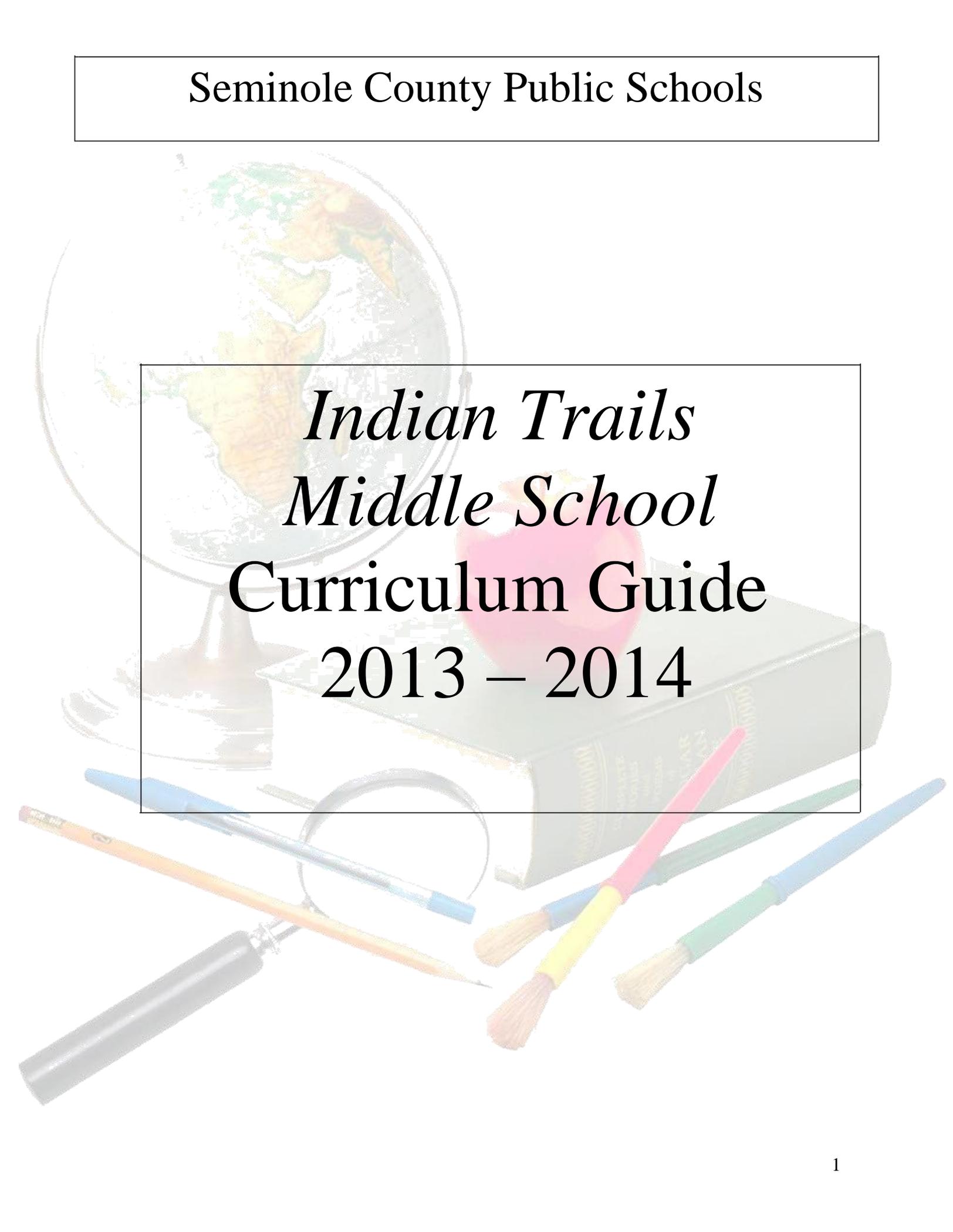


Seminole County Public Schools



Indian Trails
Middle School
Curriculum Guide
2013 – 2014

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WELCOME STUDENTS AND PARENTS TO THE

HOME OF THE

Our mission at Indian Trails Middle School is to ensure a safe, nurturing environment conducive to learning for all students, preparing them for academic success while promoting values that will assist them in becoming successful, self-sufficient and reputable citizens. From challenging our students in the most rigorous honors/advanced and standard course offerings to providing remedial assistance in our intensive classes, our teachers are encouraged to “focus on the learning”, always providing students with learning experiences which are enriching and meaningful.

You will find the contents of this curriculum guide very helpful as you plan your course of study at Indian Trails. The guide provides an overview of all courses offered at ITMS, including information on clubs and sports programs, and contains various other information regarding curriculum resources, services, and school board policies.

Students, I challenge you to challenge yourselves! Focus on your education. As one realist states, “You can speculate and guess and theorize and envision,yet you will never know for sure what you can and cannot do until you step forward and make the effort.” It is your future and there is no time like the present to make an investment in ensuring that it will be a great one!

TRAILBLAZERS!

Looking forward to a great year!

Lois K. Chavis, Principal
Indian Trails Middle School



**Middle School
Student Progression Plan Information**

- 1. Middle School Instructional Program – Florida’s Sunshine State Standards serve as the foundation of the middle school curriculum for the Seminole County Public Schools. Student mastery of subject area content consists of such things as teacher observation, classroom assignments, tests, and exams.**
- 2. Florida’s Comprehensive Assessment Test – Middle school students are required to participate in the state’s accountability testing program. Student performance in the areas of reading and mathematics is assessed in grades 6-8. Student performance in science and writing is also assessed in grade 8.**
- 3. Core Academic Program Requirements – Middle school students are required to receive 3 years of instruction in language arts, math, science, and social studies.**
- 4. Additional Instructional Program Requirements – Middle school students have the opportunity to participate in regularly scheduled physical education classes, as well as exploratory, enrichment, and elective classes.**
- 5. Grouping for Instruction – Flexible grouping of middle school students that is developmentally appropriate, ethnically diverse, and instructionally sound is encouraged to increase student achievement. Any grouping of students must provide opportunities for regrouping of students during the school day in order to prevent the segregation or isolation of any student subgroup.**
- 6. Advanced Classes – Enrollment in advanced core academic classes is open to any student who wishes to take on the challenge of a more rigorous curriculum that prepares students for higher-level courses in high school. Students are invited to enroll and are required to commit, in writing, to doing the extra studying and work required to be successful in these classes. Advanced classes are offered in math (6th, 7th and 8th), language arts (6th, 7th and 8th), science (8th), and social studies (8th). Please understand that if you make the commitment to take advanced classes that you **MUST REMAIN** in that class for at least a complete *nine* weeks.**

Virtual School / Vertical Acceleration – Students demonstrating highly exceptional academic capabilities may be enrolled in single above-grade level courses or be promoted to a grade level above their current placement. Parents must petition the principal for permission for vertical acceleration. The principal will use the criteria identified in the **Student Progression Plan* to determine if vertical acceleration is appropriate. These decisions are made on a case-by case basis and the decision of the principal is final.

- 7. Remediation –Students who are not performing at grade level will be enrolled in intensive reading, language arts, and/or math classes. Principals may substitute an intensive class for any course on a student’s schedule. However, exploratory, enrichment, and elective classes will be given first consideration for schedule changes for academic support classes.**
- 8. Student Promotion – Middle school students must earn a yearly 2.0 Grade Point Average and pass all annual courses to earn promotion from one grade to the next.**

***A copy of the complete Student Progression Plan is available on the SCPS website (<http://www.scps.k12.fl.us/>). A hard copy is also available at the school**

Admissions and Transfers

Admissions

1. Any child who has been promoted or assigned to grades 6, 7, or 8 will be admitted to middle school.
2. **Upon initial enrollment or transfer** from one attendance zone to another in Seminole County Public Schools, proof of residence must be presented. All addresses are subject to verification by the School Board. The following documents shall be required:
 - a. **owned residence:** a copy of the recorded deed or agreement for the deed and a certified copy of declaration of homestead exemption. If these documents are unavailable, schools may accept **TWO** of the following documents: utility bill, auto registration, driver's license, or voter registration as proof that the parent(s) own and live at the residence.
 - b. **rented or leased residence:** a copy of the lease, rental agreement, or a letter from the landlord.
 - c. **divorced parents:** a certified copy of the final judgment of divorce, court custody order, a court guardianship order, or other such documents establishing the right of custody.
 - d. **separated parents:** a notarized statement that the child actually lives in the home of the parent designated in the child's school records as the residential parent.
 - e. **students NOT residing with parents:** submit form 893 and a letter stating why student is living with the residential adult.

First Entry to the State of Florida Schools:

Before admitting a student to Florida schools for the first time, the school must have received several documents required by *Florida Statutes* as outlined below:

- a. a certificate showing a school-entry health examination performed within one year prior to enrollment.
- b. a valid HRS 680 Florida Certificate of Immunization (kindergarten through grade 12).

Entry to Seminole County Public Schools from Schools within the State:

Before admission to Seminole County Public Schools from other Florida counties, a student must have a Florida Certificate of Immunization on file.

Transfers

1. Any student who transfers from an in-state public or non-public school or out-of-state public or non-public school shall be admitted upon presentation of the following data:
 - a. an official letter or transcript from a proper school authority which shows a record of attendance, academic information, and grade placement of the student;
 - b. proof of immunization;
 - c. proof of date of birth;
 - d. proof of a medical examination completed within the last twelve months.
2. When a student transfers into a Seminole County public school from a public or non-public school or from a home education program, it will be the responsibility of the principal to determine grade level placement.

Attendance

After an absence, immediately upon return to school but no later than two (2) school days following an absence, the student must provide the school with documentation indicating that one of the following has occurred if he/she wishes that absence(s) to be excused:

- Medical treatment by a licensed physician*
- Observance of a religious holiday
- Law enforcement order or court subpoena
- Death of a family member
- Natural disaster
- Traffic accident directly involving the student

• Extraordinary circumstances or situations, pre-arranged and with Principal permission. Parents/guardians of students are expected to provide an explanation of their child's absence(s) from school whenever such absences occur without the permission of the principal.

*Note 1: It is understood that on every occasion of sickness, a student will **NOT** require medical attention by a licensed health care professional. Short term, non-chronic illnesses may be documented/explained via a signed parent note. In such circumstance, the student shall suffer no academic penalty, provided that all course work, examinations, etc. are made up within a reasonable period of time. For continued absence due to illness of 10 or more days, a doctor/health professional's note is required.

*Note 2: A "reasonable period of time" to make-up work is defined as: At a minimum, the student shall have no less than the number of days he/she was absent to complete and submit make-up work for credit. Specific arrangements must be made with the student's teacher.

*Note 3: A student who is absent is required to make up all course work missed, regardless of whether the absence is excused or unexcused. It is the student's responsibility to obtain assignments upon returning to class immediately following an absence.

Guidance Information

Seminole County Middle School programs have been designed to meet the requirements of Title IX, which states, "No person in the United States shall, on the basis of sex, be denied the benefits of, or be subject to discrimination under any educational program or activity receiving federal assistance." Contact your student's counselor with any scheduling questions.

Schedule Change Policy

Indian Trails Middle School utilizes the Seminole County Public School automated scheduler to establish student schedules. The automated scheduler is programmed to ensure equity and balanced class sizes. Schedule changes will be made to correct misplacement; however, accommodations are NOT made to allow for parental preferences for teachers, teams, or friends. Schedule-related problems should be discussed with the assigned guidance counselor.

Grading Policy

Upon completion of each nine-week grading period, a Report Card will be issued. Following is the grading system for Seminole County Public Schools, grades 6 - 8:

Letter Grade = Percentage = Quality

Range Points

A 90 -100 (4)

B 80 – 89 (3)

C 70 - 79 (2)

D 60 - 69 (1)

F below 60 (0)

W Withdrawal

I Incomplete

The following is used to determine final grades only:

3.6 - 4.0 = A

2.6 - 3.5 = B

1.6 - 2.5 = C

.75 - 1.5 = D

Below 0.75 = F

Any middle school student enrolled in a high school credit course will be graded in accordance with high school grading policies.

Special Support Services

E.S.O.L

The purpose of the ESOL program is to provide English instruction for students whose native language is not English. If a parent indicates on the student entry form that a language other than English is used most often in the home, the student will be given an English Proficiency Test (EPT) in order to determine the eligibility for the program. Once entered in the program, students are placed on one of three levels. A student may remain in the program for as long as needed. Dismissal from the program is based on achieving a passing score on a required exit exam.

EXCEPTIONAL STUDENT SUPPORT SERVICES

Exceptional student support services are available for the exceptional student in order to fully meet his/her needs and expectations. All exceptional student support services require staffing eligibility as determined by a student study team. Additional information on specific services or placement is available from the guidance office upon request. The following services are available at Indian Trails Middle School:

Gifted

Emotionally Behaviorally Disabled (EBD)

Speech and Language Therapy

Specific Learning Disabilities

(SLD) Occupational Therapy (OT)

Physical Therapy (PT)

Itinerant Speech and Language Therapy (S/L)

Language Resource (LR)

Moderately Intellectually Disabled(M/D)

Severely Intellectually Disabled (S/D)

Other Health Impaired (OHI)

Visually Impaired (VI)

Deaf/Hard of Hearing

(DHH) Hospital/Homebound

INTENSIVE READING

Students who score at Level 1 or Level 2 on the FCAT Reading in the previous grade shall be enrolled in and complete a full-year intensive reading course. Students who score at Level 3 but have a high probability of regressing to Levels 1 or 2 may be placed in a reading program for additional support. These courses have been developed by the Florida Center for Reading Research, use scientifically based interventions, and reflect differing levels of intensity (instructional time and class size) based on the student's reading level.

INTENSIVE MATH

This class is a support class to your child's regular math class. Through the use of Connected Mathematics Program 2 (CMP2), students will improve their skills in mathematics. Students who score at Level 1 or Level 2 on the FCAT Mathematics in the previous grade shall be enrolled in and complete a full-year intensive math course. Students who score at Level 3 but have a high probability of regressing to Levels 1 or 2 may be placed in a math program for additional support.

Math

Math 1
1205010 **Grade 6** **Year**

This course is designed to continue the development of mathematical concepts and processes that can be used to solve real-world problems. The curriculum focuses on a review of basic operations with whole numbers and continues in depth with decimals and fractions. Rate, ratio, proportion and percent are presented along with patterns and number sense. Integers and algebraic concepts are introduced. Selected topics in geometry (i.e., terminology, transformations, and relationships) are taught as time permits. Measurement, estimation, and problem solving skills are studied. The calculator may be used in the classroom for the study of a few selected topics.

Math 1 Advanced
1205020 **Grade 6** **Year**
1205020 (Gifted/Talented)

This course is designed to continue the development of mathematical concepts and processes that can be used to solve real-world problems. The curriculum includes understanding graphs, the structure and properties of rational numbers and equivalent representation of numbers including fraction, decimals, percent, and numbers with exponents, and absolute value. Emphasis is placed on the use of expressions, equations, formulas, data analysis, probability, and integers. Scale drawings, dimensional analysis, circles, solids, probability, and patterns in Algebra are introduced. A calculator may be used in the classroom for the study of a few selected topics. This course is designed to prepare students for advanced mathematics courses.

GEM Pre-Algebra
1205050 **Grade 6** **Year**

GEM Pre-Algebra is a highly accelerated course of study intended to serve the needs of 6th grade students who are mathematically talented and highly motivated. This course is designed to be an option for those students who successfully completed PRIMES in the 5th grade and who scored proficient on the 2013 FCAT Math Assessment.

However, the course is open to any mathematically talented student who is willing to commit to doing the work necessary. The purpose of this course is to develop the mathematical concepts and processes that can be used to solve a variety of real-world and mathematical problems. There is emphasis on strengthening and developing skills and concepts necessary for success in Algebra 1. Students will be required to complete part of this course as a virtual component. This course is fast-paced and rigorous. Students who are successful in this program have the opportunity to be eligible for Geometry in the eighth grade.

Mathematics 2 1205040 **Grade 7** **Year**

This course is designed for the development of mathematical concepts and processes that can be used to solve real world problems. The curriculum focuses on the understanding and application of proportionality, surface area and volumes of three dimensional shapes, integers and rational numbers and linear equations. Identification of ordered pairs, analysis of various graphs, predicting transformations, probability and measurement conversion are also reviewed.

Mathematics 2 Advanced
1205050 **Grade 7** **Year** **Prerequisite: 6th Gr**
Adv Math recommended

This course is designed to continue the development of concepts and processes. There is more of an emphasis on developing an understanding of proportionality, similarity and surface area and volume. Students will focus on the identification and plotting of ordered pairs, predictions, theoretical, probability and reconstruction of various graphs. They will analyze linear functions, three dimensional figures and summarize data sets.

Pre-Algebra
1205070 **Grade 8** **Year**

This course is designed to prepare students for Algebra. There is more emphasis on Algebra as it relates to variables, expressions, functions, equations, inequalities, relationships, and polynomials. Other topics such as data analysis, ratio, proportion, percent, rational and irrational numbers, geometry, measurement, area, volume,

counting/probability, and similarity/congruence are also explored.

Algebra I
1200310 **Grades 7-8** **Year**
Prerequisites for 7th: GEMS Pre-Algebra recommended
Prerequisite for 8th: 7th Grade Advanced Math recommended
Grade 7-8: 1 High School Credit

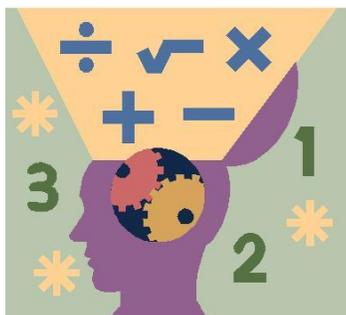
This course is designed to provide the foundation for future secondary mathematics courses and develop skills needed to solve mathematical problems. Topics shall include but are not limited to, functions, systems of linear equations, and inequalities polynomials, operations with radical expressions, solving quadratic equations, and simplifying rational expressions.

Algebra I Honors
1200320 **Grades 7-8** **Year**
Prerequisites for 7th: GEMS Pre-Algebra recommended
Prerequisite for 8th: 7th Grade Advanced Math recommended
Grade 7-8: 1 High School Credit

This course includes a rigorous, in-depth study of all of the topics included in Algebra I, as well as absolute value, equations, and inequalities, operations with rational expressions, solving rational equations, characteristics of quadratic graphs, and the application of statistical concepts.

Geometry Honors
1206320 **Grade 8** **Year**
Prerequisite: Algebra I
Grade 8: 1High School Credit

This course includes a rigorous, in-depth study of all the practical applications of geometric skills and concepts in the real world, as well as, but not limited to, truth tables, vectors, Fibonacci sequence, coordinate geometry, proofs involving circles, problems involving cross sections of solids, and conic sections.



Language Arts

Language Arts I
1001010 **Grade 6** **Year**

The sixth grade language arts curriculum integrates the study of grammar usage, mechanics, spelling, vocabulary, public speaking, and literature. Reading skills will be reinforced through fiction, nonfiction, poetry, and drama. Students will enhance writing skills through expressive, narrative, and informative writing. Oral communication skills will be practiced through formal and informal speeches.

Advanced Language Arts I
1001020 **Grade 6** **Year**
1001020 (Gifted/Talented)

The advanced language arts curriculum in sixth grade is designed to be fast-paced for those students who are reading and writing at or above grade level, and who enjoy the many facets of language arts. An integral part of the curriculum is the utilization of a wide range of writing and sequential vocabulary development activities that emphasize reading of fiction and nonfiction.

Language Arts II
1001040 **Grade: 7** **Year**

The seventh grade language arts curriculum consists of literature, composition, grammar, and vocabulary. Reading skills will be reinforced through fiction, nonfiction, poetry, and drama. Students continue to build writing skills through expository and persuasive writing, and literary responses. Students will also use various activities to practice oral communication skills.

Advanced Language Arts II
1001050 **Grade: 7** **Year**
1001050 (Gifted/Talented)

The advanced language arts curriculum in seventh grade is designed to be fast-paced for those students who are reading and writing at or above grade level. The curriculum consists of literature, composition, grammar, and vocabulary. Reading skills will be reinforced through fiction, nonfiction, poetry, and drama. Students explore a wide range of writing activities that emphasize critical thinking. Analysis of a novel is included. Students will also use various activities to practice oral communication skills.

Language Arts III**1001070****Grade: 8****Year**

The eighth grade language arts curriculum consists of reading, composition, speech, media literacy, literature, and vocabulary development. Students will read a variety of genres (short stories, novels, drama, poetry, nonfiction) for content and meaning while practicing reading strategies. Students will enhance their writing skills through persuasive and expository writing, producing a variety of finished products, including poems, summaries, reviews, and essays. Students will be expected to recognize occasion, audience, and purpose when speaking formally and informally.

Advanced Language Arts III**1001080****Grade: 8****Year****1001080 (Gifted/Talented)**

The advanced language arts curriculum in eighth grade is designed to move at a rigorous pace. Vocabulary is enhanced through analogies and writing usage. Students will read a variety of genres (short stories, novels, drama, poetry, nonfiction) for content and meaning while practicing reading strategies. Research will be conducted on the background of the poetry and literature to study, analyze, and interpret these works. Students will enhance their writing skills through persuasive and expository writing, producing a variety of finished products, including poems, summaries, reviews, and essays. Essays will be critiqued based on criteria learned throughout the semester.

**Science****Earth Science****2001010****Grade 6****Year****2001020 (Gifted/Talented)**

The Earth Space science curriculum introduces students to the basic laboratory safety skills, use of the scientific method, and measuring in the metric system. Emphasis is placed on the use of the scientific method to solve problems and understand natural phenomena. This science course provides an opportunity for students to explore the Earth's materials, place in the universe, and history. Other topics covered in this course are meteorology, oceanography, astronomy, and geology. Laboratory activities and safe laboratory techniques are essential elements of the course. Projects are used to further the students' understanding of key concepts.

Life Science**2000010****Grade 7****Year****2000020 (Gifted/Talented)**

Life Science includes basic safety skills, inquiry, critical thinking, use of the scientific method, measurement, and the metric system. Emphasis is placed on the use of the scientific method to solve problems and understand natural phenomena. The initial focus of the course includes the animal and plant cell, the classification systems for the major kingdoms of life, heredity, and the study of the ecology of our surroundings before moving to the study of the human body, human health, human sexuality, genetics, and evidence of biological evolution. Laboratory techniques are an essential part of the course. Projects are used to further the students' understanding of key concepts.

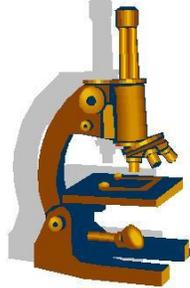
Physical Science**2003010****Grade 8****Year**

Safety skills and the use of the scientific method and metric system are utilized to further students' knowledge of science. The content area for the eighth grade focuses on an introduction to chemistry and physics. Chemistry topics include properties of matter, changes of matter (e.g., physical and chemical), and the atomic model of matter. Physics topics

include forces (e.g., magnetic, electrical, gravitational), energy (e.g., thermal, kinetic, potential), motion, light, and sound. Laboratory activities and safe laboratory techniques are an essential part of the course. Projects are used to further the students' understanding of the key concepts.

Physical Science Advanced
2003020 **Grade 8** **Year**
2003020 (Gifted/Talented)

This course is designed to provide an introduction to chemistry and physics. Chemistry topics include properties of matter, changes of matter (e.g., physical and chemical) and the atomic model of matter. Physics topics include forces (e.g., magnetic, electrical, gravitational), energy (e.g., thermal, kinetic, potential), motion, light, and sound. An inquiry approach is used to explore principles of physics and chemistry. Critical thinking skills and higher mathematics skills are used extensively. Emphasis is placed on the use of the scientific method to solve problems and understand natural phenomena. Laboratory activities and safe laboratory techniques are an essential component of this course.



Social Studies

World History
2109010 **Grade 6** **Year**
2109020 (Gifted/Talented)

Students will study 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.

A variety of instructional materials and strategies will ensure that all students learn through inquiry and by building upon individual strengths. Students will read, write, graph, and apply technology skills as they explore the world in which we live. Students will be challenged academically through individual,

small group, and large group instruction. Instructional Practices will include:

- Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
- Making close reading and rereading of texts central to lessons.
- Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
- Requiring students to support answers with evidence from the text.
- Providing extensive text-based research and writing opportunities (claims and evidence).

Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

Civics
2106010 **Grade 7** **Year**
2106020 (Gifted/Talented)

In Civics students will investigate 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. Additional content may include the distinctive characteristics of our diverse American culture. Included in this year long course is a review of North American geography and fundamentals of the U.S. economic system.

A variety of instructional materials and strategies will ensure that all students learn through inquiry and by building upon individual strengths. Students will read, write, graph, and apply technology skills as they explore the nature of government. Students will be challenged academically through individual, small group, and large group instruction

Instructional Practices will include:

- Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
- Making close reading and re-reading of texts central to lessons.
- Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
- Requiring students to support answers with evidence from the text.
- Providing extensive text-based research and writing opportunities (claims and evidence).

Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic method type discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

American History

2100010 Grade 8 Year

2100020 (Gifted/Talented)

In 8th grade students will investigate 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.

A variety of instructional materials and strategies will ensure that all students learn through inquiry and by building upon individual strengths. Students will read, write, graph, and apply technology skills as they explore the history of our country. Students will be challenged

academically through individual, small group, and large group instruction.

Specific Instructional Practices will include:

- Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
- Making close reading and rereading of texts central to lessons.
- Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
- Requiring students to support answers with evidence from the text.
- Providing extensive text-based research and writing opportunities (claims and evidence).

Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic method type discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

Electives

Beginning Band

2 semesters

Beginning Band is a fun, interactive open for any student with little or no experience on a musical instrument. The Band Director works closely with students to determine which instrument they will be most successful with and then help them obtain that instrument from local music stores. Throughout the year, students will learn how to make a great sound, play familiar tunes, read and understand music, and perform several concerts and even an optional solo. **Performances are an integral part of the curriculum.**

Advanced Band (Symphonic and Wind Ensemble) 2 semesters

Advanced Band is an exciting yearlong elective for motivated and talented students. They must complete an audition with the Band Director or be placed at her discretion. **Performances are an integral part of the curriculum.**

Jazz Band 2 semesters

A placement audition is required for Jazz Band. The course explores the rhythmic and improvisational skills uses to perform jazz as well as the stylistic and historical understanding. Students will study the three basic types of jazz: rock, swing and Latin. The instrumentation for this jazz ensemble may consist of but not limited to trumpets, saxophones, trombones, bass guitar, guitar, drum set and keyboard. **Performances are an integral part of the curriculum.**

Chorus I 2 semesters

This chorus is a performing group. Students will learn about correct vocal techniques, choral singing, musical terms, and sight-reading. Students will also be introduced to many different styles of music. This course requires the investment in a uniform and attendance at performances and/or rehearsals outside the regular school day. All students start in beginning chorus and all students who are new to the Indian Trails Middle School choral program will be placed in the beginning chorus class. All other students will be placed in a chorus class, based on the Choral Director's recommendation

Performances are an integral part of the curriculum.

Music Exploration 1 Semester

Students will learn about many aspects of music. The student will learn to play various instruments including hand bells, percussion instruments, and piano. Students will also learn the basics of rhythm, melody, voice production, and harmony. In addition, students will learn the music of different cultures through folk dances

Physical Education 1 Semester

This course enables students to participate in various individual and team sport activities. Students will gain an appreciation for movement education and physical activity. Lifelong physical activity is promoted during the course. Students are instructed in activities such as basketball, volleyball, flag football, middleball, ultimateball, pillow polo, soccer, softball, ping pong, shuffleboard, and badminton. Students will develop an understanding of the importance of physical activity. Students are to have fun and enjoy physical activity in a safe and healthy environment. Enjoyment of physical activity is encouraged throughout the course.

Health and Wellness 1 Semester

This course enables students to gain an understanding of health and wellness. Students learn about the components of Wellness and how these components affect them personally throughout their lives. Students will learn lifetime activities that help maintain wellness. Various subjects dealing with an overall understanding of good health are addressed during the course.

Technology 1 Semester

This course is designed to provide students with instruction in keyboarding and word processing skills by learning proper technique and posture. The hands-on laboratory provides them with practical experience using computer application software. By the end of the semester they will be able to identify the parts and functions of a computer system, perform computer activities, identify the uses of the computer and be familiar with occupations dealing with computer hardware and software.

Exploring Technology & Career Planning
1Semester

This course includes advanced technology presented through a variety of interactive simulations related to a variety of disciplines which may include: interactive telecommunications, physics, engineering, math, computing, science and technical writing through problem solving, hands-on, real life situations.

This course will enable students to explore a variety of careers with emphasis on career & educational planning.

Exploring Technology **1 Semester**

Have you ever used a solar cooker to cook hot dogs or built a levitating vehicle using the power of magnets? Here is your chance! Exploring Technology is a semester course where you explore various types of technology through hands-on activities. There are sixteen learning centers in the class and you will pick eight of them to rotate through. You can choose from making a glider, designing and building a bridge or hovercraft, making a rocket, designing and/or making a robot and a lot of other things.

Art **1 Semester**

Students will be able to identify, appreciate, and create realistic, abstract, and non-objective art using a variety of artistic media including pencil, paint, markers, ink, paper mache', and ceramics. Students will explore through hands-on techniques the Elements of Design that include line, space, shape, texture, and color. Some of the things undertaken in a semester are putting together and keeping journals, building with Lincoln Logs and Legos, designing cities, writing stories, creating sculpture, and developing life skills through following direction, deadlines, and craftsmanship. Students will learn that art is a skill to develop, not a gift with which they are born.

Advanced Art **1 Semester**

This course is offered to 7th and 8th grade students who have taken art in 6th grade. Students will develop their art techniques in watercolor painting, drawing, sculpture, altered

books, and much more. We try to develop each student to find the artist inside, and let him/her out!

Ceramics **1 Semester**

This course serves as an introduction to ceramics. The student will be engaged in projects using traditional construction methods in ceramics.

Drawing **1 Semester**

The purpose of this course is to enable students to develop fundamental art appreciation skills through production of two-dimensional works of art. Production activities may include drawing, painting and printmaking.

Drama **1 Semester**

In this course students will learn pantomime, speech, and stage movement through imagined roles and improvisational scenes. They will study stage direction, the structure of a play, and the basics of writing a play.

Video Production **1 Semester**

Video Production is designed to introduce students to television production techniques. The course will include television history, script writing and interviewing techniques. Students will be introduced to production roles, basic equipment use and basic editing techniques. Students are selected through an interview process by the Video Productions teacher.

Yearbook/Journalism **2 Semesters**

Students will explore the tools, skills and etiquette of news reporting. Various techniques and skills will be utilized including word processing, internet research, digital camera images, computer presentation and desktop publishing. The fundamentals of journalism will be stressed such as interviewing techniques, editing, journalistic conduct, communication laws, grammar rules, news layout and design, and fine writing skills. Students are selected through an interview process by the Yearbook Advisor.

Creative Writing I/II**1 Semester**

The purpose of this course is to enable students to develop and use fundamental writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of personal writing style. All students will be given the opportunity to develop their skills writing short stories and poetry. Creative Writing II builds on Creative Writing I.

Speech and Debate**1 Semester**

This course is designed to teach students basic public speaking skills as well as principles of persuasion, argumentation, and their application to 21st century issues. Students will learn organizational and research skills that can be applied to written and spoken research reports.

Beginning Spanish**1 Semester**

This course is designed to emphasize basic communication skills in the target language. Conversational vocabulary and grammar are taught. Students are given a basic introduction to the culture and customs of various Spanish-speaking countries.

Spanish I**2 Semesters****Grade 8: 1 High School Credit**

This course is designed to emphasize speaking and listening skills with students' oral participation in the target language. Reading and writing are introduced and basic grammar structures taught. Students will learn the culture and customs of various Spanish-speaking countries. Interested students should have a strong background in Language Arts

Exploring Forensics**1 Semester**

This course focuses on the collection, identification and analysis of crime scene evidence. Emphasis will be placed on the methods that link suspect, victim, and crime scene. Laboratory exercises may include, but are not limited to: finger printing, handwriting analysis, ballistics, blood typing, hair and fiber examination, and DNA analysis. Case studies and current events will be explored.

Robotics**1 Semester**

This course is designed for students to explore careers in science, mathematics, engineering and technology. Students will participate in a variety of hands-on activities, and are encouraged to participate in the UCF Regional SECME Competition.

**ACADEMIC COURSE CODE
QUICK REFERENCE SHEET**

Course	Course Code	Grade	Length of Time
MATH			
Math 1	1205010	6	Year
Math 1 Advanced	1205020	6	Year
Mathematics 2	1205040	7	Year
GEM/Pre-Algebra;	1205050	6-7	Year
Math 2 Advanced	1205050	7	Year
Pre-Algebra	1205070	8	Year
Algebra I	1200310	7-8	Year
Algebra I Honors	1200320	7-8	Year
Geometry Honors	1206320	8	Year
LANGUAGE ARTS			
Language Arts I	1001010	6	Year
Advanced Language Arts I	1001020	6	Year
Language Arts II	1001040	7	Year
Advanced Language Arts II	1001050	7	Year
Language Arts III	1001070	8	Year
Advanced Language Arts III	1001080	8	Year
SCIENCE			
Earth-Science	2001010	6	Year
Earth-Science (Gifted/Talented)	2001020	6	Year
Life Science	2000010	7	Year
Life Science (Gifted/Talented)	2000020	7	Year
Physical Science	2003010	8	Year
Physical Science (Gifted/Talented)	2003020	8	Year
SOCIAL STUDIES			
World History	2109010	6	Year
World History (Gifted and Talented)	2109020	6	Year
Civics	2106010	7	Year
Civics (Gifted and Talented)	2106020	7	Year
American History	2100010	8	Year
American History (Gifted and Talented)	2100020	8	Year

ELECTIVE COURSE CODE QUICK REFERENCE SHEET

Course			Length of Time
ELECTIVES			
Beginning Band			2 semesters
Advanced Band			2 semesters
Jazz Band			2 semesters
Chorus			2 semesters
Yearbook/Journalism			2 semesters
Exploring Forensics			Semester
Technology			Semester
Introduction to Computers			Semester
Computer Applications			Semester
Exploring Technology and Career Planning			Semester
Exploring Technology			Semester
Art			Semester
Advanced Art			Semester
Ceramics			Semester
Drama			Semester
Video Production			Semester
Music Exploration			Semester
Creative Writing I/II			Semester
Speech and Debate			Semester
Beginning Spanish			Semester
Spanish I			Semester
Robotics			Semester
Exploring Forensics			Semester
Health & Wellness			Semester
Drawing			Semester

GRADE LEVEL OFFERINGS

6 th Grade	7 th Grade	8 th Grade
Math Standard Advanced GEM/Pre-Algebra	Math Math 2 Math 2 Advanced Algebra I Algebra I Honors	Math Pre-Algebra Algebra I Algebra I Honors Geometry Honors
Language Arts Language Arts I Advanced	Language Arts Language Arts II Advanced	Language Arts Language Arts III Advanced
Science: Earth-Space	Science: Life Science	Science: Physical Science Advanced Standard
Social Studies: World History	Social Studies: Civics	Social Studies: American History
<hr/>	<hr/>	<hr/>
Students with FCAT Level 1, 2, or 3 Reading scores MUST take: <u>Intensive Reading</u>	Students with FCAT Level 1, 2, or 3 Reading scores MUST take: <u>Intensive Reading</u>	Students with FCAT Level 1, 2, or 3 Reading scores MUST take: <u>Intensive Reading</u>
Students With FCAT Level 1 or Level 2 Math scores may be enrolled in: <u>Intensive Math</u>	Students With FCAT Level 1 or Level 2 Math scores may be enrolled in: <u>Intensive Math</u>	Students With FCAT Level 1 or Level 2 Math scores may be enrolled in: <u>Intensive Math</u>

Elective Offerings

6 th Grade	7 th Grade	8 th Grade
Band Chorus Art Technology Creative Writing Drama Music Exploration Speech and Debate Ceramics Physical Education Health & Wellness	Band Chorus Exploring Technology and Career Planning Drama Conversational Spanish Creative Writing I/II Physical Education Music Exploration Speech and Debate Ceramics Advanced Art Yearbook/Journalism Health & Wellness Drawing	Band Chorus Drama Creative Writing I/II Spanish I for High School Credit Exploring Technology Advanced Art Ceramics Exploring Forensics Robotics Physical Education Yearbook/Journalism Drawing

Advanced Course Profile

Determining that you are ready to accept the challenge of advanced coursework is an important decision. If you are interested in taking an advanced course, you should ask yourself if you fit the profile of students who typically do well in advanced courses.

An advanced student is someone who typically...

Makes schoolwork a priority.

Is able to set aside time each night for schoolwork, including projects.

Is well-organized and able to handle several tasks at once.

Will review and study for tests.

Has done well in advanced classes before.

Has a support system that is encouraging of academics.

Does not feel challenged in standard classes.

Has Level 3 or higher test scores on the FCAT.

If this sounds like you, please consider taking advanced courses.

Grade 6 - Mathematics-Advanced

Grade 6 – GEM Pre-Algebra

Grade 7 – Mathematics 2 Advanced

Grade 7 - Algebra I*

Grade 7 - Algebra I Honors*

Grade 8 - Algebra I*

Grade 8 - Algebra I-Honors*

Grade 8 - Geometry I Honors*

Grade 6 - Language Arts-Advanced

Grade 7 – Language Arts-Advanced

Grade 8 - Language Arts-Advanced

Grade 8 - Science Advanced

8 – American History Advanced

Spanish I*

**Student will earn high school credit with successful completion of these courses.*

If you make the commitment to take an advanced course, you must remain in that class for at least the first nine weeks.

CLUBS AND ORGANIZATIONS

Indian Trails Middle School offers students opportunities to become part of many different clubs, athletic programs, after-school programs, and academic organizations. Many of the athletic and after-school programs are offered at various times throughout the year. Students are encouraged to listen to the morning announcements for the dates of these offerings and take advantage of the opportunities afforded.



THE INDIAN TRAILS BETA CLUB

Twice each year, students are invited to join the Beta Club based on their GPA, character, and leadership. Indian Trails Junior Beta Club has member affiliation with both the state and national BETA organizations. The ITMS BETA club is very active and service-oriented raising money or providing goods or services to organizations such as Pet Rescue by Judy, Leukemia and Lymphoma Society, and the Juvenile Diabetes Walk-a-Thon. Several BETA Club members will also attend the state convention competing against others around the state with their creations of T-shirts, scrapbooks, banners and various arts and crafts. In addition, individual members will compete in science, math, and spelling competitions, and as teams in the Battle of the Books, Quiz Bowl, and poster competitions.



STUDENT COUNCIL

The Indian Trails Middle School Student Council is comprised of an Executive Board of Officers and Representatives. Each year an election is held to determine homeroom representatives for the Council and from those representatives a school-wide election is held for the Executive Board. The Executive Board of this organization includes the President, Vice-President, Secretary, Treasurer and Parliamentarian. Approximately 90 students are engaged in leadership positions throughout the school year.

Student Council is responsible for disseminating information to other students regarding Indian Trails Middle School, planning and assisting in a variety of school events, and also being involved in various community service projects to foster awareness of local, national and world events.

MATH CLUB

The Indian Trails Middle School competes in two of the well-known math competitions in the U.S. We have competed in Math Counts and MU Alpha Theta. These two math programs are based on Middle School math concepts that will be taught during the math club. We are encouraging students who enjoy math and love doing challenging activities individual or cooperatively to participate and join. Math Club is an enjoyable extra-curricular activity that may enhance the participant's math knowledge.

The club meeting will be held once a week after school to practice the skills in each event for the competition. Competitors that are on the competition team will have "game day" on a Saturday after Winter Break. Coming in the top 3 during this meet will advance the team to the U.S. competition.

If the students are willing to participate in the Math Counts-all math courses approved and will be mixed.

If the students are willing to participate in the Mu Alpha Theta- students will be grouped in the math course they are currently enrolled in (i.e. Algebra Team, Geometry Team, etc.)

