in the AVID program.
- Action 10: Provide opportunities for students to be able to visit colleges, trade schools and businesses.

# Pinellas County Schools

## Middle School Visual Arts Course Offerings

**Content Specialist: Sue Castleman**

### Introductory

Grade Level	Course Name / Course Number	Length
6-7	M/J Art in World Cultures - 0100070	Semester
6-7	M/J Exploring 2/D Art - 0101005	Semester
6-7	M/J Exploring 3/D Art - 0101035	Semester

### Intermediate

Grade Level	Course Name / Course Number	Length
7-8	M/J Two Dimensional Studio Art 1 - 0101010	Semester
7-8	M/J Three Dimensional Studio Art 1 - 0101040	Semester
7-8	M/J Digital Art and Design 1 - 0103000	Semester
7-8	M/J Creative Photography 1 - 0102040	Semester

### Advanced

Grade Level	Course Name / Course Number	Length
7-8	M/J Two Dimensional Studio Art 2 - 0101020	Semester
7-8	M/J Three Dimensional Studio Art 2 - 0101050	Semester
7-8	M/J Digital Art and Design 2 - 0103010	Semester
7-8	M/J Creative Photography 2 - 0102050	Semester

## Middle School FACS Course Offerings

**Program Supervisor: Susan Goldman**

One semester only

Second semester to make a year-long course

*Orientation to Career Cluster 8000400	*Career Discovery 8500140
Fundamentals of Culinary Careers 8809200	Fundamentals of Culinary Careers and Career Planning 8809300
#Exploring Hospitality & Tourism Careers 8850350	Exploring Hospitality & Tourism Careers
#Introduction to Education & Training 8440350	Introduction to Education & Training
Fundamentals of Careers in Education 8409100	Fundamentals of Careers in Education and Career Planning 8409200
Careers in Fashion and Interior Design 8209100	Careers in Fashion and Interior Design and Career Planning 8209200
#Introductions to Human Service Careers 8960350	Introductions to Human Service Careers
Fundamentals of Human Service Careers 8960300	*Not a fundable course with Perkins Funds

### FACS Variety- one semester each year

Grade	Course	Course Number
6	Orientation to Career Cluster	8000400
7	Choose one from left column above	
8	Choose another course from left column above	

### FACS- Year Long Variety Option

6	Orientation to Career Cluster 8000400	Career Discovery 8500140
7	Fundamentals of Culinary Careers 8809200	Introduction to Education & Training 8440350
8	Exploring Hospitality & Tourism Careers 8850350	Careers in Fashion and Interior Design 8209100

### FACS- Year Long- Foods

6	Orientation to Career Cluster 8000400	Career Discovery 8500140
7	Fundamentals of Culinary Careers 8809200	Fundamentals of Culinary Careers and Career Planning 8809300
8	Exploring Hospitality & Tourism Careers 8850350	Exploring Hospitality & Tourism Careers 8850350

### FACS- Year Long- Foods and Fashion

6	Orientation to Career Cluster 8000400	Career Discovery 8500140
7	Fundamentals of Culinary Careers 8809200	Fundamentals of Culinary Careers and Career Planning 8809300
8	Careers in Fashion and Interior Design 8209100	Careers in Fashion and Interior Design and Career Planning 8209200

\*recommended for 6<sup>th</sup> grade # course may be offer more than 1 semester.

# Middle School Business/Information Technology

## Course Offerings

**Program Supervisor: Patricia Clay**

<u>Regular Students</u>	<u>More Advanced Students</u>	<u>Year Long Courses Program (Information &amp; Communication Technology Essentials Program)</u>
<p><u>6<sup>th</sup> Grade</u> 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><u>7<sup>th</sup> Grade</u> 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><u>8<sup>th</sup> Grade</u> 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><u>6<sup>th</sup> Grade</u> 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><u>7<sup>th</sup> Grade</u> 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><u>8<sup>th</sup> Grade</u> 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 8<sup>th</sup> Gr.</p>	<p><u>6<sup>th</sup> Grade</u> ICT Essentials 1 – 9009110 Introduction to Core Concepts, Software Applications, Template-based Webpage, Basic Computer Program, Alice</p> <p><u>7<sup>th</sup> Grade</u> ICT Essentials 2 – 9009120 Builds on Previous Course, More Complex Concepts, Software Applications, Structured Programming, Alice DarkBASIC, Video, Animation Begin MOS Certifications</p> <p><u>8<sup>th</sup> Grade</u> ICT Essentials 3 – 9009130 Builds on Previous Two Courses, Network Concepts, Software Applications, SQL, Alice. Audacity, HTML, Basic Programming Graphical User Interface Editor, Create Interactive Program, Continue MOS Certifications</p> <p style="color: blue;">Special Note: (Employability Skills (2300000) was deleted by the State DOE. A Business Ed replacement - Business Leadership Skills (8200120) Semester Course - Administrative Support, Leadership Skills, Digital, Web, Software Applications, Information Management.)</p> <p style="color: green;">(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 Technologies, Information Technologies, Marketing, and Diversified Programs

[clayp@pcsb.org](mailto:clayp@pcsb.org)  
727-588-6206

## Business/Information Technology

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

## Industrial, Technology, Agribusiness & Public Service Education

### Middle School CTE Course Offerings

**Program Supervisor: Robert Hawkins**

COURSE NAME	STATE NUMBER + 8TH DIGIT	GRADE LEVEL	Length
Introduction to Agriculture, Food, & Natural Resources	8021100	6-8	Semester
Fundamental of Agriculture, Food, & Natural Resources Systems	8021300	6-8	Year Long
Introduction to Architecture & Construction	8109350	6-8	Semester
Introduction to Architecture & Construction & Career Planning	8109360	6-8	Semester
Fundamentals of Architecture & Construction	8130300	6-8	Year Long
Exploration of Communication Technology	8600030	6-8	Semester
Exploration of Production Technology & Career Planning	8600042	6-8	Semester
Exploration of Aerospace Technology	8600050	6-8	Semester
Introduction to Government and Public Service and Career Planning	8900360	6-8	Semester
Fundamentals of Government and Public Administration	8900500	6-8	Semester
Introduction to Law, Public Service and Security	9160350	6-8	Semester
Introduction to Law, Public Service and Security & Career Planning	9160360	6-8	Semester
Introduction to Manufacturing	9260350	6-8	Semester
Introduction to Manufacturing & Career Planning	9260360	6-8	Semester
Fundamental of Manufacturing	9260400	6-8	Semester
Introduction to Transportation, Distribution & Logistics	9590350	6-8	Semester
Introduction to Transportation, Distribution & Logistics & Career Planning	9590360	6-8	Semester
Fundamental of Transportation	9590400	6-8	Year Long
Introduction to Energy	9709350	6-8	Semester
Introduction to Energy & Career Planning	9709360	6-8	Semester
Fundamentals of Energy	9790300	6-8	Year Long
Orientation to Agriscience, Technology and Environmental Science	8100110	6-8	Semester
Exploration of Agriscience, Technology and Environmental Science	8100210	6-8	Semester
Exploring Technology	8600020	6-8	Semester
Exploration of Power & Energy Technology	8600250	6-8	Semester
Exploration of Production Technology	8600040	6-8	Semester
Exploration of Transportation Technology	8600240	7-8	Semester

## Middle School Project Lead the Way Course Offerings

***Selected schools ONLY***

1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester			
Grade Level	Course #	Course Title	PLTW Unit	Grade Level	Course #	Course Title	PLTW Unit
6 <sup>th</sup> Grade	8600020	Exploring Technology	Magic of Electrons	6 <sup>th</sup> Grade	8600010	Introduction to Technology	Science of Technology
7 <sup>th</sup> Grade	8600250	Power and Energy Technology	Energy and The Environment	7 <sup>th</sup> Grade	8600050	Aerospace Technology	Flight and Space
8 <sup>th</sup> Grade	8600040	Production Technology	Design and Modeling	8 <sup>th</sup> Grade	8600240	Transportation Technology	Automation and Robotics

# Middle School Band Course Offerings

**Content Supervisor: Jeanne Reynolds**

Course #	Course Name	Abbreviated Title	Level
<b>Beginning Level Courses 6th grade and 7th and 8th grade beginners</b>			
13020000	M/J Band 1	M/J BAND 1	Beginning
13030000	M/J Chorus 1	M/J CHORUS 1	Beginning
1302110	M/J Instrumental Ensemble 1	INST.ENSEMBLE 1	Beginning
13020800	M/J Instrumental Techniques 1	M/J INST TECH 1	Beginning
1301090	M/J Exploring Music 1	M/J EXPL MUSIC 1	Beginning
13010306	M/J Keyboard 1	M/J KEYBOARD 1	Beginning
13020400	M/J Orchestra 1	M/J ORCHESTRA 1	Beginning
1303150	M/J Music Technology 1	M/J MUSIC TECH	Beginning
13010600	M/J Guitar 1	M/J GUITAR1	Beginning
13030706	M/J Vocal Techniques 1	M/J VOCAL TECH 1	Beginning
<b>Intermediate Level Courses - 7th grade with some 8th graders</b>			Level 1 or Beginning classes are pre-requisites for Intermediate level
13020100	M/J Band 2	M/J BAND 2	Intermediate
13030100	M/J Chorus 2	M/J CHORUS 2	Intermediate
1302120	M/J Instrumental Ensemble 2	INST.ENSEMBLE 2	Intermediate
13020900	M/J Instrumental Techniques 2	M/J INST TECH 2	Intermediate
1301100	M/J Exploring Music 2	M/J EXPLOR MUSIC 2	Intermediate
13010406	M/J Keyboard 2	M/J KEYBOARD 2	Intermediate
13020500	M/J Orchestra 2	M/J ORCHESTRA 2	Intermediate
13010700	M/J Guitar 2	M/J GUITAR 2	Intermediate
13030806	M/J Vocal Techniques 2	M/J VOCAL TECH 2	Intermediate
<b>Advanced Level Courses - 8th Grade</b>			Level 2 Intermediate classes are pre-requisites for advanced level
13020200	M/J Band 3	M/J BAND 3	Advanced
13030200	M/J Chorus 3	M/J CHORUS 3	Advanced
1302130	M/J Instrumental Ensemble 3	INST. ENSEMBLE 3	Advanced
13021000	M/J Instrumental Techniques 3 full year	M/J INST TECH 3	Advanced



1301110	M/J Exploring Music 3	M/J EXPLOR MUSIC 3	Advanced
13010506	M/J Keyboard 3	M/J KEYBOARD 3	Advanced
13020600	M/J Orchestra 3	M/J ORCHESTRA 3	Advanced
13020300	M/J Band 4***	M/J BAND 4	Advanced
1302070	M/J Orchestra 4	ORCHESTRA 4	Advanced
13030300	M/J Chorus 4	M/J CHORUS 4	Advanced
13010800	M/J Guitar 3	M/J GUITAR 3	Advanced
13030906	M/J Vocal Techniques 3	M/J VOCAL TECH 3	Advanced
*** Level 4 Courses are intended for the rare 6th grader who enters music ensemble classes at an intermediate or level 2 proficiency.			
Highlighted course denote courses that should be offered at all middle schools			

## Middle School Dance Course Offerings

Course #	Course Name	Abbreviated Title	Level
03000006	M/J Dance 1	M/J Dance 1	Beginning
03000106	M/J Dance 2	M/J Dance 2	Intermediate
03000206	M/J Dance 3	M/J Dance 3	Advanced
03000306	M/J Dance 4	M/J Dance 4	Advanced

## Middle School Drama Course Offerings

Course #	Course Name	Abbreviated Title	Level
04000000	M/J Theatre 1	M/J Theatre 1	Beginning
04000100	M/J Theatre 2	M/J Theatre 2 ** (full year course)	Intermediate
04000206	M/J Theatre 3	M/J Theatre 3	Advanced
04000306	M/J Theatre 4	M/J Theatre 4	Advanced
04001106	M/J Technical Theatre Design and Production	M/J TECH THEA DE&PR	

## Middle School General Courses

**This section is Under Construction!**

**These are a list of course numbers that schools use!**

Course #	Course Name	Abbreviated Title	Level
1400000	Peer Support		6-8
1006000	Journalism 1		6-8
1006010	Journalism 2		6-8
1100000	TV Production (Library/Multi Media)		6-8
0600000	M/J Exploratory Wheel 1		6-8
0600010	M/J Exploratory Wheel 2		6-8
0600020	M/J Exploratory Wheel 3		6-8

Course Uniform:

All schools offering TA (Teacher Assistants) should use the following course!

Course #	Course Name	PCS District Code	Level
0600030	M/J Exploratory Wheel 4	TA (Teacher Assistant)	6-8