

INNOVATION MIDDLE SCHOOL



2019-2020

Curriculum Guide

All information in this curriculum guide is subject to change pending school, district, legislative and state decisions.

Revised: July 8, 2019

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District Vision

To be the top producer of successful students in the nation

District Mission

To lead our students to success with the support and involvement of families and the community

Welcome to Innovation Middle School! A caring and dedicated staff is eager to make your time at Innovation an exciting and challenging learning experience. This curriculum guide will be a vital tool in planning a course of study for the school year. This guide includes general school information, the registration process, as well as course descriptions for all core and elective courses offered. **Please note the master schedule and number of course offerings are subject to change based on availability and class size.**

Administration

Andrew Nelson
Principal

Jacquelyn Baker
Assistant Principal

Jennifer Williams
Assistant Principal

Vanessa Schaeffer
Assistant Principal

Larry Chambers
Administrative Dean

Laureen Alexander
Administrative Dean

Address

Innovation Middle School
13950 Storey Park Boulevard Orlando, FL 32832

Office Hours

8:30am - 4:30pm

School Hours

Monday, Tuesday, Thursday, and Friday: 9:30 am- 3:57 pm
Wednesday: 9:30am- 2:57 pm

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GUIDANCE

Guidance Counselors

Grade	Name	E-mail	Extension
6	Melissa Walters	Melissa.Walters@ocps.net	5372326
7	Fawn Goldstein	Fawn.Goldstein@ocps.net	5372236
8	Shirley Hernandez	Shirley.Hernandez@ocps.net	5372255

Student Services

Position	Name	E-mail	Extension
Registrar	Nelly Ugalde	Nelly.Ugalde@ocps.net	5372251
Exceptional Education	Nasayi Conlin	Nasayi.Conlin@ocps.net	5372256
ELL/ESOL CT	Krista Knappins	Krista.Knappins@ocps.net	5372252
SAFE Coordinator	Eleanor McNelis-Frey	Eleanor.McNelisFrey@ocps.net	5372238

Registration

You can register here at Innovation Middle School or online at www.ocps.net (search pupil assignment). If online, please print out the completed registration and bring with you upon registering your student to Innovation Middle School. For additional assistance please contact:

OCPS Office of Student Enrollment
6501 Magic Way, Bldg 100B, Orlando, Florida 32809 –
Monday through Friday: 7:30 a.m.-4:30 p.m (407) 317-3233

In order to register you will need the following information:

A. Verification of age (with one of the following):

1. Transcript of child's birth (Birth Certificate)
2. Insurance policy
3. Passport
4. School record
5. Certificate of baptism, accompanied by parent's affidavit
6. Bona fide Bible record, accompanied by parent's affidavit
7. Affidavit of age sworn to by parent, accompanied by a medical practitioner's statement

B. Proof of up- to- date immunizations on a Florida 680 Form.

This can be obtained at the Orange County Health Department or your private physician. Florida State Statues require ALL students entering seventh grade to have a Tetanus, Diptheria, Pertussis (Tdap) Proof of these immunizations on a new FL 680 must be provided to the school before they can enroll in the seventh grade.

C. Proof of physical examination by a U.S. doctor within the last year.

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If documentation cannot be provided a physical examination must be obtained within 30 days of enrollment.

D. Academic History

1. Last report card (to include every final report card from middle school and standardized test scores if applicable)
2. Transcript
3. Withdrawal Form

E. **Special education information** – Current Individual Education Plan (IEP) or provide 504 plan

F. Verification of your legal residence in Orange County with current address and one of the following:

1. Current Homestead Exemption Card, Current Property Tax Statement / Signed Settlement Statement
2. Lease/Rental Agreement
3. Verification of Address: Documents required-information available on OCPS website or Pupil Assignment – 407-317-3233

G. Guardianships

If you are not the parent or custodial parent of a student, state law requires that one of the following documents be provided for enrollment:

1. Court Custody Documentation (this includes divorce decrees)
2. Department of Children and Families Placement Letter
3. OCPS Educational Guardianship (*given only when the parents or custodial parent live outside of Orange County and adjacent counties*)

Available at: Pupil Assignment located at the Ronald Blocker Educational Leadership Center, 445 W. Amelia St. Orlando, FL 32801

Immunization and Physical Requirements

Physical Exam within one year of school entry - Valid Florida DH 680 Immunization Form

All Grades Require

DTaP Series Polio Series Hepatitis B Series Measles, Mumps, Rubella (MMR)

6th, 7th, 8th and 9th grades

1 dose Varicella (Chickenpox)

K-12 grades

2 doses Measles, Mumps, Rubella (MMR)

7th grade

Tetanus, Diphtheria, Pertussis (Tdap)

8-12 grades

Tetanus, Diphtheria (TD) Booster (Tdap is acceptable)

For further information, contact the Orange County Health Department Immunization Program at 407-836-2502.

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Parent/ Teacher Communication

If you are experiencing a problem in a course, the best solution is direct communication between the parent and teacher. Please call or email the teacher with your concerns. Email addresses are listed on the Innovation Middle School website. You will receive a timely response from the teacher. Use the Skyward Family Access to monitor your child's progress throughout the year. We strongly encourage contacting the teacher when there is a question regarding a concern with academic progress in the classroom.

Attendance

It is the student's responsibility to complete class and homework assignments due to an absence. Students have the days absent plus one day to complete assignments. Students should familiarize themselves with each of their teacher's procedures and expectations. Please consult the course syllabus, contact teachers, or log on to the Canvas for assignment information. Upon their return to school, students **must always submit a letter of excuse written and signed by their parent or guardian to the grade level office.**

Promotion Policy

In order to be promoted, students must successfully:

1. Pass all four full year academic courses (Language Arts, Mathematics, Science, and Social Studies)
2. Demonstrate performance in reading equivalent to an FSA level 3 or higher

Sample Daily Schedule

Core Academic Classes Example Daily Schedule (Order varies by student)						
1st period	2nd Period	3rd Period	4th Period	5th period	6th Period	7th Period
Math	Language Arts	Elective (ex. Fitness)	Social Studies	Elective (ex. Art)	Science	Elective (ex. Band)

**Please note there are many options for class order and it is handled at the discretion of the school.*

Elective Selection

Students are afforded the opportunity of signing up for elective courses. Electives are possible offerings and are not guaranteed. Offerings will be based on funding, required certification, and the discretion of the school. Please note requests are not guaranteed and are based upon availability and limited to class size. Students who score a level 1 or 2 on FSA Math or Reading will be assigned an intensive course in place of one or more electives.

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Schedule Changes

Students are given a course selection form and information each spring related to the process of selecting courses for following school year. Students are allowed to make changes in their choices until the end of the school year. This allows the students ample time to plan the courses that meet their individual needs. Any change in a student's schedule for the new school year must be made before the end of the current school year.

Class Size Amendment and budget mandates may cause the following: class size balancing, change of course offerings, and inability to honor Physical Education waivers. Schedule changes will be made to correct misplacement, computer errors, and modifications due to summer school or Florida Virtual School/Orange County Virtual Courses. However, accommodations are **not made to allow for parental preferences for teachers or friends**. Schedule related problems should be discussed with the grade level guidance counselor. **If a schedule change occurs, it may alter the entire schedule, and/or teachers**. Additionally, once a schedule is changed, it cannot be reverted back to the original schedule.

Placement in Advanced & High School Courses

Advanced and high school courses offered at IMS have specific prerequisites required. Students who are able to demonstrate the prerequisites have the greatest chance of being successful in higher level courses. All courses require effort, maturity, and discipline as well as extensive outside reading and writing.

Academic Rigor

Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

High School Courses Offered

- Physical Science Honors
- Earth Space Honors
- Algebra 1 Honors
- Geometry Honors
- Spanish 1
- Spanish 2
- Digital Information Technology

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***Information regarding course requirements is subject to change by the state of Florida.**

Core Course Progressions

Core courses offered differ by grade level. Refer to the chart below to better understand your child's progression through middle school. Advanced and **high school credit* courses have requirements for placement.

6 th Grade	7 th Grade	8 th Grade
Language Arts 1 Advanced Language Arts 1	Language Arts 2 Advanced Language Arts 2	Language Arts 3 Advanced Language Arts 3
Comprehensive Science 1 Comprehensive Science 1 Advanced Life Science Advanced	Comprehensive Science 2 Comprehensive Science 2 Advanced <i>*Earth/Space Science Honors</i>	Comprehensive Science 3 Comprehensive Science 3 Advanced <i>*Physical Science Honors</i>
Grade 6 Math Grade 6 Advanced Math <i>*Grade 7 Advanced Math</i>	Grade 7 Math Grade 7 Advanced Math Pre-Algebra <i>*Algebra 1 Honors</i>	Pre-Algebra <i>* Algebra 1 Honors</i> <i>*Geometry Honors (passed Algebra 1 EOC)</i>
World History Advanced World History	Civics Advanced Civics	American History & CP Advanced American History & CP

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CORE COURSE DESCRIPTIONS

LANGUAGE ARTS

The purpose of this course is to develop the ability to use, interpret, and appreciate spoken and written English. The content should include, but not be limited to, the study of literature; practice in writing for a variety of purposes and audiences; activities in speaking, listening, and critical thinking, as well as in the use of reference materials. Developmental reading strategies should also be incorporated. Information on related career possibilities should be provided.

6: Language Arts

The purpose of this course is to provide grade 6 students, using texts of appropriate complexity, integrated language arts study for college and career preparation and readiness. The content includes active reading of varied texts, analysis of literature and informational texts, writing for varied purposes, effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions.

6: Advanced Language Arts

Prerequisites:

- Level 3 or above on FSA Reading
- Teacher recommendation

The purpose of this course is to provide students, using texts of high complexity, advanced integrated language arts study for college and career preparedness. The content includes active reading of varied texts, analysis of literature and informational texts, writing for varied purposes, effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions.

7: Language Arts

The purpose of this course is to help prepare all students with the knowledge and skills needed to succeed in college and careers. They will be able use and interpret spoken and written English, which includes literature (classic and contemporary), non-fiction selections, and real-world items. Students will be able to analyze various mediums and compare them to each other, which may include poetry, art in various forms, novels, short stories, articles, editorials, video, and audio. Students will also begin working more independently.

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7: Advanced Language Arts

Prerequisites:

- Level 3 or above on FSA Reading
- Teacher recommendation

The purpose of this course is to help prepare all students with the knowledge and skills needed to succeed in college and careers. They will be able use and interpret spoken and written English, which includes literature (classic and contemporary), non-fiction selections, and real-world items. Students will be able to analyze various mediums and compare them to each other, which may include poetry, art in various forms, novels, short stories, articles, editorials, video, and audio. Students will be expected to be able to use critical thinking skills to analyze literature and non-fiction. Students will be able to work both independently and in a group setting, with limited teacher assistance, and be able to persevere when they are working on a topic.

8: Language Arts

The purpose of this course is to develop the ability to use academic skills in English language arts through enriched experiences in literature, writing, speaking, listening, and critical thinking. The content should include, but not be limited to: the study of traditional and application of communications skills to daily life and work should be provided. Students explore universal themes through various types of literature. This course will cover the 8th grade Common Core Standards while preparing the students to be successful in high school.

8: Advanced Language Arts

Prerequisites:

- Level 3 or above on FSA Reading and Math
- 7th grade teacher recommendation

The purpose of this course is to enhance the ability to use academic skills in English language arts through enriched experiences in literature, writing, speaking, listening, and critical thinking. The content should include, but not be limited to: the study of traditional and application of communications skills to daily life and work should be provided. Students explore universal themes through various types of literature. This course will cover the 8th grade Common Core Standards while preparing the students for the rigors of high school honors and advanced placement courses.

6, 7, 8: Language Arts through ESOL

The purpose of this course is to provide instruction to speakers of other languages who are classified as less than independent in English. The main goal of the program is the acquisition of English communication skills by the students. The content should include, but not limited to, the study of fiction, non-fiction, and poetry in world literature. Practice should also be provided in using idiomatic expressions appropriately, in discussing reading selections, and in writing paragraphs. Completing forms and business letters, as well as other real-life writing tasks, should be stressed. Instruction in mechanics, usage, and other conventions of standard written English should be provided.

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READING

Florida middle school students who score at Level 1 or 2 on FSA Reading are required to complete an intensive reading course. Students without an FSA score may also be placed in an intensive reading course if their reading proficiency is significantly below grade level.

6, 7, 8: Intensive Reading

This course is designed to provide intensive reading instruction and support for students reading below expected level. Instruction enables students to accelerate and strengthen reading and writing skills so that they are able to successfully read grade level text *independently* and write responses to reading that cite text dependent evidence. Instruction stresses reading comprehension, fluency, and vocabulary study through the use of a variety of literary and informational texts at varying levels of complexity. The curriculum materials are differentiated according to reading levels and student need, many times on an individual basis. Instructional scaffolding is provided as necessary as students engage in increasingly complex texts and is removed as abilities of students improve. When determined necessary by a student's reading proficiency level, students may be placed in a double-block class (two periods). Students repeat this course until they are able to score a level 3 or higher on the reading FSA.

6, 7, 8: ESOL Reading

This course is designed to provide reading instruction and support for students who are native speakers of languages other than English. Instruction enables students to accelerate and strengthen reading and writing skills so that they are able to successfully read grade level text *independently* and write responses to reading that cite text dependent evidence. This course also provides support with language development as well as intensive practice in vocabulary, fluency, comprehension, and word attack skills. The curriculum materials are differentiated according to reading levels and student need, many times on an individual basis. Students repeat this course, or the Intensive Reading course, until they are able to score a level 3 or higher on the reading FSA.

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SOCIAL STUDIES

It is the goal of the Social Studies department that all students will acquire the habits of mind needed to become reflective and responsible citizens of our nation and world.

The courses taught in middle school are designed to encourage active learning among our students so that the students will:

- Understand the significance of the past and its influence on the present.
- Be mindful of both change and continuity in our lives.
- Appreciate the challenge and opportunities created by an increasingly interdependent global community.
- Recognize the personal character traits of people who have made a difference in history.
- Read various types of information effectively while learning to ask appropriate questions to distinguish fact from conjecture.
- Research information using a variety of sources and communicate effectively.

6: World History

This course covers the development of human society beginning in the Stone Age and ending with the fall of the Roman Empire. The course content explores geography, culture, and history. Students will begin with answering the questions, “What is history?” and “What is a civilization?” Student will also learn how geography influenced the growth of civilizations to help them organize information about the world. Students will study the cultures, influence, and contributions of the ancient civilizations (Stone Age, Mesopotamia, Egypt, Israelites, India, China, Greece, and Rome) and their impact on our modern world. This course supports Language Arts with the purpose of helping students to better comprehend reading from a non-fiction text through the emphasis of many reading and writing skills such as text features, cause and effect, graphic organizers, vocabulary, chronological order and long/short written responses. Students will make connections to find common traits and differences within each of the studied civilizations. Additionally, students will begin to work on higher order thinking skills through analyzing textbook or other reading sources and making inferences.

6: Advanced World History

Prerequisites:

- Level 3 or above on FSA Reading
- Teacher recommendation

This course covers the development human societies beginning in the Stone Age through the fall of the Roman Empire. The course content explores geography, culture, and history. Students will begin with answering the questions, “What is history?” and “What is a civilization?” Student will also learn how geography influenced the growth of civilizations to help them organize information about the world. Students will study the cultures, influence, and contributions of the ancient civilizations (Stone Age, Mesopotamia, Egypt, Israelites, India, China, Greece, and Rome) and their impact on our modern world. This course supports Language Arts with the purpose of helping students to better comprehend reading from a non-fiction text through the emphasis of many reading and writing skills such as text features, cause and effect, graphic organizers, vocabulary, chronological order and long/short written responses. Students will make connections to find common traits and differences within each of

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the studied civilizations. Studies will also include activities where students develop an investigative mind to seek out why history progressed as it did through written research, analyzing text or readings, drawing inferences, document based questions, connecting the past to the present and debates.

7: Civics

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.

7: Advanced Civics

Prerequisites:

- Level 3 or above on FSA Reading
- Teacher recommendation

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. Innovation Advanced Civics Course offers scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in activities such as: analyzing historical documents, becoming proficient in note-taking, emphasizing free-response and document-based writing, more collaborative learning, contrasting opposing viewpoints, solving problems, etc.

8: U.S. History

United States History classes cover the time period of 1607 to 1880, starting with the European exploration and settlement of North America and concluding with the Reconstruction of the U.S. after 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. Students will have an opportunity to see the relationship between cause and effect in historical events and explore the fundamental ideas and events which occurred after Reconstruction.

8: Advanced History

Prerequisites:

- Level 3 or above on FSA Reading
- Teacher recommendation

Advanced History consists of learning opportunities for students to develop the critical thinking skills in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, document based writing, participating in Socratic seminars/discussions which include contrasting opposing viewpoints and problem solving.

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SCIENCE

The science department at Innovation Middle school follows the same goals of the Orange County to produce successful students who are science literate citizens and proficient problem solvers. The curriculum follows an inquiry- based approach. The Practice of Science (variables, theories, laws, models, conducting investigations, difference between pseudoscience and science, etc.) is embedded throughout the year in all the three grade levels. As students learn the science concepts and principles, they acquire the science process skills that are applicable to any discipline and are much needed in the workforce. Use of interactive science notebook is encouraged in all grade levels. Research shows that student understanding and literacy skills improve when students do hands-on minds-on science and use science notebooks to make sense of their science investigations.

6: Comprehensive Science 1

The purpose of this course is to provide students with opportunities to study science concepts through laboratory investigations, hands-on activities, and computer simulations and applications. This course includes: earth structures, earth systems and patterns, organization and development of living organisms, diversity and evolution of living organisms, energy transfer and transformations, motion of objects, forces and changes in motion. Scientific processes include: theories, laws, scientific

6: Advanced Comprehensive Science 1

Prerequisite:

- Level 3+ on FSA Reading and Math
- Teacher recommendation
- Must be willing to participate in science fair and any other science contest required by the teacher.

The purpose of this rigorous course is to provide students with opportunities for laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures. 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).

7: Comprehensive Science 2

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

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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).

7: Advanced Comprehensive Science 2

- Level 3 on FSA Reading and Math
- 6th Grade science teacher recommendation
- Must be willing to participate in science fair and any other science contest required by the teacher.

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).

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7: Earth Space Science Honors (High School Course)

Prerequisites:

- Level 4 or 5 on FSA Reading and Math
- Concurrently taking Algebra 1(course is heavy in mathematics)
- 6th grade science teacher recommendation

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

8: Physical Science

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

8: Advanced Physical Science

Pre-requisites:

- Level 3 on FSA Reading and Math
- All students must be willing to participate in Independent Science Research, science fair, and any other science contest required by the teacher
- 7th grade science teacher recommendation

The purpose of this course is to provide opportunities to study the principles of physics and chemistry. The content should include, but not be limited to, the following: unifying concepts and processes of science; Matter, Waves and light, Energy and Heat, Forces and Motion. This course shall include laboratory investigations, which incorporate the use of measurement, problem solving, laboratory apparatus, safety procedures, and experimental procedures (e.g. designing, recording, conducting and analyzing an experiment). Besides, students will practice extensive research and independent writing opportunities, and use argumentative inquiry in the classroom.

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8: Physical Science Honors (High School Course)

Prerequisites:

- Level 4 or 5 on FSA Reading and Math
- All students must be willing to participate in Independent Science Research, science fair, and any other science contest required by the teacher.
- 7th grade science teacher recommendation

This is a project-based inquiry approach course. The content of this course should include but not limited to, forces and motion, electricity, energy, and matter. The Practice of science is embedded throughout the curriculum. This course awakens curiosity, independent thinking and learning in students as it uses a challenge- driven instructional strategy. Every chapter starts with a challenge- problem students need to solve -related to real life situation. Students will use the Engineering Design Cycle to solve the problem. As students enjoy learning the content necessary to solve the challenge, they will be learning a plethora of physics and chemistry principles and applying many mathematical skills. Students will learn these principles through laboratory investigations to be able to respond to the given challenge. Students will become proficient in using sophisticated lab instruments and technology to collect data. Written and oral communications are required of all students. Students work in teams of three or four to present well as a mini presentation using different types of multimedia. Midterm and final exam scores will factor into the course grade. Upon successful completion of this class, students will be awarded high school credit in Physical Science.

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MATHEMATICS

The Mathematics Curriculum of Orange County Public Schools provides a comprehensive and coherent set of goals for mathematics for all students. It is based upon the Florida Sunshine State Standards/Florida Mathematics Content Standards and the National Council of Teachers of Mathematics Principles and Standards. It is what we expect each student to know and be able to do. It is our belief that all children can learn mathematics, and they deserve the opportunity to do so. The central idea of all mathematics is to discover how knowing some things well, combined with reasoning, enables students to extrapolate knowledge of new concepts—without having to commit the information to memory as a separate fact. It is the reasoned, logical connections that make mathematics manageable. As a result, implementation of Sunshine State Standards places a greater emphasis on problem solving, reasoning, representation, connections, and communication. Topics should be represented in multiple ways including concrete/pictorial, verbal/written, numeric/data based, graphical, and symbolic. Concepts should be introduced and used in the context of real world phenomena.

Intensive Mathematics 6-8

This course is a requirement for students who scored below **Level 3** on the Math FSA the previous school year. This course is designed to provide intensive math instruction and additional support for struggling learners. *This course will take the place of one elective slot on the student's daily schedule.* Students will have an Intensive Math course as a supplement to their standard required Math class until he/she is able to score a **Level 3** or higher on the math FSA.

The goal of Intensive Math is to fill the gaps in a student's mathematical knowledge structure. Students in 6th grade will become involved with numbers and operations, identifying place value, comparing, ordering, and estimating decimals, fraction, and percents. Students will be adding, subtracting, multiplying and dividing decimals, fractions, and percents. They will learn divisibility rules, equivalent forms of numbers, order of operations, ratios and percents, integers, and location on a number line. Students will understand and justify the rules for geometry and measurement, perimeter, area and circumference of circles. Students in 7th grade should be able to do all the previous, as well as proportions, graphs, and functions. In addition, students in 8th grade will analyze and solve linear functions and systems of linear functions. The geometry component will expand to include three-dimensional figures and angle measures. Students will also demonstrate their knowledge of data analysis and measures of central tendency, as well as solving multi-step equalities and inequalities.

6: Math 1

Math 1 focuses 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.

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6: Advanced Math 1

Prerequisites:

- Level 3+ on FSA Math
- Teacher recommendation

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

7: Math 2

Major milestones for Mathematics Course 2 will include but are not limited to: Algebraic Reasoning, Integers and Rational Numbers, Proportional Relationships, Graphs and Functions, Percents, Collecting, Displaying and Analyzing Data, Measurement and Geometry, Probability, Multi-step Equations and Inequalities. We will build a strong foundation for learning with the aid of hands-on activities and exciting projects throughout the year. The goal is to appeal to the varied learning styles and offer opportunities for practicing skills, applying new concepts, and developing an appreciation for math. Students will also discover how math relates to real-life experiences.

7: Advanced Math 2

Prerequisites:

- Level 3+ on FSA Math
- 6th Grade teacher recommendation

In Grade 7, instructional time focuses 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.

8: Pre-Algebra

In Grade 8, instructional time focuses 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.

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Algebra I Honors (High School Course)

Prerequisites:

8th Grade Students:

- Level 3 on FSA Math
- Teacher recommendation

7th Grade Students:

- Successful completion of Advanced Math 2
- Level 5 on FSA Math and Reading
- Teacher recommendation

This course represents an advanced study of various algebraic concepts and applications. It is designed to prepare students to take an AP mathematics course in high school. All students will learn how to solve single and multi-variable equations involving equalities, inequalities and graphing on a Cartesian plane and number line. Students will learn how to solve functions, how to combine like terms of monomials and polynomials following the Hierarchy of math and distributive property of equations. Students will learn how to plot data involving scatter plot, box and whisker, and basic probability involving factorials.

To receive high school credit a student taking Algebra honors must achieve a C grade or higher and pass the End of the Course (EOC) exam. A student who takes the EOC exam and does not score a 3 or higher will have to retake the EOC exam. This is until a score of 3 or higher is achieved to receive Algebra honors credit. Passing the EOC exam is a requirement, even if a student has a passing grade in their Algebra class section. Failure to pass the EOC exam will still give a student credit for 8th grade math. Passing both the course and the EOC will give credit for both 8th grade math and high school math credit. Algebra 1 credit is a requirement for high school graduation.

Geometry (High School Course)

Prerequisites:

- Passed Algebra 1 EOC
- Achieved a C or higher in 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 Geometry End of Course Exam is worth 30% of a student's final grade in the course.

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ELECTIVE COURSE DESCRIPTIONS

FINE ARTS

2D Art-1

For 6th Grade

Pre-requisite: None

The purpose of this course is to create artwork with two-dimensional (2D) media such as drawing, painting, printmaking, and collage. This course combines art production with a study in art history, aesthetics and art criticism. Students will use *written effort* to learn to evaluate, explain, and measure artistic growth in personal or group works. Students will explore the Elements of Art and Principles of Design as fundamental skills necessary to art. This course consists of consumption of art materials and may require a sketchbook as instructed by the teacher.

3D Art-1

For 7th and 8th Grade

Pre-requisite: None

Students in this course will learn hand building techniques while *expanding* on the Elements of Art and Principles of Design in a three-dimensional (3D) form. Media that may include clay, wood, plaster, found objects, and paper maché. Consideration will be made on workability, durability, cost, and toxicity of materials. Students will also focus on use of safety procedures. Students will continue to use *written effort* to communicate the art criticism process as a way to evaluate, explain, and measure artistic growth in personal growth in personal works. This course consists of consumption of art materials and **will** require a sketchbook as instructed by the teacher.

3D Art-2

For 8th Grade

Pre-requisite: 3D Art - 1

Students in this course will refine hand building techniques while exploring spatial relationships. This course may include content in green or environmental design, sculpture, or ceramics. Hand building will focus on craftsmanship and quality. Students in the 3-D-2 art studio focus on use of safety procedures for process, media, and techniques. Students continue to use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works through *written effort*. A strong understanding of the Elements of Art and Principles of Design is required. This course consists of consumption of art materials and **will** require a sketchbook as instructed by the teacher. Suggested donation: \$20

***Electives are possible offerings and are not guaranteed. Offerings will be based on funding, required certification and the discretion of the school.**

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FITNESS

The mission of the fitness education staff is to offer a program of instruction in lifetime physical activities and health education components that relate directly to the well-being of our students. Learning experiences have been developed to provide a comprehensive program of developmental activities (6th grade), skill-based instruction (7th grade), and sports education team models (8th grade) within the middle school experience.

During the school year your child will experience rollerblading, archery, indoor cycling, weightlifting, kickboxing, and many other activities. The purpose is for your child to try a variety of activities and see which ones they find interesting. Creating a lifetime fitness curriculum is our goal for our students, so they can carry their experiences into adulthood.

Language Arts Electives

Journalism 1

For all Grade Levels

Pre-requisite: None

The purpose of this course is to enable students to develop fundamental skills in the production of journalism across print, multimedia, and photography. Students will demonstrate skills in: storytelling, layout design, organization and research skills, photography as well as strong collaboration amongst their peers.

Yearbook

For all Grade Levels

Pre-requisite: None

The purpose of this course is to enable students to develop fundamental skills in the production of journalism across print, multimedia, and photography with the eventual goal being the creation of a yearbook. Students will demonstrate skills in: storytelling, layout design, organization and research skills, photography as well as strong collaboration amongst their peers. Some activities may be required outside of the school day.

Creative Writing 1

For all Grade Levels

Pre-requisite: None

The purpose of this course is to enable students to learn and use writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.

***Electives are possible offerings and are not guaranteed. Offerings will be based on funding, required certification and the discretion of the school.**

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WORLD LANGUAGE

Beginning Spanish

For 6th Grade

Pre-requisite: None

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

Spanish 1 (High School Course)

For 7th and 8th Grade

Pre-requisite: None

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

Spanish 2 (High School Course)

For 8th Grade

Pre-requisite: Spanish 1

Spanish 2 reinforces the fundamental skills acquired by the students in Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

***Electives are possible offerings and are not guaranteed. Offerings will be based on funding, required certification and the discretion of the school.**

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PERFORMING ARTS

All of the performing art programs at Innovation Park Middle strive to meet the highest standards for artistic performance. Students will also learn to perform and appreciate music & theater from a variety of genres and eras. In addition, classes in the performing arts teach cooperation, loyalty, respect, dependability, responsibility, punctuality, and leadership. Belonging to the school performing arts program will be a rewarding and enlightening experience for students at any ability level. Band, Chorus, Drama, and Orchestra are highly encouraged for ALL students – especially those entering middle school with little experience in the arts. These are a perfect choice for students who love music, theater or both, and want to have positive social interactions with their peers in a group setting. **Students may take more than one performing arts course simultaneously**

BAND

OCPS band programs meet high standards for music performance. Students will also learn to perform and appreciate music from a variety of genres and eras. In addition, band classes teach cooperation, loyalty, respect, dependability, responsibility, punctuality, and leadership. Belonging to the school music program will be a rewarding and enlightening experience for all students. Band is the perfect choice for students who love music, want to have positive social interactions with their peers, and want to build upon their character.”

Beginning Band 1

For all Grade Levels

Pre-requisite: None

Beginning Band is a performance-based class that introduces students to reading music and learning how to play an instrument. Instruments taught in beginning band are: flute, oboe, clarinet, alto saxophone, bassoon, trumpet, French horn, trombone, euphonium, tuba, and percussion. No previous music knowledge or experience is required to take this course. Students will showcase their skills in concert performances and may have the opportunity to participate in additional music events. This course requires students to obtain a musical instrument (e.g., borrow, rent, purchase). School-owned instruments are available at little or no cost. No student will be kept from participation due to financial constraints. Students in any grade may begin in this course.

Intermediate Band 2 – “Concert Band”

For 7th and 8th Grade

Pre-requisite: Band 1

Concert Band is a performance-based class for students who have had at least one year of previous band experience. Students will build on instrumental technique and music literacy through rehearsal, performance, and the study of a variety of musical styles & genres. Additional instruments available in this course are: tenor saxophone, baritone saxophone, bass clarinet, and more advanced percussion. Concert performances will showcase skills learned throughout the school year. Students also have the opportunity to participate in several additional county-wide music events. This course requires students to obtain a musical instrument (e.g., borrow, rent, purchase). School-owned instruments are available at little or no cost. No student will be kept from participation due to financial constraints. Students in grades 7 and 8 may enter this course.

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Advanced Band 3 – “Symphonic Band”

For 7th and 8th Grade

Pre-requisite: Band 2

Symphonic Band is a performance-based class for students who have had at least one year of previous band experience. Students are selected by audition to become a member of this band. Students will build on instrumental technique and music literacy through rehearsal, performance, and the study of a variety of musical styles & genres. Additional concert performances will showcase skills learned throughout the school year. Students also have the opportunity to participate in several additional county-wide music events, including OCPS Music Performance Assessment. This course requires students to obtain a musical instrument (e.g., borrow, rent, purchase). School-owned instruments are available at little or no cost. No student will be kept from participation due to financial constraints. Students in grades 7 and 8 may enter this course.

Jazz Band

For 7th and 8th Grade

Co-requisite: Band 2 or 3

Jazz Band is a selective, performance-based class for students who have had at least one year of previous band experience, **and** who are currently enrolled in a primary band class (i.e. Concert Band, Symphonic Band, Wind Ensemble). Students are selected by audition to become a member of this band. Students will build on instrumental technique and music literacy through rehearsal, performance, and the study of the comprehensive jazz genre. Music skills and concepts learned in this course will be focused at the highest level of achievement. Additional concerts and public performances will showcase skills learned throughout the school year. This course requires students to obtain a musical instrument (e.g., borrow, rent, purchase). School-owned instruments are available at little or no cost. No student will be kept from participation due to financial constraints. Students in grades 7 and 8 may enter this course.

ORCHESTRA

Orchestra 1

For all Grade Levels

Pre-requisite: None

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

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Intermezzo Orchestra 2

For 7th and 8th Grade

Pre-requisite: Orchestra 1

Students who have some previous orchestral experience focus on the development of instrumental technique, musical literacy, performance skills, and increasing aesthetic awareness through study, rehearsal, and performance of a variety of high-quality orchestra literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course requires students to obtain a musical instrument (e.g., borrow, rent, purchase). School-owned instruments are available at little or no cost. No student will be kept from participation due to financial constraints.

Chamber Orchestra 3

For 8th Grade

Pre-requisite: Orchestra 2

Students with previous orchestral experience demonstrate intermediate-level knowledge of instrumental techniques, musical literacy, ensemble performance skills, and related musical knowledge through study, rehearsal, and performance of a variety of high-quality orchestral literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course requires students to obtain a musical instrument (e.g., borrow, rent, purchase). School-owned instruments are available at little or no cost. No student will be kept from participation due to financial constraints.

CHORUS

Beginning Chorus 1

For all Grade Levels

Pre-requisite: None

Sixth grade girls will 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.

Girls in 7th and 8th grade with or without choral experience will 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.

***Electives are possible offerings and are not guaranteed. Offerings will be based on funding, required certification and the discretion of the school.**

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Intermediate Chorus 2

For 7th and 8th Grade

Pre-requisite: Chorus 1

Girls in 7th and 8th grade will 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.

Advanced Chorus 3

For 8th Grade

Pre-requisite: Chorus 2

Girls in 8th grade with previous choral experience build advanced 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.

Male Chorus

For all Grade Levels

Pre-requisite: None

Boys in 6th- 8th grade with or without choral experience will 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.

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KEYBOARDING (Piano)

Keyboarding 1

For all Grade Levels

Pre-requisite: None

Students with little or no prior experience develop fundamental piano techniques, learn to read music, apply basic music theory, and explore the role of keyboard music in history and culture. Beginning pianists explore musical creativity in the form of basic arranging and improvisation, and develop analytical listening and problem-solving skills. 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.

Keyboarding 2

For 7th and 8th Grade

Pre-requisite: Keyboarding 1

Students build on prior piano experience to develop intermediate piano techniques and skills, and learn music repertoire from various styles and time periods. They explore musical creativity through improvisation and composition, and cultivate analytical listening and critical thinking skills associated with making informed musical decisions. Intermediate-level pianists also learn about the basic tools of music technology through such components as MIDI keyboards. 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.

Keyboarding 3

For 8th Grade

Pre-requisite: Keyboarding 2

Students with significant knowledge of piano technique, music literacy, and related musical knowledge extend their skills through a variety of solo and ensemble literature. Students explore the influence of the piano on performance and composition through history, and develop the skills needed to assess their own and others' piano performances. Advanced middle school pianists investigate familiar, new, and emerging music technology and its connection to keyboards and other sound-generating devices. 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.

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DRAMA (Theater)

Drama 1

For all Grade Levels

Pre-requisite: None

Drama is a full year class and is open to all middle school students. No previous experience is required. This very interactive course is filled with improvisation, monologues, partner/group scenes, technical theatre (sound, light, costumes, make-up...). This survey course will introduce students to the basics of theatre arts incorporating acting, design, playwriting, dramaturgy and theatre history. In addition to acting, we will be reading and analyzing famous theatrical pieces. This is a performance based class. 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.

Drama 2

For 7th and 8th Grade

Pre-requisite: Drama 1

Students with previous theatre experience and instruction continue to study acting, design, and dramatic literature to increase the enjoyment and understanding of what is required to prepare plays for the public. Students explore theatre history, study the great American playwrights, examine the cultural and historical contributions to theatre, and begin to use the information to inform and improve their theatre knowledge and skills. Students begin to use the basic elements of theatre design through practical application and projects. 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. There will be outside performances required of students.

Drama 3

For 8th Grade

Pre-requisite: Drama 2

Students continue to build skills and knowledge as they explore aspects of theatre. Students explore theatre history, study the great American playwrights, examine the cultural and historical contributions to theatre, and improve their theatre knowledge and skills. Students learn about and begin to use the basic elements of theatre design through practical application and projects. 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.

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STEM (Science, Technology, Engineering, & Mathematics)

Information and Communication Technology

The ICT Essentials Suite is an innovative program of engaging instruction designed to engage students with specific and appropriate technologies, and to empower students with the technology skills necessary for education and career pursuits. The essentials courses include: web design, multimedia essentials, programming & logic essentials, gaming essentials, database essentials, cyber security essentials, and computing essentials.

Information and Communications Technology (ICT) Essentials 1

For 6th Grade

Pre-requisite: None

This course introduces students to core concepts associated with computers and their use. The content includes hands-on opportunities to explore various software applications, including the creation of a template-based webpage and a basic computer program.

Information and Communications Technology (ICT) Essentials 2

For 7th and 8th Grade

Pre-requisite: None

This course builds on the previous course and provides greater depth and more complex concepts and the skills/knowledge to master these concepts. Students will be provided opportunities to extend their skills with various software applications by creating more complex documents and using more complex functions. Students will also be exposed to structured programming and the creation of a more complex computer program.

Digital Information Technology (High School Course)

For 8th Grade

Pre-requisite: None

This course is designed to provide an introduction to information technology concepts and careers as well as the impact information technology has on the world, people, and industry and basic web design concepts. The content includes information technology career research; operating systems and software applications; electronic communications including e-mail and Internet services; basic HTML, DHTML, and XML web commands and design; emerging technologies, and Web page design.

Students who successfully complete this program will be prepared to enter the following CTE programs offered at Lake Nona High school: Java Programming & Development, Business Computer Programming, Web Development, Cyber Security, and Global Finance.

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Project Lead the Way (PLTW): Gateway

Through topics like robotics, flight and space, and DNA and crime scene analysis, students find their natural curiosity and imagination engaged in creative problem solving. PLTW's Gateway program is a strong foundation for further STEM learning in high school and beyond, challenging students to solve real-world challenges, such as cleaning oil spills and designing sustainable housing solutions. Using the same advanced software and tools as those used by the world's leading companies; students learn how to apply math, science, technology, and engineering to their everyday lives. For more information please visit: <http://www.pltw.org/>

Project Lead the Way Year 1

For 6th and 7th Grade

Pre-requisite: None

Science of Technology (Semester 1)

Science impact the technology of yesterday, today, and the future. In this unit, students apply concepts of physics, chemistry, and nanotechnology to activities and projects, including making ice cream, cleaning up an oil spill, and discovering the properties of nano-materials.

Medical Detectives (Semester 2)

Students play the role of real-life medical detectives as they collect and analyze medical data to diagnose disease. They solve medical mysteries through hands-on projects and labs, measure and interpret vital signs, perform a dissection, investigate disease outbreaks, and explore how a breakdown within the human body can lead to dysfunction.

Project Lead the Way Year 2

For 7th and 8th Grade

Pre-requisite: Project Lead the Way Year 1

Design and Modeling (Semester 1)

Students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they've learned throughout the unit to design a therapeutic toy for a child who has cerebral palsy.

Aerospace Technology (Semester 2)

The exciting world of aerospace comes alive through Flight and Space. Students explore the science behind aeronautics and use their knowledge to design, build, and test an airfoil.

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Additional Electives

Law Studies

For 7th Grade

Pre-requisite: None

The social studies curriculum for this course consists of the following content area strands: Geography, Civics and Government. The primary content for this course pertains to the principles, functions, and organization of the American legal system. The content should include, but not be limited to, the purpose of law, the role of citizens, the impact of laws on the lives of citizens, civil and criminal laws, fundamental civil and criminal justice procedures, causes and effects of crime, consumer and family law, comparison of adult and juvenile justice systems, and career opportunities in the legal system. Students will study methods of historical inquiry and primary and secondary historical documents.

AVID

For all Grade Levels

Pre-requisite: None / Application and Interview Required

Advancement Via Individual Determination (AVID) is offered as an academic elective course that prepares students for college readiness and success. AVID is scheduled during the regular school day as a year-long course. Each week students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth.

Speech and Debate 1

For all Grade Levels

Pre-requisite: None

The purpose of this course is to develop students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings.

TV Production

For 6th Grade and Previous News Crew Members

Pre-requisite: None

Students will be a part of a team that organizes and presents the news to Innovation Middle School. Students will learn how to work cameras, microphones, TV prompters and additional technology needed to present the news.

Agricultural Science (Aquaponics)

Pre-requisite: None

This course will introduce students to aquaponics, a farming method that combines aquaculture and hydroponics to grow fish and plants together. Additionally, students will get an introduction to the science and art of

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cultivating plants and livestock and as a key component in society and the development of civilizations.

***Electives are possible offerings and are not guaranteed. Offerings will be based on funding, required certification and the discretion of the school.**

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SPECIAL PROGRAMS

Exceptional Education Services

Support is available to meet the needs and abilities of the exceptional education students staffed into an ESE program and have a current Individual Education Plan. ESE course offerings include Consultative support, Co-Taught Language Arts, Co-taught Math and Facilitated courses. The Exceptional Student Education program plays an important part in addressing the needs of students who are special learners. The primary focus on each ESE class is to provide the most appropriate educational services for the student through nationally recognized curricula and behavioral approaches in an inclusive setting.

If you have specific questions regarding the Exceptional Education Program at Innovation Middle School, please contact Mrs. Sonia Mullins, ESE Staffing Specialist.

Gifted Students

Advanced and Honor Level Classes are available to challenge students who are staffed into the Gifted Program. Students are scheduled with a gifted endorsed teacher in at least one or more core subject areas. FSA scores, classroom performance/academic rigor, teacher recommendation and Gifted Education Plan placement will determine class assignments.

English Language Learners (ESOL) Program

Purpose

- To meet the linguistic, academic, and cultural needs of our English Language learners (ELL), by delivering comprehensible and differentiated instruction of grade level standards, and using appropriate strategies and accommodations.
- Help our students develop and strengthen the skills needed to attain learning gains on the state's assessment (FSA) and meet adequate yearly progress.

Sheltered ESOL Program - Sheltered Instruction

Sheltered instruction is an approach for teaching content to English language learners in strategic ways that make the subject matter concepts comprehensible while promoting the students' English language development. At Innovation Middle we have a Sheltered ESOL Program for English Language Learners (ELL) who need English as a Second Language instruction. Participation in this Program is determined by the student's performance on standardized tests. Students are considered for exiting the Program when they achieve proficient scores in all domains of the WIDA test and a Reading score of three (3) or above in the Florida State Assessment (FSA). In addition, the IDEA Proficiency Test (IPT) is used as an alternative method for placing students in the appropriate program of ESOL instruction or exiting students as needed.