Ocoee Middle School
Course Catalogue

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Scheduling Policies

Ocoee Middle School creates student schedules with careful consideration to each student's academic level, abilities, and areas of interest. In order to provide consistency for parents, students, and teachers, schedule changes will be kept to a minimum. Schedule changes are only considered if the change is due to an error with placement in a core class, or with an error in leveling for an arts class. Schedule changes will not be made based on preference of specific teachers, desire to be with a classmate, or other non-academic rationale. Before making a request, please review the information below to assure that you fully understand the schedule change policy.

Parents and students are responsible for carefully reviewing their schedules and selecting the most appropriate courses based on their student's interests and skill level. Auditions and teacher recommendation are also used as a primary means of course placement. The Guidance Department will do their best to place students in their top elective choices; however, space is limited in each elective. If a parent or student feels they were placed in the wrong course based on their skill level, they have the first week of school to notify their grade level counselor. Not all schedule change requests will be approved. Following the first week of school, **no** changes will be made to the student's elective schedule.

Reason for changes:

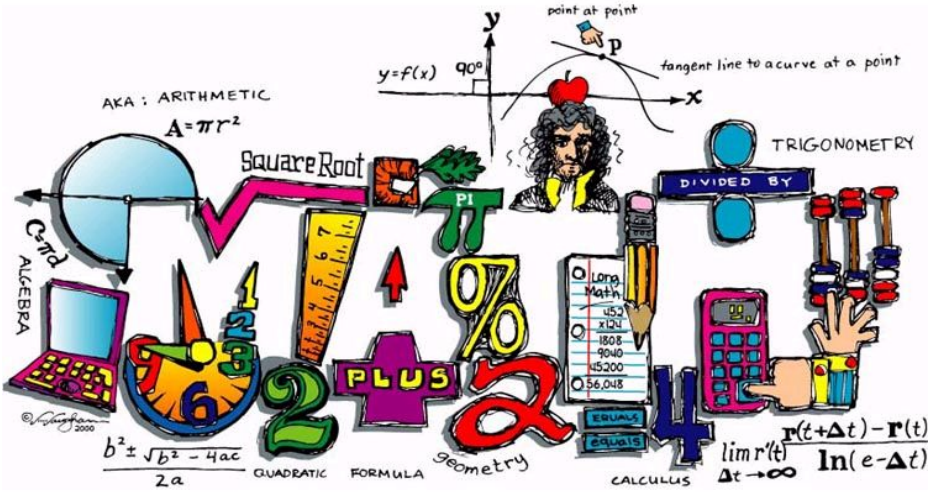
- Student is missing a core class.
- Student was inappropriately placed based on grade level.
- Student was inappropriately placed based on skill level.
- Student has documented evidence supporting a course change.

Math Placement Concerns: The OCPS math progression was changed for the 2019-20 school year. If you have a concern regarding your child's math placement, please review the math progression prior to submitting a schedule concern form. We are unable to make math course placements that do not align with the district progression.

Ocoee Middle School will not change student schedules for any of the following reasons:

- Friends are in another class
- Teacher preference
- Lunch period preference
- Elective preference (counselors try to ensure electives are chosen from ranking of top 5 choices

Mathematics

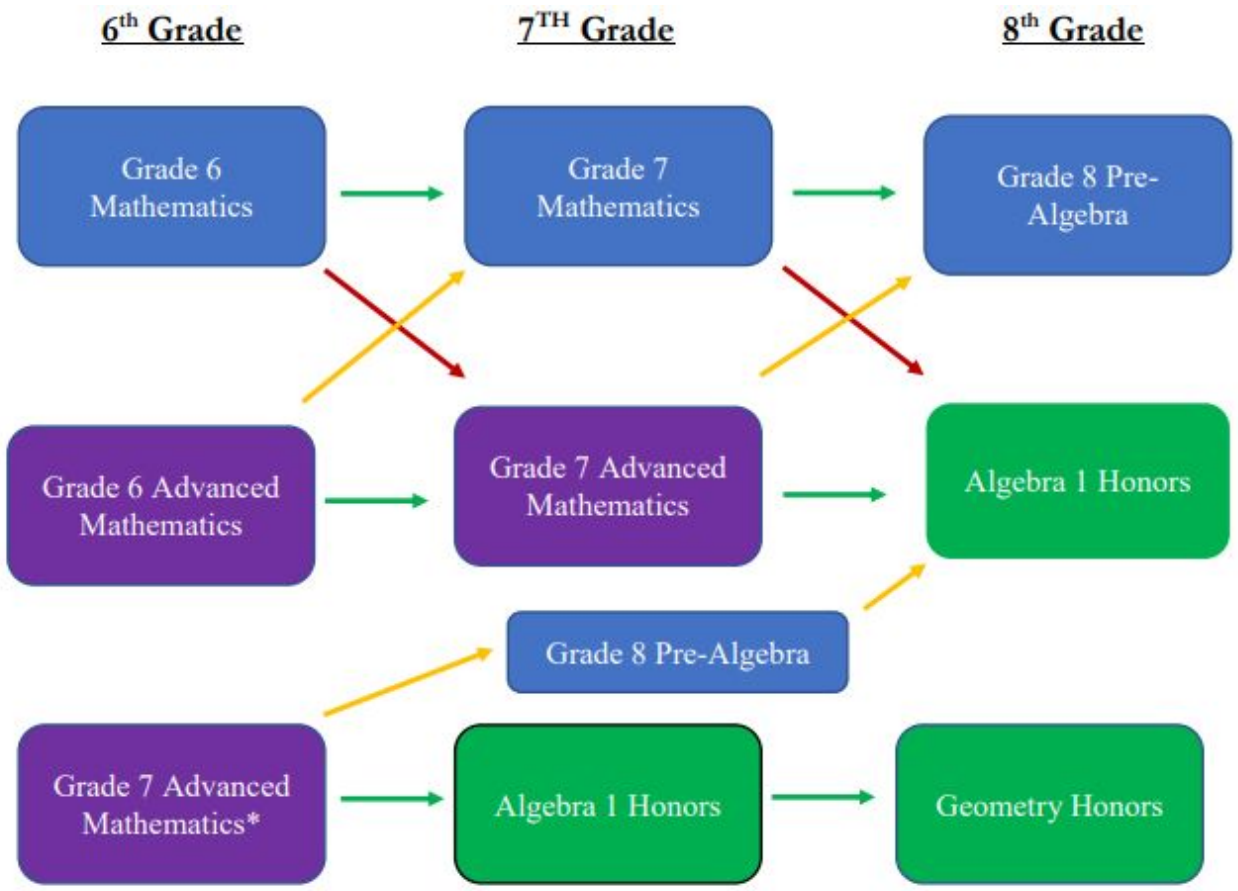


Math Progression

Courses in blue are grade level middle school courses. Students will learn one year of content and begin high school courses in 9th grade.

Courses in purple are advanced middle school courses. Students will learn about 1.5 years of content and begin high school courses in 7th or 8th grade.

Courses in green are high school courses. Students begin high school courses in 7th or 8th grade. Which means they may need to take courses through OCVS to avoid content gaps.



Indicates there are no content gaps when taking this course after the prior course.
Indicates there is foundational math content students will not learn when taking this course after the prior course (OCVS recommended).
Indicates options for students if the initial pathway is accelerating too quickly.

*Students must score a level 5 on the 5th grade math FSA to take this course as a 6th grader.

Math Course Descriptions

M/J Grade 6 Mathematics, 1205010

In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

M/J Grade 6 Mathematics Advanced, 1205020

In this Grade 6 Mathematics course, instructional time should focus on six critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; (4) developing understanding of statistical thinking; (5) developing understanding of and applying proportional relationships; and (6) developing understanding of operations with rational numbers and working with expressions and linear equations.

M/J Grade 7 Mathematics, 1205040

In Grade 7, instructional time should focus on four critical area: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two-and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

M/J Grade 7 Mathematics Advanced, 1205050

In this Grade 7 Mathematics course, instructional time should focus on five critical area: (1) solving problems involving scale drawings and informal geometric constructions, and working with two-and three- dimensional shapes to solve problems involving area, surface area, and volume; (2) drawing inferences about populations based on samples; (3) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (4) grasping the concept of a function and using functions to describe quantitative relationships; and (5) analyzing two-and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

M/J Grade 8 Pre-Algebra, 1205070

In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two-and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

High School Credit Math Course Descriptions

Grades for these courses will impact a student's high school GPA

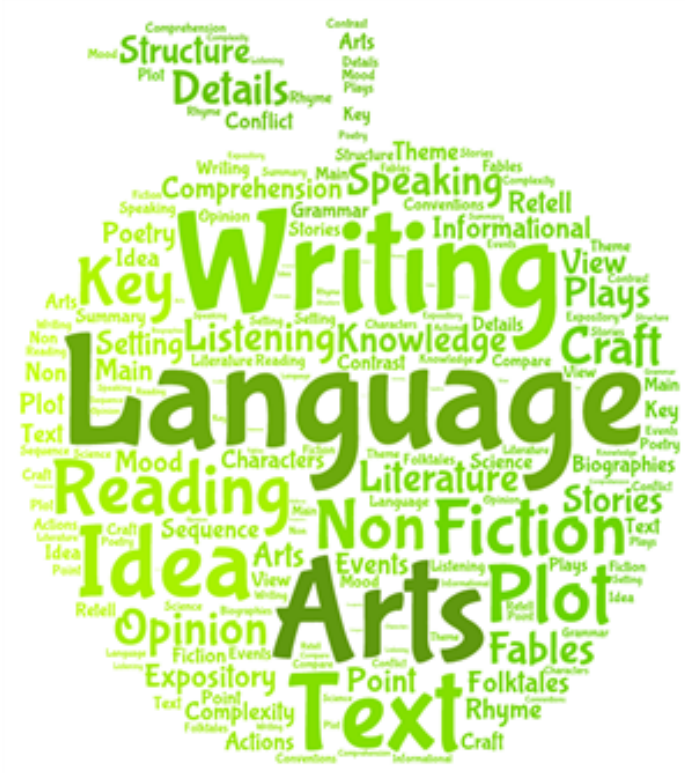
Algebra 1 Honors (High School Credit), 1200320

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Geometry Honors (High School Credit), 1206320

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school standards. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations

English/ Language Arts



ELA Course Descriptions

As part of our emphasis on high-level academic achievement at Ocoee, all students will be enrolled in coursework for ELA. It should be noted that the standards to be taught and state exams are the same for regular and advanced ELA courses.

M/J Language Arts 1, 1001010 (Advanced 1001020)

The purpose of this course is to provide grade 6 students, using texts of appropriate complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

M/J Language Arts 2, 1001040 (Advanced 1001050)

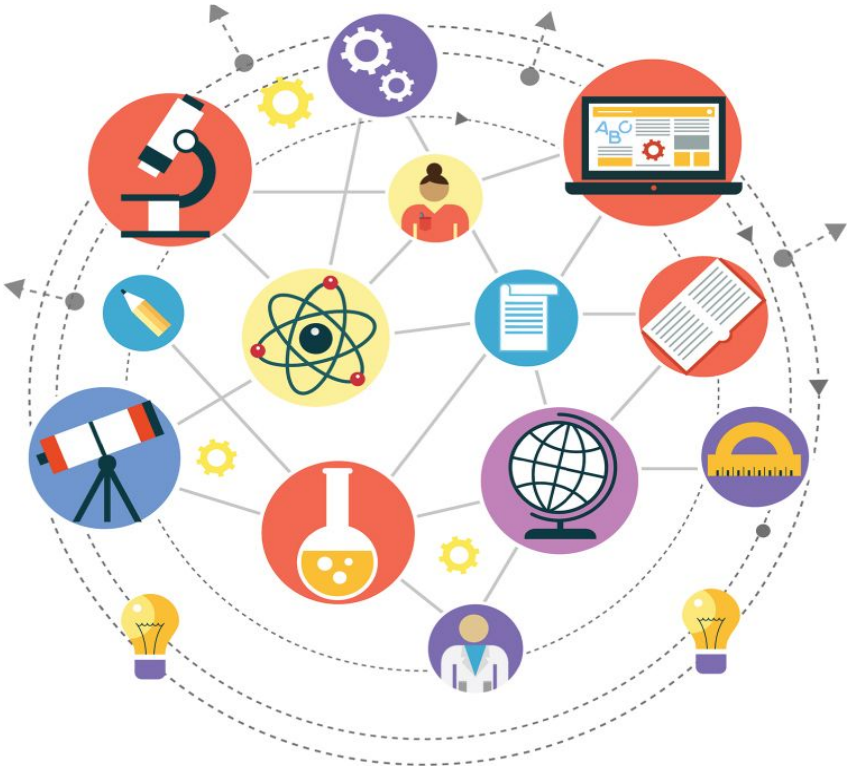
The purpose of this course is to provide grade 7 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

M/J Language Arts 3, 1001070 (Advanced 1001080)

The purpose of this course is to provide grade 8 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

Advanced Courses: Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc.

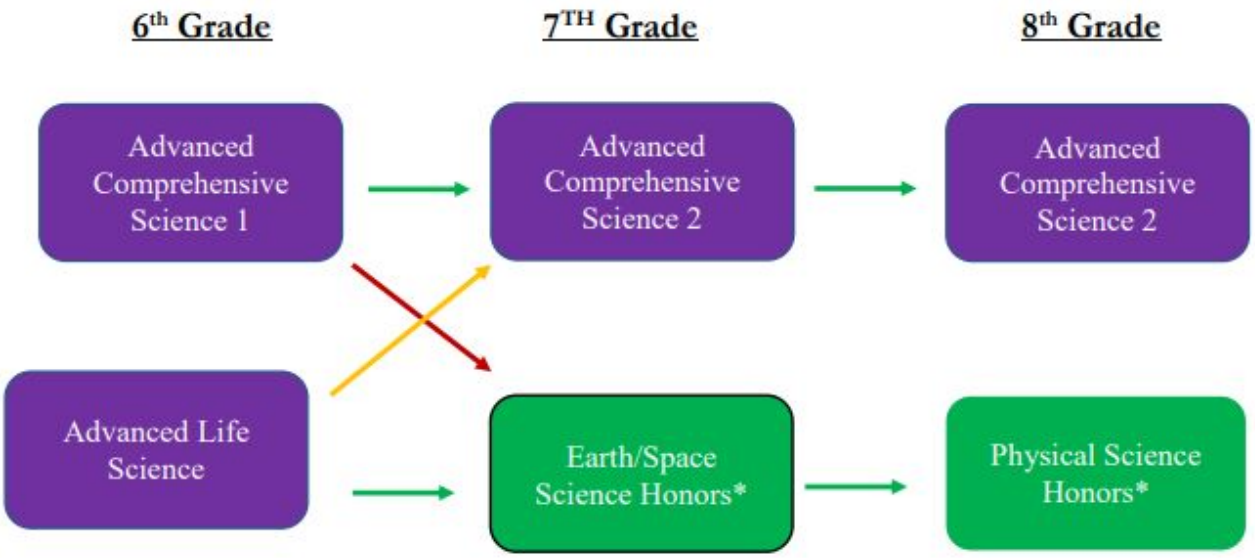
Science



Science Course Progression

Courses in purple are advanced middle school courses.

Courses in green are high school courses. Students can begin high school courses in 7th or 8th grade. Grades in these courses will impact a student's high school GPA.



→ Indicates there are no content gaps when taking this course after the prior course.
→ Indicates there is foundational content students will not learn when taking this course after the prior course.
→ Indicates options for students if the initial pathway is accelerating too quickly.

It is strongly advised that students remain on one track. Notice there is no option for movement after 7th grade placement.

*Placement in high school level courses is subject to approval by Ocoee Middle School. Students are encouraged to only opt for high school courses if they are currently performing at or above grade level as defined by state, district, and school measures.

Science Course Descriptions

M/J Comprehensive Science 1, Advanced 2002050

The purpose of this course is to provide opportunities for students to study concepts of science through exploratory investigations, activities, and applications. Science content includes: earth structures, earth systems and patterns, organization and development of living organisms, energy transfer and transformations, motion of objects, forces and changes in motion. Scientific processes include: the role of theories, laws, hypotheses, and models; laboratory investigations, experimental procedures, problem solving, and the characteristics of scientific knowledge.

M/J Comprehensive Science 2 2002070 (Advanced 2002080)

The purpose of this course is to provide opportunities for students to study concepts of science through exploratory investigations, activities, and applications. Science content includes: earth structures, diversity and evolution of living organisms, heredity and reproduction, interdependence, forms of energy and energy transformation. Scientific processes include: the role of theories, laws, hypotheses, and models; laboratory investigations, experimental procedures, problem solving, and the characteristics of scientific knowledge.

M/J Comprehensive Science 3, Advanced 2002110

The purpose of this course is to provide opportunities to study the principles of physics and chemistry. The content should include, but not be limited to, the following: unifying concepts and processes of science; matter, waves and light, energy and heat, forces and motion. This course shall include laboratory investigations, which incorporate the use of measurement, problem solving, laboratory apparatus, safety procedures, and experimental procedures (e.g. designing, recording, conducting and analyzing an experiment). Besides, students will practice active and close reading of the text, writing opportunities, supporting answers based upon evidence from the text, and argumentation based on claims and evidence.

M/J Life Science, Advanced 2000020

This course prepares students to take high school courses for science in 7^{th} & 8^{th} grade and should only be taken if you intend to take high school credit sciences in middle school. The purpose of this course is to provide opportunities for students to study concepts of science through exploratory investigations, activities, and applications. Science content includes: earth structures, earth systems and patterns, organization and development of living organisms, energy transfer and transformations, motion of objects, forces and changes in motion. Scientific processes include: the role of theories, laws, hypotheses, and models; laboratory investigations, experimental procedures, problem solving, and the characteristics of scientific knowledge.

Advanced Courses: Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting.

High School Credit Science Courses

The final grade for these courses will impact a student's high school GPA.

Earth Space Science Honors (High School Credit), 20013209

This is a rigorous course focusing on high-school level science standards and will require students to be highly motivated, organized and capable of independent learning. Course topics include astronomy, plate tectonics, minerals, rocks and landforms, surface processes, oceans, weather and climate. This course will also include scientific investigations, which incorporate the use of measurement, laboratory apparatus, problem solving and experimental procedures (designing and performing valid experimental procedures, using mathematics and information for computational thinking to analyze data). This course provides extensive technical reading and writing opportunities in the form of multiple independent science research projects. This honors course is a high school course. Upon successful completion of this class, students will be awarded high school credit in Earth/Space Science.

Physical Science Honors (High School Credit), 20033209

This is a rigorous course focusing on high-school level science standards and will require students to be highly motivated, organized and capable of independent learning. This is an inquiry approach course. The content of this course includes but not limited to, forces and motion, electricity, energy, and matter. The practice of science is embedded throughout the curriculum. This course awakens curiosity, independent thinking and learning in students as it uses a challenge-driven instructional strategy. Students will learn these principles through laboratory investigations to be able to respond to the given problem. Students will become proficient in using sophisticated lab instruments and technology to collect data. Written and oral communications are required of all students. This honors course is a high school course. Upon successful completion of this class, students will be awarded high school credit in Physical Science.

Please note that while the high school level courses do count as high school credit, they do not count toward the required 3 credits of high school science needed for HS graduation.

Social Studies

Social Studies Course Descriptions

M/J World History, 2102910 (Advanced, 2109020)

The primary content for this course pertains to the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents

M/J Civics, Advanced, 2106020

The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

M/J United States History, Advanced, 2100025

Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

Advanced Courses: Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels

Performing Arts

Performing Arts Course Descriptions

Band 1, 1302000

Students with little or no instrumental experience develop foundational instrumental technique, foundational music literacy, and aesthetic musical awareness through rehearsal, performance, and study of high-quality band literature. Instrumentalists work on the fundamentals of music notation, sound production, instrument care and maintenance, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Band 2, 1302010

Students with previous band experience build on instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of high-quality band literature. Instrumentalists expand their knowledge of music notation, music theory, sound production, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Band 3, 1302020

Students with previous band experience expand on their instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of intermediate-level, high-quality band literature. Instrumentalists extend their knowledge of music notation and theory, sound production, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Instrumental Ensemble 2 Jazz Band, 1302120

Students with previous instrumental ensemble experience continue to build musicianship and performance skills through the study, rehearsal, and performance of high-quality ensemble literature in a variety of styles. Student musicians learn to self-assess and collaborate as they study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Instrumental Ensemble 3 Jazz Band, 1302130

Students continue to build musicianship and performance skills through the study, rehearsal, and performance of increasingly challenging, high-quality instrumental ensemble literature. Student musicians strengthen their techniques, ensemble skills, music literacy, and analytical

skills as they study relevant history, cultures, and music genres. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Orchestra 1, 1302040

Students who have little or no experience on violin, viola, cello, bass, or harp explore high-quality music literature written or transcribed for string orchestra. Study includes the development of foundational instrumental ensemble techniques, performance skills, music literacy, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Orchestra 2, 1302050

Students who have some previous orchestral experience focus on the development of instrumental technique, musical literacy, performance skills, and increasing aesthetic awareness through study, rehearsal, and performance of a variety of high-quality orchestra literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Orchestra 3, 1302060

Students with previous orchestral experience demonstrate intermediate-level knowledge of instrumental techniques, musical literacy, ensemble performance skills, and related musical knowledge through study, rehearsal, and performance of a variety of high-quality orchestral literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source

Chorus 1, 1303000

Students with little or no choral experience develop beginning vocal technique and skills, critical and creative thinking skills, and an appreciation of music from around the world and through time. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Chorus 2, 1303010

Students build on previous choral experience to expand vocal, technical, musical, and ensemble skills through rehearsal, performance, and study of high-quality choral literature. Singers focus on increasing knowledge of music theory, music literacy, and aesthetic response. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to

support, extend, and assess learning in the classroom.

Chorus 3, 1303020

Students with previous choral experience build intermediate-level knowledge of vocal technique, musical literacy, ensemble skills, and related musical knowledge through rehearsal, performance, and study of a variety of high-quality 2-, 3-, and 4-part choral literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom

Theatre 1, 400000

The purpose of this course is to enable students to participate in varied aspects of acting, with special attention to the fundamentals of voice production, stage movement, acting, and characterization.

Theatre 2, 400010

Students with previous theatre instruction will explore characterization, stagecraft and dramatic literature to increase the enjoyment and understanding of what is required to prepare plays for performance. Students will study the history of theatre and research Elizabethan theatre to understand the cultural and historical impact on the theatre arts made by Shakespeare and other playwrights of that time. Students will examine a variety theatre styles and work to employ the basic elements of acting, directing and stage craft through class projects and student directed performances.

Theatre 3, 400020

Students continue to build skills and knowledge as they explore aspects of theatre. Students explore theatre history, study the great American playwrights, examine the cultural and historical contributions to theatre, and improve their theatre knowledge and skills. Students learn about and begin to use the basic elements of a variety of acting techniques.

Musical Theatre, 400200

This course allows students to learn about and participate in various aspects of Musical Theatre performance, audition techniques (both selection of appropriate material and actual performance,) character development, movement, and vocal technique. In addition, students will explore the effects of musicals throughout history on society, popular music, and culture

Visual Arts

Visual Arts Course Descriptions

Beginning Drawing & Painting (2D), 101010

This is an introductory course where students will create art in various 2D and 3D media including drawing, painting, sculpture, printmaking, and digital art. Students will also learn about art history, art criticism, aesthetics, and art careers. This course is required for all new Visual Arts magnet majors.

Intermediate & Advanced Drawing & Painting (2D Art 2 & 3), 101020/101026

Students will continue to develop art skills and techniques in 2D media including drawing, painting, and printmaking. Students will also learn about art history, art criticism, aesthetics, and art careers. Students will develop an art portfolio, participate in art competitions, and learn to exhibit artwork. This course incorporates hands on activities and consumption of art materials. (Prerequisite: Beginning Drawing & Painting) (May be repeated)

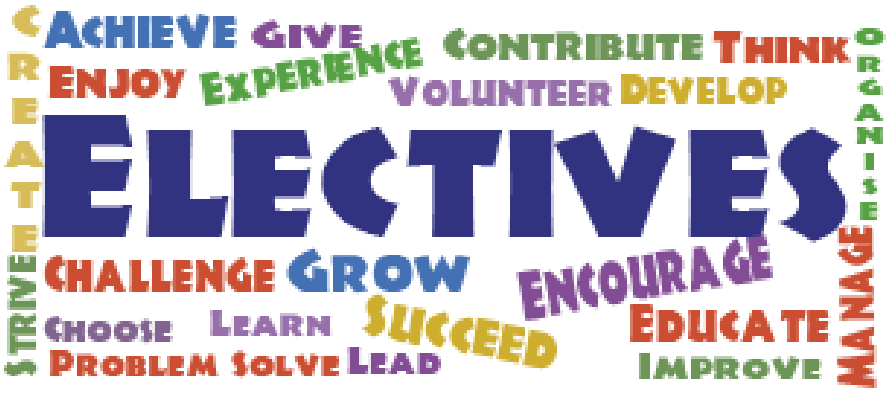
Creative Photography, 102040

Students explore the aesthetic foundations of art using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Processes and techniques for image capture and printing may include, but are not limited to, handcrafted pinhole cameras, hand tinting photographs, mixed media, photo collage, cross-processing, emerging technologies and new media. Content covers the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, and expression of personal ideas and feelings. Student photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

Digital Art and Design (Yearbook), 103020

Students become proficient in, and refine, their use of concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still and/or animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Students' increasingly independent approach to their work promotes risk-taking in the completion of conceptually based, self-directed work. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials

Additional Electives



Additional Elective Course Descriptions

ICT 1/2, 9009110/9009120

This course provides students with the computer, digital, and information technology skills necessary for success in their future academic and occupational goals. Additional technologies associated with web development, multimedia, word processing, spreadsheets, databases, internet communications, cyber security, and computer programming. Instruction and learning activities are taught in a laboratory setting with hands on experiences

HS Game/Sim Foundations, 8208110

This course is designed to provide an introduction to game and simulation concepts and careers, the impact game and simulation has on society and industry, and basic game/simulation design concepts such as rule design, play mechanics, and media integration. This course compares and contrasts games and simulations, key development methodologies and tools, careers, and industry-related information. This course also covers strategies, processes, and methods for conceptualizing a game or simulation application; storyboarding techniques; and development tools.

HS Digital Video Productions, 8201410

Digital Video Production 1 is the first level of Digital Video high school program. It is designed to teach editing programs Final Cut Pro 10.3 and Adobe Premiere. These are professional editing programs used in production companies and news stations throughout the world. DV1 is a high school course and you will receive high school credit. You will go into DV2 when you enter high school. We are responsible for live announcements each morning and creating videos for broadcast. You must have passed Intro to Arts, A/V Technology and Communication and be accepted by the instructor to be in this class.

Intro of Arts, AV Tech S1/S2, 8209350X/8209350Y

The purpose of this course is to introduce students into the Digital Video World. You take a look at the history of video through popular shows and movie examples. You learn the basics of recording video and then editing on a state of the art editing program, Final Cut Pro 10.3. Projects included a commercial, a “howt” video, and a book trailer. you work in teams and individually. This course is the beginning of the technical knowledge and creative skills needed for further education and careers in the Arts, A;V Technology and Communications.

HS Digital Info Tech, 8207310

The intention of this course is to prepare students to be successful both personally and professionally in an information based society. Digital Information Technology includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards. Students will also have an opportunity to earn the Microsoft Office Specialist (MOS) Certificate.

Project Lead The Way, 860032S/T

Throughout each grade level in the engineering/STEM classes, students will dive head first into the engineering design process. Continually, working hands-on, the students will become an army of problem solvers. They will constantly be planning, building and rebuilding their designs.

EDGE Research 1/2/3, 1700000/1700010/1700020

This course prepares students for success in high school and college. While learning academic strategies like problem solving and time management, students are given regular opportunities to learn about their college and career options through research projects, guest speakers, and field trips to several college campuses.

Beginning Spanish, 708000

M/J Spanish Beginning introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this **one-year** course.

HS Spanish, 708340

Spanish 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

Intro to Agriscience S1, 8100120U

This is the first course designed to assist students in making informed decisions regarding their future in careers in the Agriculture, Food and Natural Resources cluster. Content includes agricultural literacy, the role of Science, Math, Reading and Writing, Plants and Animals and consumer goods. This class offers hands on lab time with tools and experiences appropriate to course content.

Orient to Agriscience S2, 8100310V

This course provides an overview of Agriculture and will help students to be educated about their food supply. Content includes agricultural literacy, the role of Science, Math, Reading and Writing, Plants and Animals and consumer goods. This class offers hands on lab time with tools and experiences appropriate to course content. Students will learn about our food system and safety procedures in agriculture systems.

HS Agriscience Foundation 1, 8106810

Learn about Agriculture's impact around the world. Practice safe lab skills and safety procedures. Learn the various parts and functions of Plant and Animal Cells, learn about ecosystems in Florida. Learn to read fertilizer labels and the correct terms for animals in all stages of life. Use hand tools, take records, use communication and listening skills and develop leadership skills through the FFA.

Learning Strategies S1/S2, 7863090/7863090A

The purpose of this course is to enable students with disabilities to acquire and generalize strategies and skills across academic and community settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). This course is designed for students with disabilities who need intensive individualized intervention in learning strategies. The course may address academic skill deficits enabling students to learn strategies to access the general curriculum and close educational gaps. A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP. Instruction in subsequent courses should be designed to build upon students' previously mastered skills, not repeat previous course content. Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of practice, generalization, and maintenance of skills and strategies. These applications may require that the student be trained in the use of related technology, tools, and equipment. This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

Fitness 6, 1508000

This fitness course is designed for 6th grade students and intended to be 18 weeks in length. The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success.

Comprehensive Physical Education 6/7, 1508060

This course is designed for 6th and 7th grade students and intended to be 18 weeks in length. The purpose of this course is to provide a foundation of knowledge, skills, and values necessary for the development of a physically active lifestyle. The course content provides exposure to a variety of movement opportunities and experiences which includes, but is not limited to: Fitness Activities, Educational Gymnastics and Dance, and Team Sports. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

Team Sports 7, 1508020

This course is designed for 7th grade students and is intended to be 18 weeks in length. The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.

Extreme/Alternative Sports 8, 1508040

This course is designed for 8th grade students and is intended to be 18 weeks in length. The purpose of this course is to provide the skills, knowledge, and motivation necessary for participation in non-traditional forms of physical activity. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

Individual/Dual Sports 8, 1508050

This course is designed for 8th grade students and intended to be 18 weeks in length. The

purpose of this course is to develop the physical skills necessary to be competent in forms of movement, knowledge of offensive and defensive strategies and tactics applicable to individual and dual sports (ex: golf, tennis, badminton, track & field). Students will evaluate different performances and provide feedback to a partner in performing skills in sports such as track and field, tennis, golf and badminton. Students will also learn appropriate social behaviors within both competitive and non-competitive activity settings of individual and dual sports.

Comprehensive PE 7/8, 1508070

This course is designed for 7th and 8th grade students and is intended to be 18 weeks in length. The purpose of this course is to build on previously acquired knowledge, skills, and values necessary for the implementation and maintenance of a physically active lifestyle. The course content provides exposure to a variety of movement opportunities and experiences which include, but is not limited to: Outdoor Pursuits/Aquatics, Individual/Dual Sports and Alternative/Extreme Sports. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

Intensive Reading 6/7/8, 1000010D/1000010E/1000010F

The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write middle grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge and demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of the students improve over time.

Dev Lang Arts 6/7/8, 1002180

This course is primarily for students who have been in the ESOL program for one year or less. The focus is on English language acquisition through listening and speaking skills and basic rules of English. The WIDA ELD Standards are incorporated into daily lessons to accelerate English language learning.

Dev Lang Arts Reading 6/7/8, 1002181

The purpose of this course is to provide students who are native speakers of languages other than English instruction enabling students to accelerate the development of reading and writing skills and to strengthen these skills so they are able to successfully read, write, and comprehend grade level text independently. Instruction emphasizes reading comprehension and vocabulary through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text.

Intensive Math 6/7, 1204000A/1204000B

Intensive courses have been designed so that the teacher will select the appropriate standards when developing curricula tailored to meet the needs of individual students, taking into account their grade and instructional level. This course should not be used in place of a core mathematics course but is intended to provide intervention for students who require extra mathematics instruction.

Updated 3/2/2020