

# **SOUTH SUMTER MIDDLE SCHOOL CURRICULUM GUIDE**



**2024-2025**

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# South Sumter Middle School



## **Vision Statement**

Inspiring all students to persevere and achieve lifelong success.

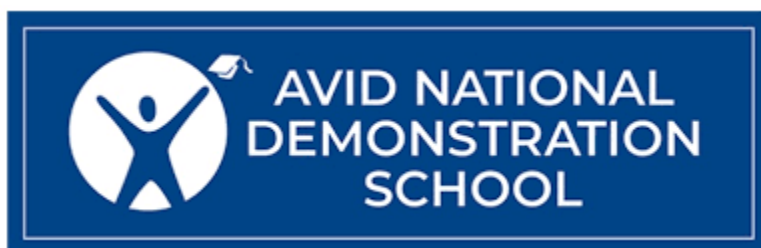
## **Mission Statement**

SSMS will teach with commitment and conviction to provide all students with opportunities to achieve college and career success in a global community through rigorous instruction, forward thinking, and research based strategies that will equip each student with the skills necessary for college, careers, and life.

*773 N.W. 10th Avenue – Webster, Florida 33597*

*Phone (352)793-2232 Fax (352)793-3976*

*Sumter County Schools...Preparing the Next Generation Today*





Dear South Sumter Middle School Parents and Students,

We are so excited that you have chosen to become part of the SSMS Family. Our middle school provides students with quality educational and social experiences as they transition from childhood to adolescence. During the middle school years, students often seek independence, yet we understand the importance and necessity of parental guidance. Teachers' and parents' advice is critical to ensure students follow the educational pathway that will help them succeed in high school and beyond.

While core academic course placements are based on a combination of test scores and our teacher's recommendations, we would like you to know the options and the educational pathway your student is headed in. Furthermore, you have an essential role in assisting your student with making elective selections for the upcoming year. Please use this curriculum guide to understand the core academic courses, elective courses, and extracurricular activities we offer each year.

We hope you'll sit down as a family, review this guide, and make informed decisions on selecting the best courses for your student's success here at South Sumter Middle School.

A handwritten signature in blue ink that reads "Melynda Shea".

Sincerely,

Brooke Shea

SSMS Principal

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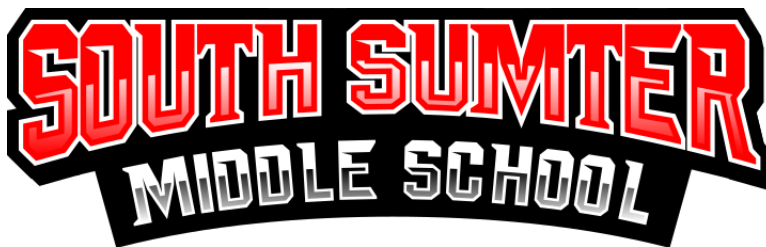
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CALL OR EMAIL YOUR SCHOOL COUNSELOR TO SCHEDULE ACADEMIC COUNSELING, CAREER COUNELING  
OR FOR SOCIAL-EMOTIONAL SHORT-TERM COUNSELING OR OUTSIDE AGENCY REFERRALS.

### MIDDLE GRADES PROMOTION CRITERIA

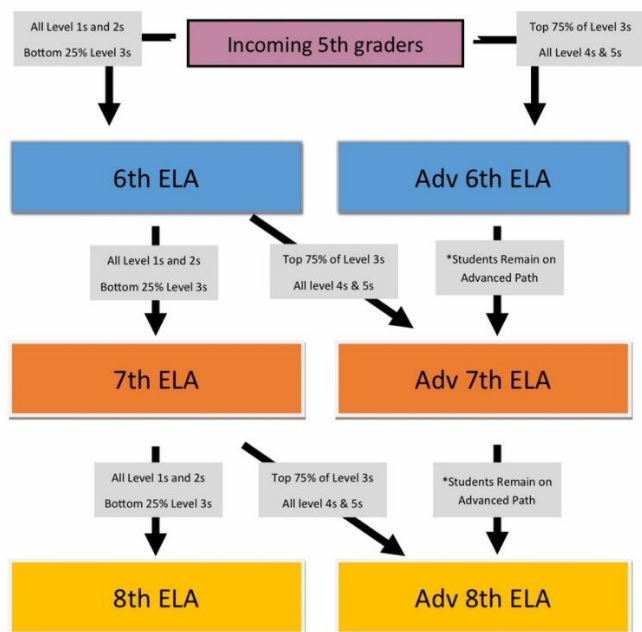
In grades 6-8, students must successfully complete the following requirements, in order to be promoted to the high school.

- Three middle grades or higher\* courses in **English Language Arts**.
- Three middle grades or higher\* courses in **Mathematics**.
  - To earn high school credit for Algebra or Geometry, the student must take the corresponding state EOC, which will be used as 30% of the student's final grade and earn a passing grade in the course.
- Three middle grades or higher\* courses in **Science**.
- Three middle grades or higher\* courses in **Social Studies**.
  - One of these social studies courses must be Civics. There is statewide, standardized end-of-course exam for Civics that must be taken and factored in as 30% of a student's course grade.
  - One of these must have a career planning component during 8<sup>th</sup> grade, which is typically World History with Career Planning.
- If a student is assigned to an Intensive Reading class, the class must be passed in order for the student to be promoted to the next grade.
- The statutory requirements for Physical Education (one semester each year) are found in section 1003.455, Florida Statutes. PE waiver options are available

\*May include high school courses for high school credit.

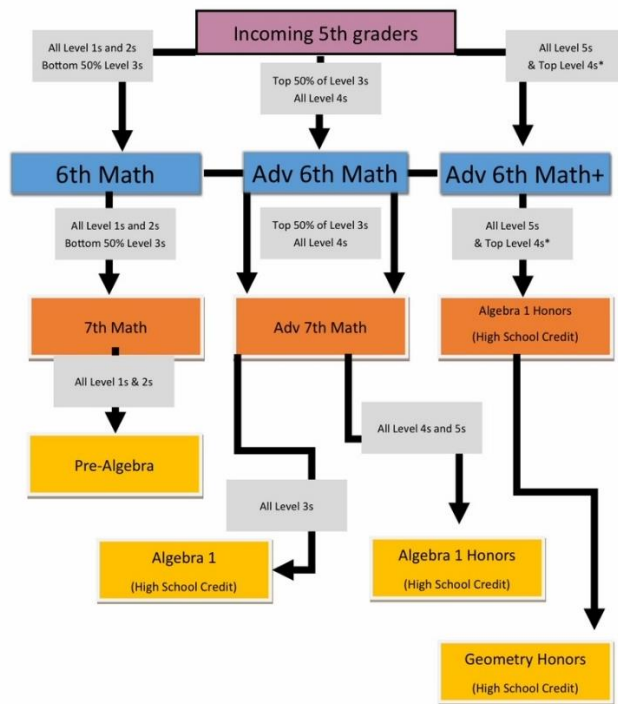
## MIDDLE GRADES ACADEMIC COURSE PLACEMENT GUIDELINES

### SOUTH SUMTER MIDDLE SCHOOL



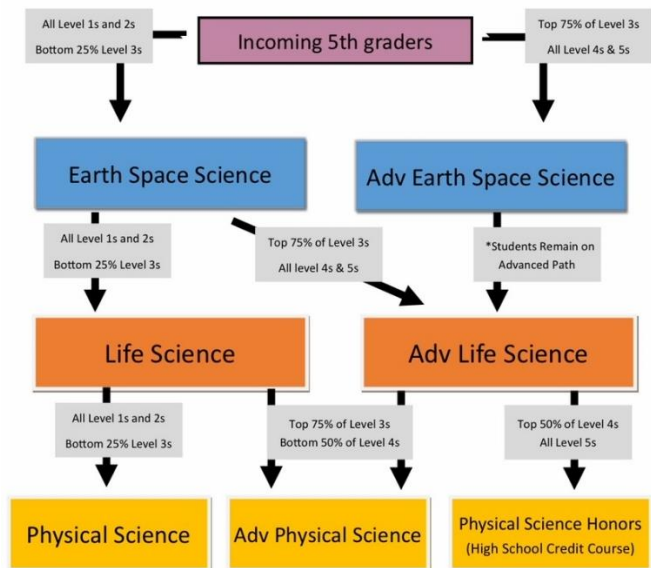
\*TEACHER RECOMMENDATION MAY ALTER THE PLACEMENT OF A STUDENT

### SOUTH SUMTER MIDDLE SCHOOL



\*TEACHER RECOMMENDATION MAY ALTER THE PLACEMENT OF A STUDENT

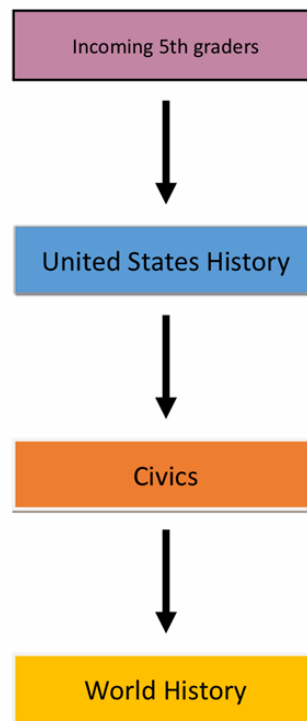
### SOUTH SUMTER MIDDLE SCHOOL



\*TEACHER RECOMMENDATION MAY ALTER THE PLACEMENT OF A STUDENT

\*\*RECOMMENDATION SCORES ARE BASED ON FAST PM3 READING

### SOUTH SUMTER MIDDLE SCHOOL



## **AVID**

AVID's mission is to close the achievement gap by preparing all students for college and career readiness and a success in a global society.

### **What is AVID?**

- An acronym that stands for Advancement Via Individual Determination
- AVID is an in-school academic support program for grades 4-12 that prepares students for college eligibility and success
- AVID students are students in the middle (2.7-3.7 GPA), capable of completing a college preparatory path with support. These students often are not realizing their full potential academically
- AVID is NOT a remedial program, it is **a program for advancement**

### **What is included in the AVID curriculum?**

The curriculum includes writing, inquiry, reading, organization, and collaboration, with tutorials twice a week with local college students. Students also prepare for their future through college prep, college research, and strategies for success. The three main components of the program are academic instruction, tutorial support, and motivational activities.

### **How are students selected?**

Students must apply to be in AVID. No single criterion will necessarily eliminate a student from consideration during the application process. A number of criteria are considered, including:

- State Assessment Scores/Grades
- Citizenship
- Attendance
- Desire and Determination
- Family's First Generation to Attend College
- Historically Underrepresented in 4-year Colleges
- Economically Disadvantaged
- Other Special Circumstances

### **Once selected for AVID, what are the student requirements?**

- Enroll in AVID elective class
- Enroll in one or more advanced academic classes each semester
- Maintain satisfactory citizenship and attendance in all classes
- Maintain the AVID binder with assignments/grade sheets and daily notes in all classes
- Complete all homework assignments and commit to studying every night
- Maintain a minimum GPA of 2.5



## **COURSES OFFERED FOR HIGH SCHOOL CREDIT**

<b>1200320</b>	<b>★Algebra 1 Honors</b>	<b>7th – 8th Grades</b>	<b>1.0 Credit</b>
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In Algebra 1 Honors, instructional time will emphasize five areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; (4) building functions, identifying their key features and representing them in various ways and (5) representing and interpreting categorical and numerical data with one and two variables. Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

<b>1200310</b>	<b>★Algebra 1</b>	<b>8th Grade</b>	<b>1.0 Credit</b>
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In Algebra 1, instructional time will emphasize five areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; (4) building functions, identifying their key features and representing them in various ways and (5) representing and interpreting categorical and numerical data with one and two variables. Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

<b>1206320</b>	<b>★Geometry Honors</b>	<b>8th Grade</b>	<b>1.0 Credit</b>
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**Prerequisite: Algebra 1 or Algebra 1 Honors**

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. The critical areas, organized into five units are as follows. Students enrolled in this course are required to take the Geometry FSA EOC.

<b>2003320</b>	<b>★Physical Science Honors</b>	<b>8th Grade</b>	<b>1.0 Credit</b>
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While the content focus of this course is consistent with the Physical Science course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).



## **COURSES OFFERED FOR HIGH SCHOOL CREDIT (cont.)**

<b>8106810</b>	<b>★Agriscience Foundations</b>	<b>8th Grade</b>	<b>1.0 Credit</b>
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This course is designed to develop competencies in the areas of agricultural history and the global impact of agriculture; career opportunities; scientific and research concepts; biological and physical science principles; environmental principles; agriscience safety; principles of leadership; and agribusiness, employability, and human relations skills in agriscience. Laboratory-based activities are an integral part of this course. These include the safe use and application of appropriate technology, scientific testing and observation equipment. Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental quality, and safety procedures will be an integral part of this course. Students will interact with materials and primary sources of data or with secondary sources of data to observe and understand the natural world. Students will develop an understanding of measurement error, and develop the skills to aggregate, interpret, and present the data and resulting conclusions. Equipment and supplies will be provided to enhance these hands-on experiences for students. A minimum of 20% of classroom time will be dedicated to laboratory experiences.

<b>8207310</b>	<b>★Digital Information Technology</b>	<b>8th Grade</b>	<b>1.0 Credit</b>
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This course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. 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. After successful completion of this core course, students will have met Occupational Completion Point A, Information Technology Assistant - SOC Code 15-1151.

<b>Construction Academy</b>	<b>★Building Construction Techniques 1 (HS Credit)</b>	<b>Full Year</b>	<b>8720310</b>
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The purpose of this course is to develop the competencies essential to the building construction industry. These competencies include skills and knowledge related to safety practices, the proper use of hand and power tools, plan reading, basic rough carpentry and framing.

## **CAREER & TECHNIAL EDUCATION CERTIFICATION OPPORTUNITIES**

Career and Technical Education (CTE) students in 7<sup>th</sup> and 8<sup>th</sup> grades will have the opportunity to earn Industry Certification(s) and/or Digital Tool Certification(s) through their CTE courses:

**Industry Certifications** – Industry Certifications provide students with credentials that signify marketable abilities that will provide career opportunities. These industry certifications include, but are not limited to: Agriculture Systems Associate, Agricultural Communications Specialist and HBI Pre-Apprenticeship Certificate – Core.

**Digital Tool Certifications** – Multiple Career and Technical Education (CTE) programs at SSMS offer a variety of Digital Tool Certifications for our students. These certifications include, but are not limited to: ICT Fundamentals, ICT Communication Essentials, ICT Digital Citizenship and Ethics, ICT Cybersecurity Essentials, ICT Gaming Essentials, and Microsoft Office Specialist certifications in the areas of Word and PowerPoint.

**6<sup>TH</sup> GRADE ACADEMIC COURSES****ELA M/J Language Arts 1 Full Year 1001010**

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.

**ELA, Advanced M/J Language Arts 1 Advanced Full Year 1001020**

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

**Math M/J Grade 6 Mathematics Full Year 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.

**Math, Advanced M/J Grade 6 Accelerated Mathematics Full Year 1205020**

In Grade 6 Accelerated Mathematics, instructional time will emphasize five areas: (1) performing all four operations with rational numbers with procedural fluency; (2) exploring and applying concepts of ratios, rates, percent and proportions to solve problems; (3) creating, interpreting and using expressions, equations and inequalities; (4) extending geometric reasoning to plotting points on the coordinate plane, area and volume of geometric figures and (5) extending understanding of statistical thinking to represent and compare categorical and numerical data. Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

**Science M/J Earth/Space Science Full Year 2001010**

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3).

Laboratory investigations in the middle school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (NRC 2006, p. 77; NSTA, 2007).

**Science, Advanced M/J Earth/Space Science, Advanced Full Year 2001020**

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3).

Laboratory investigations in the middle school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (NRC 2006, p. 77; NSTA, 2007).

**Social Studies M/J United States History Full Year 2100010**

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.

<b>Reading</b>	<b>M/J Intensive Reading 1</b>	<b>Full Year</b>	<b>1000010</b>
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This course is designed for 6th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard. Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

<b>Math</b>	<b>M/J Foundational Skills in Mathematics</b>	<b>Full Year</b>	<b>1204000</b>
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This course supports students who need additional instruction in foundational mathematics skills as it relates to core instruction. Instruction will use explicit, systematic, and sequential approaches to mathematics instruction addressing all strands including number sense & operations, algebraic reasoning, functions, geometric reasoning and data analysis & probability. Teachers will use the listed benchmarks that correspond to each students' needs.

## 6<sup>TH</sup> GRADE ELECTIVE COURSES

<b>AVID</b>	<b>M/J AVID 6<sup>th</sup></b>	<b>Full Year</b>	<b>1700110</b>
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The sixth grade AVID Elective course is an introduction to the AVID philosophy. Students will develop awareness of the values accompanying academic goals and success. The course will focus on building self-confidence and communication skills in working with peers and adults. Students will be exposed to reading strategies that will assist in vocabulary building and understanding a variety of texts, and will also focus on prewriting techniques, summary writing and structural components of note-taking. The students will increase college and career awareness through guest speaker presentations, field trip opportunities and research.

<b>Physical Education</b>	<b>M/J Comprehensive Physical Education</b>	<b>Full Year</b>	<b>1508060</b>
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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, Team Sports, Individual/Dual 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.

<b>Music</b>	<b>M/J Band 1 (Beginning Band)</b>	<b>Full Year</b>	<b>1302000</b>
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The sixth grade AVID Elective course is an introduction to the AVID philosophy. Students will develop awareness of the values accompanying academic goals and success. The course will focus on building self-confidence and communication skills in working with peers and adults. Students will be exposed to reading strategies that will assist in vocabulary building and understanding a variety of texts, and will also focus on prewriting techniques, summary writing and structural components of note-taking. The students will increase college and career awareness through guest speaker presentations, field trip opportunities and research. Pre-approval for this course is required.

<b>Music</b>	<b>M/J Guitar 1 (Beginning Guitar)</b>	<b>Full Year</b>	<b>1301060</b>
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Students with little or no experience develop basic guitar skills and knowledge, including simple and full-strum chords, strumming patterns, playing/singing simple melodies, foundational music theory, parts of the guitar, and ensemble skills. Beginning guitarists explore the careers and music of significant performers in pop/rock, jazz, blues, classical, country, bluegrass, and hard rock/metal 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.

<b>Music</b>	<b>M/J Chorus 1 (Beginning Chorus)</b>	<b>Full Year</b>	<b>1303000</b>
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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.

<b>Speech &amp; Debate</b>	<b>M/J Speech-Debate</b>	<b>Quarter</b>	<b>1007025</b>
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This course is focused on developing the use of correct and effective language and organizational skills in preparing, delivering, and evaluating different types of oral presentations and debate. Students will critique speeches, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed speeches.

<b>Art</b>	<b>M/J Exploring Two-Dimensional Art</b>	<b>Quarter</b>	<b>0101005</b>
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Students investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. Opportunities are provided for creative decision-making in the context of the structural elements of art and the organizational principles of design. This course incorporates hands-on activities and consumption of art materials.

## **6<sup>TH</sup> GRADE CAREER & TECHNICAL EDUCATION ELECTIVE COURSES**

<b>Agriculture Academy</b>	<b>Introduction to Agriscience</b>	<b>Quarter</b>	<b>8100120</b>
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Student will learn a basic understanding of agriculture with focuses on plants, animals, and natural resources. Students will also learn about our food system and the safety procedures in agriculture systems.

<b>Business Academy</b>	<b>Computer Applications in Business 1</b>	<b>Quarter</b>	<b>8200520</b>
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The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business Management and Administration career cluster. The content includes but is not limited to instruction in intermediate keyboarding, intermediate word processing, intermediate electronic presentation, intermediate computer hardware, intermediate Internet, introductory spreadsheet, and skills for business applications. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

<b>STEM Academy</b>	<b>Computer Science Discoveries 1</b>	<b>Quarter</b>	<b>0200010</b>
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Computing is so fundamental to understanding and participating in society that it is valuable for every student to learn as part of a modern education. Computer science can be viewed as a liberal art, a subject that provides students with a critical lens for interpreting the world around them. Computer science prepares all students to be active and informed contributors to our increasingly technological society whether they pursue careers in technology or not. Computer science can be life-changing, not just skill training.

<b>Health Science Academy</b>	<b>Introduction to Health Science</b>	<b>Quarter</b>	<b>8709350</b>
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The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Health Science career cluster. The content includes but is not limited to a broad overview of the Health Science career cluster, including terminology, careers, history, required skills, and technologies associated with each pathway in the Health Science career cluster. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

**7<sup>th</sup> GRADE ACADEMIC COURSES**

<b>ELA</b>	<b>M/J Language Arts 2</b>	<b>Full Year</b>	<b>1001040</b>
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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.

<b>ELA, Advanced</b>	<b>M/J Language Arts 2 Advanced</b>	<b>Full Year</b>	<b>1001050</b>
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The purpose of this course is to provide grade 7 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

<b>Math</b>	<b>M/J Grade 7 Mathematics</b>	<b>Full Year</b>	<b>1205040</b>
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In Grade 7, instructional time should focus on four critical areas: (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.

<b>Math, Advanced</b>	<b>M/J Grade 7 Accelerated Mathematics</b>	<b>Full Year</b>	<b>1205050</b>
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In grade 7 accelerated, instructional time will emphasize six areas: (1) representing numbers in scientific notation and extending the set of numbers to the system of real numbers, which includes irrational numbers; (2) generating equivalent numeric and algebraic expressions including using the Laws of Exponents; (3) creating and reasoning about linear relationships including modeling an association in bivariate data with a linear equation; (4) solving linear equations, inequalities and systems of linear equations; (5) developing an understanding of the concept of a function and (6) analyzing two-dimensional figures, particularly triangles, using distance, angle and applying the Pythagorean Theorem. Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

<b>Math, Algebra</b>	<b>★Algebra 1 Honors (HS Credit)</b>	<b>Full Year</b>	<b>1200386</b>
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In Algebra 1 Honors, instructional time will emphasize five areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; (4) building functions, identifying their key features and representing them in various ways and (5) representing and interpreting categorical and numerical data with one and two variables. Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

<b>Science</b>	<b>M/J Life Science</b>	<b>Full Year</b>	<b>2000010</b>
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Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the middle school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (NRC 2006, p. 77; NSTA, 2007).

<b>Science, Advanced</b>	<b>M/J Life Science, Advanced</b>	<b>Full Year</b>	<b>2000020</b>
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Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the middle school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (NRC 2006, p. 77; NSTA, 2007).

<b>Social Studies</b>	<b>M/J Civics</b>	<b>Full Year</b>	<b>2106010</b>
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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.

<b>Reading</b>	<b>M/J Intensive Reading 2</b>	<b>Full Year</b>	<b>1000012</b>
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This course is designed for 7th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard. Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

<b>Math</b>	<b>M/J Foundational Skills in Mathematics</b>	<b>Full Year</b>	<b>1204000</b>
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This course supports students who need additional instruction in foundational mathematics skills as it relates to core instruction. Instruction will use explicit, systematic, and sequential approaches to mathematics instruction addressing all strands including number sense & operations, algebraic reasoning, functions, geometric reasoning and data analysis & probability. Teachers will use the listed benchmarks that correspond to each students' needs.

## **7<sup>th</sup> GRADE ELECTIVE COURSES**

<b>AVID</b>	<b>M/J AVID 7<sup>th</sup></b>	<b>Full Year</b>	<b>1700120</b>
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The seventh grade AVID Elective course is an introduction to the AVID philosophy. Students will develop awareness of the values accompanying academic goals and success. The course will focus on building self-confidence and communication skills in working with peers and adults. Students will be exposed to reading strategies that will assist in vocabulary building and understanding a variety of texts, and will also focus on prewriting techniques, summary writing and structural components of note-taking. The students will increase college and career awareness through guest speaker presentations, field trip opportunities and research. Pre-approval for this course is required.

<b>Physical Education</b>	<b>M/J Comprehensive Physical Education</b>	<b>Full Year</b>	<b>1508070</b>
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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, Team Sports, Individual/Dual 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.

<b>Music</b>	<b>M/J Band 1 (Beginning Band)</b>	<b>Full Year</b>	<b>1302000</b>
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The sixth grade AVID Elective course is an introduction to the AVID philosophy. Students will develop awareness of the values accompanying academic goals and success. The course will focus on building self-confidence and communication skills in working with peers and adults. Students will be exposed to reading strategies that will assist in vocabulary building and understanding a variety of texts, and will also focus on prewriting techniques, summary writing and structural components of note-taking. The students will increase college and career awareness through guest speaker presentations, field trip opportunities and research. Pre-approval for this course is required.

<b>Music</b>	<b>M/J Band 2 (Intermediate Band)</b>	<b>Full Year</b>	<b>1302010</b>
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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.

<b>Music</b>	<b>M/J Guitar 1 (Beginning Guitar)</b>	<b>Full Year</b>	<b>1301060</b>
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Students with little or no experience develop basic guitar skills and knowledge, including simple and full-strum chords, strumming patterns, playing/singing simple melodies, foundational music theory, parts of the guitar, and ensemble skills. Beginning guitarists explore the careers and music of significant performers in pop/rock, jazz, blues, classical, country, bluegrass, and hard rock/metal 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.

<b>Music</b>	<b>M/J Guitar 2 (Intermediate Guitar)</b>	<b>Full Year</b>	<b>1301070</b>
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Students with previous experience expand on basic guitar skills and knowledge, adding simple and full-strum chords, barre and power chords, and strumming patterns; adding more complex lead sheets and 1st-position chromatics; and building ensemble skills. Guitarists transfer between tablature and standard notation, study the work of significant musicians, and explore electric guitars, basses, and amplifiers. 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.

<b>Music</b>	<b>M/J Chorus 1 (Beginning Chorus)</b>	<b>Full Year</b>	<b>1303000</b>
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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.

<b>Music</b>	<b>M/J Chorus 2 (Intermediate Chorus)</b>	<b>Full Year</b>	<b>1303010</b>
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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.

<b>Speech &amp; Debate</b>	<b>M/J Speech-Debate 1</b>	<b>Full Year</b>	<b>1007000</b>
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This course is focused on developing the use of correct and effective language and organizational skills in preparing, delivering, and evaluating different types of oral presentations and debate. Students will critique speeches, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed speeches.

<b>Art</b>	<b>M/J Two-Dimensional Studio Art 1</b>	<b>Semester</b>	<b>0101010</b>
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Students explore media and techniques used to create a variety of 2-D artworks through developing skills in drawing, painting, printmaking, and collage. Students practice, sketch, and manipulate the structural elements of art. Investigation of artworks from Western and non-Western cultures provide a means for students to expand their understanding and appreciation of the role of art in global culture. Student artists 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.

## **7<sup>th</sup> GRADE CAREER & TECHNICAL EDUCATION ELECTIVE COURSES**

<b>Agriculture Academy</b>	<b>Exploration of Agriscience</b>	<b>Semester</b>	<b>8100210</b>
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The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Agriculture, Food and Natural Resource career cluster. The content includes but is not limited to agricultural literacy, importance of agriculture, the role of science, math, reading, writing, geography, history, and technology in agriculture, plants and animals, and sources of consumer goods from agriculture. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

<b>Business Academy</b>	<b>Computer Applications in Business 2</b>	<b>Semester</b>	<b>8200210</b>
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The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business Management and Administration career cluster. The content includes but is not limited to instruction in advanced keyboarding, advanced word processing, advanced hardware, advanced Internet, intermediate spreadsheet, introductory digital design, and skills for business applications. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

<b>Construction Academy</b>	<b>Fundamentals of Architecture &amp; Construction</b>	<b>Semester</b>	<b>8130300</b>
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The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Architecture and Construction career cluster. The content includes but is not limited to investigating careers, reading and drawing plans and constructing models. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

<b>STEM Academy</b>	<b>Coding Fundamentals</b>	<b>Semester</b>	<b>9009200</b>
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The purpose of this course is to assist Information Technology students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the career cluster. The content includes but is not limited to foundational knowledge and skills related to computer coding and software development. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

<b>Health Science Academy</b>	<b>Orientation to Health Occupations</b>	<b>Semester</b>	<b>8400310</b>
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Health Occupations is a class designed to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Health Science career cluster. Students will work in groups to enhance learning by computer research projects, exploratory activities, health career related games, basic medical terminology and reach basic health informational goals.

<b>Criminal Justice Academy</b>	<b>Exploration of Criminal Justice Operations</b>	<b>Semester</b>	<b>8900220</b>
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The program of study explores the law enforcement system, the court system, the correctional system, the correctional probation system, public safety telecommunications and private security officer careers.



**8<sup>th</sup> GRADE ACADEMIC COURSES**

<b>ELA</b>	<b>M/J Language Arts 3</b>	<b>Full Year</b>	<b>1001070</b>
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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.

<b>ELA, Advanced</b>	<b>M/J Language Arts 3 Advanced</b>	<b>Full Year</b>	<b>1001080</b>
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The purpose of this course is to provide grade 8 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

<b>Math</b>	<b>M/J Grade 8 Pre-Algebra</b>	<b>Full Year</b>	<b>1205070</b>
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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.

<b>Math, Algebra</b>	<b>★Algebra 1 (HS Credit)</b>	<b>Full Year</b>	<b>1201310</b>
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In Algebra 1, instructional time will emphasize five areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; (4) building functions, identifying their key features and representing them in various ways and (5) representing and interpreting categorical and numerical data with one and two variables. Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

<b>Math, Algebra</b>	<b>★Algebra 1 Honors (HS Credit)</b>	<b>Full Year</b>	<b>1200386</b>
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In Algebra 1 Honors, instructional time will emphasize five areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; (4) building functions, identifying their key features and representing them in various ways and (5) representing and interpreting categorical and numerical data with one and two variables. Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

<b>Math, Geometry</b>	<b>★Geometry Honors (HS Credit)</b>	<b>Full Year</b>	<b>1206320</b>
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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. The critical areas, organized into five units are as follows. Students enrolled in this course are required to take the Geometry FSA EOC.

<b>Science</b>	<b>M/J Physical Science</b>	<b>Full Year</b>	<b>2003010</b>
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Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the middle school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (NRC 2006, p. 77; NSTA, 2007).

<b>Science, Advanced</b>	<b>M/J Physical Science, Advanced</b>	<b>Full Year</b>	<b>2003020</b>
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Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the middle school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (NRC 2006, p. 77; NSTA, 2007).

<b>Science, (HS Credit)</b>	<b>★Physical Science Honors (HS Credit)</b>	<b>Full Year</b>	<b>2003320</b>
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While the content focus of this course is consistent with the Physical Science course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

<b>Social Studies</b>	<b>M/J World History &amp; Career Planning</b>	<b>Full Year</b>	<b>2109015</b>
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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.

Career and Education Planning – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation

<b>Reading</b>	<b>M/J Intensive Reading 3</b>	<b>Full Year</b>	<b>1000014</b>
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This course is designed for 8th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard. Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

<b>Math</b>	<b>M/J Foundational Skills in Mathematics</b>	<b>Full Year</b>	<b>1204000</b>
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This course supports students who need additional instruction in foundational mathematics skills as it relates to core instruction. Instruction will use explicit, systematic, and sequential approaches to mathematics instruction addressing all strands including number sense & operations, algebraic reasoning, functions, geometric reasoning and data analysis & probability. Teachers will use the listed benchmarks that correspond to each students' needs.

## **8<sup>th</sup> GRADE ELECTIVE COURSES**

<b>AVID</b>	<b>M/J AVID 8<sup>th</sup></b>	<b>Full Year</b>	<b>1700130</b>
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The eighth grade AVID Elective course is an introduction to the AVID philosophy. Students will develop awareness of the values accompanying academic goals and success. The course will focus on building self-confidence and communication skills in working with peers and adults. Students will be exposed to reading strategies that will assist in vocabulary building and understanding a variety of texts, and will also focus on prewriting techniques, summary writing and structural components of note-taking. The students will increase college and career awareness through guest speaker presentations, field trip opportunities and research. Pre-approval for this course is required.

<b>Physical Education</b>	<b>M/J Comprehensive Physical Education</b>	<b>Full Year</b>	<b>15080708</b>
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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, Team Sports, Individual/Dual 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.

<b>Music</b>	<b>M/J Band 1 (Beginning Band)</b>	<b>Full Year</b>	<b>1302000</b>
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The sixth grade AVID Elective course is an introduction to the AVID philosophy. Students will develop awareness of the values accompanying academic goals and success. The course will focus on building self-confidence and communication skills in working with peers and adults. Students will be exposed to reading strategies that will assist in vocabulary building and understanding a variety of texts, and will also focus on prewriting techniques, summary writing and structural components of note-taking. The students will increase college and career awareness through guest speaker presentations, field trip opportunities and research. Pre-approval for this course is required.

<b>Music</b>	<b>M/J Band 2 (Intermediate Band)</b>	<b>Full Year</b>	<b>1302010</b>
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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.

<b>Music</b>	<b>M/J Band 3 (Advanced Band)</b>	<b>Full Year</b>	<b>1302020</b>
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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.

<b>Music</b>	<b>M/J Guitar 1 (Beginning Guitar)</b>	<b>Full Year</b>	<b>1301060</b>
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Students with little or no experience develop basic guitar skills and knowledge, including simple and full-strum chords, strumming patterns, playing/singing simple melodies, foundational music theory, parts of the guitar, and ensemble skills. Beginning guitarists explore the careers and music of significant performers in pop/rock, jazz, blues, classical, country, bluegrass, and hard rock/metal 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.

<b>Music</b>	<b>M/J Guitar 2 (Intermediate Guitar)</b>	<b>Full Year</b>	<b>1301070</b>
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Students with previous experience expand on basic guitar skills and knowledge, adding simple and full-strum chords, barre and power chords, and strumming patterns; adding more complex lead sheets and 1st-position chromatics; and building ensemble skills. Guitarists transfer between tablature and standard notation, study the work of significant musicians, and explore electric guitars, basses, and amplifiers. 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.

<b>Music</b>	<b>M/J Guitar 3 (Advanced Guitar)</b>	<b>Full Year</b>	<b>1301080</b>
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Students with previous experience strengthen their guitar skills and knowledge, reviewing barre and power chords; adding strumming and finger-picking patterns; playing in 5th position; working with major scales; and building ensemble skills. Guitarists expand their tablature and standard-notation reading skills, add to their knowledge of significant musicians, and explore electric guitars, basses, and amplifiers. 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.

<b>Music</b>	<b>M/J Chorus 1 (Beginning Chorus)</b>	<b>Full Year</b>	<b>1303000</b>
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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.

<b>Music</b>	<b>M/J Chorus 2 (Intermediate Chorus)</b>	<b>Full Year</b>	<b>1303010</b>
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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.

<b>Music</b>	<b>M/J Chorus 3 (Advanced Chorus)</b>	<b>Full Year</b>	<b>1303020</b>
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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.

<b>Speech &amp; Debate</b>	<b>M/J Speech-Debate 1</b>	<b>Full Year</b>	<b>1007000</b>
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This course is focused on developing the use of correct and effective language and organizational skills in preparing, delivering, and evaluating different types of oral presentations and debate. Students will critique speeches, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed speeches.

<b>Speech &amp; Debate</b>	<b>M/J Speech-Debate 2</b>	<b>Full Year</b>	<b>1007010</b>
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The purpose of this course is to develop students' awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings.

<b>Art</b>	<b>M/J Two-Dimensional Studio Art 2</b>	<b>Semester</b>	<b>0101020</b>
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Students refine techniques used to create a variety of two-dimensional (2-D) artworks through developing skills in drawing, painting, printmaking, and collage. Students manipulate the structural elements of art to promote creative risk-taking in 2-D artwork. Investigation of artworks from Western and non-Western cultures provides a means for students to expand their understanding and appreciation of the role of art in global culture. Student artists 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.

**8<sup>th</sup> GRADE CAREER & TECHNICAL EDUCATION ELECTIVE COURSES****Agriculture Academy      Orientation to Agriscience      Semester      8100310**

This course provides an overview of agriculture, and will help students to be educated about their food supply. The content includes but is not limited to agricultural literacy, importance of agriculture, the role of science, math, reading, writing, geography, history, and technology in agriculture, plants and animals, and sources of consumer goods from agriculture. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices. Student will learn a basic understanding of agriculture with focuses on plants, animals, and natural resources. Students will also learn about our food system and the safety procedures in agriculture systems.

**Agriculture Academy      ★Agriscience Foundations (HS Credit)      Full Year      8106810**

This course is designed to develop competencies in the areas of agricultural history and the global impact of agriculture; career opportunities; scientific and research concepts; biological and physical science principles; environmental principles; agriscience safety; principles of leadership; and agribusiness, employability, and human relations skills in agriscience. Laboratory-based activities are an integral part of this course. These include the safe use and application of appropriate technology, scientific testing and observation equipment. Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental quality, and safety procedures will be an integral part of this course. Students will interact with materials and primary sources of data or with secondary sources of data to observe and understand the natural world. Students will develop an understanding of measurement error, and develop the skills to aggregate, interpret, and present the data and resulting conclusions. Equipment and supplies will be provided to enhance these hands-on experiences for students. A minimum of 20% of classroom time will be dedicated to laboratory experiences.

**Business Academy      Computer Applications in Business 3      Semester      8200211**

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business Management and Administration career cluster. The content includes but is not limited to instruction in advanced spreadsheet, intermediate digital design, introductory database, introductory web design, and skills for business applications. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

**Business Academy      ★Digital Information Technology (HS Credit)      Full Year      8207310**

This course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. 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. After successful completion of this core course, students will have met Occupational Completion Point A, Information Technology Assistant - SOC Code 15-1151.

**Construction Academy      Fundamentals of Architecture & Construction      Semester      8130300**

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Architecture and Construction career cluster. The content includes but is not limited to investigating careers, reading and drawing plans and constructing models. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

**Construction Academy      ★Building Construction Techniques 1 (HS Credit)      Full Year      8720310**

The purpose of this course is to develop the competencies essential to the building construction industry. These competencies include skills and knowledge related to safety practices, the proper use of hand and power tools, plan reading, basic rough carpentry and framing.

<b>STEM Academy</b>	<b>Exploring Information Technology Careers</b>	<b>Semester</b>	<b>9009350</b>
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The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Information Technology career cluster. The content includes but is not limited to terminology, careers, history, required skills, and technologies associated with pathways comprising the Information Technology career cluster. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

<b>Health Science Academy</b>	<b>Exploration of Health Occupations</b>	<b>Semester</b>	<b>84001108</b>
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Health Occupations is a class designed to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Health Science career cluster. Students will work in groups to enhance learning by computer research projects, exploratory activities, health career related games, medical terminology and hands on experience with medical equipment.

<b>Criminal Justice Academy</b>	<b>Exploration of Criminal Justice Operations</b>	<b>Semester</b>	<b>8900220</b>
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The program of study explores the law enforcement system, the court system, the correctional system, the correctional probation system, public safety telecommunications and private security officer careers.

## ATHLETICS

**FHSAA Physical Required**

**GPA Requirement = 2.0 & Promoted from Previous Grade**

**School Insurance Required = \$10**

**Boys' & Girls' Golf-** Golf is a Fall sport and is open to all grade levels at the middle school. Each team will consist of 5 members selected after a competitive tryout process. Players must have their own golf clubs, balls and be properly dressed in golf attire for practices. All practices are held at Sherman Hills Golf Course on SR 50 towards Brooksville and it is the parents' responsibility to transport the player to practices. All matches are held at other courses in Citrus County and the Villages and school transportation is provided for matches. Only the top 3 performing players will compete in the conference match at the end of the season. There will be an instructional meeting at the beginning of the school year with important dates and information.

**Football-** Football is a Fall sport with excellent history and tradition. The team is holds approximately 50 7th and 8th graders. Tryouts are held the beginning of May and spring practice follows for the next three weeks. Times go from after school until 5:45pm. Practices are held at the school. Summer conditioning will then go four weeks leading to the first day of school, and will be held at the high school from 5:00-6:30pm Monday through Thursday. Fall practices start the first day of school and go till 6:00pm. Games are played at our and our opponents' high schools. We expect our players to be leaders on the field, in the classroom, and community. We usually play between 6 and 8 games a year.

**Volleyball-** Volleyball is a Fall sport. Tryouts are held at the end of the year for present 6th and 7th graders, and then there will be try-outs at the beginning of the year for incoming 6th graders. There will be a 2 day camp before the tryouts at the end of the year and that cost is \$20. Tryouts and camp will be right after school till 5:45pm in the SSMS gym. We play 8 games a year, and there is an A-team and a B-team. We usually keep around 24 girls in total.

**Cheerleading-** The SSMS cheerleading team are exemplary students that represent SSMS at school sporting events. We lead by example, pursue excellence, and develop leadership and loyalty. We also promote school spirit through leading positive support of the teams by cheering and to solicit support of the fans. We always promote good sportsmanship and hospitality in every activity we do.

**Color Guard-** Color Guard represents the visual part of the South Sumter Middle School Band. We perform at SSMS pep rallies, football games, basketball games, and parades throughout the school year. Color Guard blends different styles of flag and body movement to produce and add a unique element to the Band. Color Guard is open to any 6th, 7th, 8th grader with tryouts happening in August.

**Girls' Basketball-** Girls Basketball is a Fall sport that begins immediately following girls Volleyball. The two teams are composed of 22 to 24 girls grades 6<sup>th</sup>-8<sup>th</sup>.

**Boys' Basketball-** It is open to boy's grades 6th-8th. Boys are introduced to skills used to compete at the introductory level. Athletes are also taught the fundamentals of organized basketball as well as sportsmanship. Open gym is also available. In open gym athletes are allowed time before tryouts to showcase skills as well as meet coaches. Tryouts are held when student return from winter break. Games start in the month of February. Games are played against Sumter & Citrus Schools.

**Track & Field-** Both Boys and Girls track seasons run simultaneously and start about midway through February. Track and Field is open to all students grades 6<sup>th</sup>-8<sup>th</sup>. The team is filled with around 40 Boys and 30 Girls. Track practice starts the day after the last day of tryouts. Tryouts will consist of sprint races, distance races, shot put, discus, and Aero Javelin. Students need to show up to tryouts ready to run. Students will need running/tennis shoes, athletic shorts, and a t-shirt for track tryouts as well as practices. Practice times go from after school until 5:15pm. Practices are held here at the school. Track Meets are held at South Sumter High and our opponent's high schools. As with all other sports, we expect our athletes to be leaders on the field, in the classroom, and in the community. We usually have between 4 and 5 track meets per season with the culmination being a Conference Championship Track Meet.

**Softball-** A spring sport that runs from February to April. Softball camp (Optional, costing \$20) and tryouts (mandatory at no cost) are held during the last week of January or the beginning of February. The roster consist of 12-15 spots (6th grade through 8th grade). The season usually consist of 6-8 games (3-4 home and away).

## **CLUBS & ACTIVITIES**

**Art Club**— Art Club is open to all 6th, 7th, and 8th grade students. Students will enjoy time to draw and make friends with other students who also like art. There may be opportunities to participate in painting a mural or visiting an art gallery or museum, depending on the year. You need to bring your own pencil and sketchbook to each Art Club meeting.

**Art in the Capitol Contest**— The Art in the Capitol Contest takes place statewide every fall. Students in grades 6-8 can submit an original artwork to Mrs. Fahey. The top 20 artworks from our school will go to the county level to compete against the other middle schools. One artwork will be chosen to go to Tallahassee to hang in the Florida State Capitol.

**AVID Student Government Association (SGA)**— The purpose of this organization is to impact positive change on campus and within the surrounding community. AVID SGA and its members represent AVID School-wide at SSMS. Members are not required to be a part of the AVID Elective. Officers are elected and serve as school-wide representatives of AVID SGA. Remaining student members help carry out the initiatives of AVID SGA Officers. Members participate in major school events, field trips, fundraisers, and community service projects throughout the school year.

**Best Buddies Club**— Best Buddies International is a nonprofit organization dedicated to establishing a global volunteer movement that creates opportunities for one-to-one friendships, for individuals with and without intellectual and developmental disabilities (IDD). Best Buddies is the world's largest organization dedicated to ending the social, physical and economic isolation of the 200 million people with intellectual and developmental disabilities (IDD). Our programs empower the special abilities of people with IDD by helping them form meaningful friendships with their peers. There is a membership application to join. Members must commit to having some form of communication weekly with their Buddies. Membership is \$15 and provides a club t-shirt.

**Board Games Club**— The Board Games Club is open to 6th, 7th, and 8th grade students and is designed to build new friendships while also strengthening existing ones through playing card and board games. Our club time is full of game play, laughter, and fun while promoting kindness to peers.

**Book Club**— If you love the classics then this is the club for you. We will be giving a list of books (3-4) and then having you tell us which you'd like to read over the course of the year. Then we will allow you to AR test on them as well. We will get together on Club days to read and discuss the book. There will only be 15-20 spots available for students.

**Card Club**— The Card Club is open to all 6th grade, 7th grade, and 8th grade students who are interested in card games, friends, and fun. From go-fish to Uno, it is sure to be a good time!

**Criminal Justice Club**— This club explores the law enforcement system, the correctional system, the correctional probation system, public safety telecommunications and private security officer careers. Students with the desire to learn more about these careers should join the Criminal Justice Club!

**CyberLaunch Competition**— The CyberLaunch program is in an initiative powered by Cyber Florida which aims to introduce students to the universe of cybersecurity careers through the fun of a statewide competition. The program includes resources for teachers and students who are new to cybersecurity, including classroom activities that provide a sneak peek into the cybersecurity competition platform. Through this endeavor, the hope is to build interest in cybersecurity careers, awareness of cybersecurity best practices, and help connect the cybersecurity industry in Florida with local school districts.

**Disc Golf Club**— This club is for those who want to get outside, be active and play some disc golf. We will learn the basics of the sport, like the different types of discs and how to throw them. We will progress into playing full rounds in some friendly competition. Whether you have played before or not, there is a place for you on the field! Membership dues are \$10 to help cover equipment costs.

**Fashion Club**—The Fashion Club provides students with basic information about the Fashion Industry. Club members are students that love to keep up with the latest fashion trends or would like to pursue fashion careers. We explore and create various projects that are fashion related. Membership dues are \$25, which includes a club t-shirt and a portfolio.



**Fellowship of Christian Athletes (FCA)**— Fellowship of Christian Athletes is a club that brings athletes at our school together to show God's light on all that we do on and off the field and court. We meet every club day and share fellowship with a guest speaker, then play fun games after.

**FFA**— FFA is an intracurricular student organization for those interested in agriculture and leadership. FFA meets as a club during school hours once a month. FFA members have the opportunity to participate in numerous Career and Leadership skill development competitions such as; livestock judging, dairy judging, vegetable judging, public speaking and parliamentary procedures to name a few. FFA members also participate in multiple community service events throughout the year such as Wreaths Across America and National FFA Day of service.

**Fitness Club**— Fitness club is for students aspiring to be more fit and/or learn different ways to live a healthier lifestyle. Fitness club activities may include walking, running, aerobics, yoga, Pilates, weightlifting and nutritional awareness.

**Future Business Leaders of America (FBLA)** - Future Business Leaders of America (FBLA) is a non-profit, local, district, state, regional, and national organization for all middle and high school students participating in business and business-related programs. In Florida, FBLA functions as an integral part of the instructional program of the business education program in secondary school. This organization provides students with the opportunity to apply their classroom instruction in business practices and procedures to leadership development activities and competitive event experiences. Membership dues are \$30.

**Gardening Club**— Gardening club is a club for nature lovers. Club day activities typically consist a planting activity ranging from house plants to fruits and vegetables. Members will get plants to take home and care for. The club is open to all and free of charge.

**HOSA**—HOSA is a global organization for those interested in a health care profession. HOSA members meet once a month during school on club days and also after school when needed to prepare for competitions. HOSA members have the opportunity to participate in Regional and State competition events such as Extemporaneous Poster, Health Career Display, Public Health, and Prepared Public Speaking. The annual HOSA membership dues are \$35.

**Invention Convention**— The Invention Convention engages students in problem-identification, problem-solving, entrepreneurship and creativity skills and builds confidence in invention, innovation and entrepreneurship for life. Students will compete at the school level to earn a place at the district Invention Convention for a chance to earn cash prizes.

**Marching & Concert Bands**— Our Marching & Concert Band shines at the Bushnell Fall Festival parade, holiday parades in Lake Panasoffkee and Webster, and performs from the stands at all football home games. The year culminates with winter and spring concerts, showcasing a diverse range of musical talents. With a focus on community engagement and musical skill development, our band offers a vibrant array of performance opportunities throughout the year.

**Math Field Day**— Math Field Day is a countywide competition in which students have the opportunity to compete against students from other schools in the district through four events: Combo, Estimation & Mental Math, Computation, and Team Competition.

**Math Games Club**— The Math Games Club is an opportunity for students that enjoy math games to come together and compete in games such as Uno, Yahtzee, Rummikub, etc.

**Multi-Cultural Awareness Club**-- The Multi-Cultural Awareness Club works towards building tolerance and understanding of all cultures, by promoting events and themes that foster cultural awareness. The Multi-Cultural Awareness Club is open to any student who would like to participate.

**Outdoor Club**— A club where you can explore the natural world (indoors and outdoors) by helping you find your place of comfort, enjoyment, and belonging in the outdoors. The outdoor club will introduce you to wilderness skills, outdoor cooking, hiking and camping, basic first-aid and other outdoor activities. Although there are no membership fees, optional club shirts will be available for \$30.

**Patriots Pen Essay Competition**— Patriot's Pen is an inspiring essay contest hosted by the VFW, designed for students in grades 6-8 to express their patriotism through writing. Participants are invited to explore and articulate what makes our country great in their essays. This engaging competition not only encourages young minds to reflect on the values that shape our nation but also rewards their insights. Winners receive monetary awards and certificates, celebrated at our annual Veterans Day ceremony.

**Science Fair**— Students will complete a science fair project and top class projects are selected to compete at the School Science Fair. Then, the top 25 projects will be selected to showcase their projects at the District Science Fair. The top 12 school projects from our district fair move on to compete at the Regional Science Fair. The winning projects from each category then move on to the State Science fair.

**Speech & Debate Team**— Speech and Debate Team invites students into the world of public speaking, while supporting the development of argumentative, and critical- thinking skills, in live settings, in order to support competitive, evidence-backed debate. SSMS's Speech and Debate team travels within the state to local, state, and national competitions. An elective class is offered to those who would like to take their competitive skills to the next level.

**Spelling Bee Club**—The purpose of the Spelling Bee Club is to give opportunity to SSMS to learn and have fun with the spelling of words. Students get to study and play games using words that they could possibly see in an actual spelling bee. The school spelling bee is held in January. These students will have had the opportunity to practice with these words and have a better chance at winning the spelling bee. The students will benefit from a broader vocabulary and also have a greater knowledge and understanding of how the English language works. There is no fee to join.

**Spelling Bee Competition**— Dive into the world of words with our Annual Spelling Bee Competition, a thrilling linguistic challenge that begins with class competitions. Each class crowns its champion, who then advances to the school-wide Spelling Bee, facing both written and oral exams in a showcase of spelling prowess. Our school's top speller earns the prestigious opportunity to represent us at the district spelling bee competition. It is a spellbinding adventure from classroom to district, as our students spell their way to success, one word at a time.

**STEM Club**— Club members will begin the season by participating in the FIRST Lego League Challenge by building and programming an autonomous robot to score points on a themed playing field (Robot Game), developing a solution to a problem they have identified (Project), all guided by the FLL Core Values. Teamwork and problem-solving skills will be highly valued, and members will have the opportunity to develop and improve those skills. Club members will also compete in Minecraft Challenges, Solar Car races, and technology competitions throughout the school year. Club members will be required to attend the majority of the weekly after-school practice to stay on the competitive teams. Membership dues are \$25.

**SWAT (Students Working Against Tobacco)**— This club aims to educate students about the hazards of tobacco use and vaping. Its members help spread awareness among their peers both in and outside of school. The club is free of charge, and students get the chance to participate in community work. Our Health Department is contracted with the State to oversee the club and provides club members with club permission slips, project supplies, community involvement, and shirts.

**Yearbook Staff**— Yearbook students engage in a variety of activities to capture and commemorate the school year's memorable moments. Students learn about photography, layout design, journalism, and project management as they work collaboratively to create a visually appealing and comprehensive yearbook. Students will attend school events, conduct interviews, write articles, and take photographs to document the diverse experiences and achievements of their peers and faculty. Through this hands-on experience, students develop valuable skills in communication, organization, creativity, and teamwork while preserving a lasting legacy of the school year for the entire community to cherish.

*\*Club and activity availability is subject to change for the 2024-2025 school year. Students, you will be notified of additional opportunities not yet listed in this curriculum guide.*