



# Curriculum Guide

## 2024-2025

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

*Revised: January 2024*



# Curriculum Guide

## TABLE OF CONTENTS

### SCHOOL INFORMATION

<u>ADMINISTRATION</u> .....	2
<u>SCHOOL &amp; OFFICE HOURS</u> .....	2
<u>SCHOOL ADDRESS</u> .....	2

### GUIDANCE

<u>GUIDANCE COUNSELORS</u> .....	3
<u>GUIDANCE SERVICES</u> .....	3
<u>REGISTRATION INFORMATION</u> .....	3
<u>PARENT/TEACHER COMMUNICATION</u> .....	5
<u>ATTENDANCE</u> .....	5
<u>PROMOTION POLICY</u> .....	5
<u>SAMPLE DAILY SCHEDULE</u> .....	5
<u>ELECTIVE SELECTION</u> .....	6
<u>SCHEDULE CHANGES</u> .....	6
<u>PLACEMENT IN ADVANCED COURSES</u> .....	6
<u>ACADEMIC RIGOR</u> .....	6
<u>HIGH SCHOOL COURSES OFFERED</u> .....	6
<u>CORE COURSE PROGRESSIONS</u> .....	7

### CORE COURSE DESCRIPTIONS

<u>LANGUAGE ARTS</u> .....	8
<u>READING</u> .....	10
<u>SOCIAL STUDIES</u> .....	11
<u>SCIENCE</u> .....	13
<u>MATH</u> .....	16

### \*ELECTIVE COURSE DESCRIPTIONS

<u>FINE ARTS</u> .....	19
<u>FITNESS</u> .....	20
<u>FOREIGN LANGUAGE</u> .....	20
<u>PERFORMING ARTS</u> .....	21
<u>SCIENCE TECHNOLOGY ENGINEERING MATHEMATICS (STEM)</u> .....	25
<u>WDOG/YEARBOOK</u> .....	25
<u>AGRICULTURE</u> .....	27
<u>LATINOS IN ACTION (LIA)</u> .....	28
<u>PEERS FOR PARTNERS IN LEARNING (PIT CREW)</u> .....	28

### ADDITIONAL INFORMATION

<u>SPECIAL PROGRAMS</u> .....	29
-------------------------------	----



# Curriculum Guide

## **District Vision**

To ensure every student has a promising and successful future.

## **District Mission**

With the support of families and the community, we create enriching and diverse pathways to lead our students to success.

Welcome to Avalon Middle School, where the **Power is in the Pack!** A caring and dedicated staff is eager to make your time at Avalon Middle School 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**

Jennifer Williams  
Principal

Michelle Anderson, Assistant Principal of Instruction  
Angie Algarin, Assistant Principal

German Santos, Administrative Dean  
Jarrin Rolle Warren, Administrative Dean

## **Address**

Avalon Middle School

13914 Mailer Boulevard Orlando, Florida 32828 Phone - 407-207-7839 Fax - 407-207-7872

## **Office Hours**

8:30am - 4:30pm

## **School Hours**

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

Wednesday: 9:30am- 2:54 pm



# Curriculum Guide

## **GUIDANCE**

### **Guidance Counselors**

<b>Grade</b>	<b>Name</b>	<b>E-mail</b>	<b>Extension</b>
6 <sup>th</sup> and 7 <sup>th</sup> (Last names A-L)	Madelyn Richie	<a href="mailto:Madelyn.Richie@ocps.net">Madelyn.Richie@ocps.net</a>	5302248
8 <sup>th</sup> and 7 <sup>th</sup> (Last names M-Z)	Melinda Fontaine	<a href="mailto:Melinda.Fontaine@ocps.net">Melinda.Fontaine@ocps.net</a>	5302246

### **Guidance Services**

<b>Position</b>	<b>Name</b>	<b>E-mail</b>	<b>Extension</b>
Registrar	Irene Rios	<a href="mailto:Irene.Rios@ocps.net">Irene.Rios@ocps.net</a>	5302118
Exceptional Education	Erin Pearson	<a href="mailto:Erin.Pearson@ocps.net">Erin.Pearson@ocps.net</a>	5302111

### **Registration**

You can register here at Avalon Middle School or online at [www.ocps.net](http://www.ocps.net) (search pupil assignment). If online, please print out the completed registration and bring it with you upon registering your student to Avalon Middle School.

For additional assistance, please contact:

Student Enrollment

6501 Magic Way, Building 100B, Orlando, FL 32809

Monday through Friday: 7:30 a.m.-4:30 PM (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 Statutes 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.**

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



## Curriculum Guide

### 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 IEP/504/EP

### 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:** Student Enrollment

6501 Magic Way, Building 100B, Orlando, FL 32809

Monday through Friday: 7:30 a.m.-4:30 PM (407) 317-3233

### Immunization and Physical Requirements

Physical Exam within one year of school entry - Valid Florida DH 680 Immunization Form (blue paper not required)

#### 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.**



# Curriculum Guide

## 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 Avalon Middle School website. You will receive a timely response from the teacher. Use Skyward Family Access at [parents.classlink.com/ocps](https://parents.classlink.com/ocps) to monitor your child's progress throughout the year. We strongly encourage contacting the teacher or counselor whenever there is a question or concern.

## 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 Canvas for homework 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 or mathematics equivalent to a FAST level 2 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	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.*



# Curriculum Guide

## 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 FAST Math or Reading may be assigned an intensive course in place of one or more electives.

## Schedule Changes

Students are given registration information each spring. This information aids students in course selection. 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 start of the new 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 / Accelerated & High School Courses

Advanced / Accelerated and high school courses offered at AMS have specific prerequisites. 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 essay writing.

## Academic Rigor

Academic rigor is not simply assigning 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

### Core Courses

- Physical Science Honors
- Earth Space Honors
- Algebra I Honors
- Geometry Honors



# Curriculum Guide

## Elective Courses

- Spanish I
- Spanish II
- Agriscience Foundations I
- Introduction to Engineering Design

**\*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 / Accelerated and *\*high school credit* courses have requirements for placement.

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Language Arts 1 <a href="#">Advanced Language Arts 1</a>	Language Arts 2 <a href="#">Advanced Language Arts 2</a>	Language Arts 3 <a href="#">Advanced Language Arts 3</a>
Comprehensive Science 1 <a href="#">Advanced Comprehensive Science 1</a>	Comprehensive Science 2 <a href="#">Advanced Comprehensive Science 2</a>	Comprehensive Science 3 <a href="#">Advanced Comprehensive Science 3</a>
<a href="#">Advanced Life Science</a>	<a href="#">*Earth/Space Science Honors</a>	<a href="#">*Physical Science Honors</a>
Grade 6 Mathematics <a href="#">Accelerated Math Grade 6</a>	Grade 7 Mathematics <a href="#">Accelerated Math Grade 7</a> <a href="#">*Algebra 1 Honors</a>	Grade 8 Pre-Algebra <a href="#">*Algebra 1 Honors</a> <a href="#">*Geometry (passed Algebra 1 EOC)</a>
World History <a href="#">Advanced World History</a>	Civics <a href="#">Advanced Civics</a>	American History <a href="#">Advanced US History &amp; Career Planning</a>





# Curriculum Guide

## CORE COURSE DESCRIPTIONS

### LANGUAGE ARTS

The purpose of English Language Arts is to engage students in meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. In grades 6-8, analysis and writing are the primary foci. Rhetoric is introduced in 6th grade. Students go from explaining theme to analyzing it. Students progress from examining character perspective to working with complex narrator types. Students are also being introduced to literature from historic time periods. In middle school, those periods are as follows:

- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)
- Contemporary Period (1945–present)

Developmental reading strategies should also be incorporated.

#### 6: Language Arts

The purpose of this course is to engage students in meaningful, significant content – at appropriate complexity, the knowledge of which helps all students actively and fully participate in our society. The content includes word study with morphology analysis, active reading across genres, analysis of prose and poetry and informational texts, writing for varied purposes, effective listening, speaking, and viewing strategies. Rhetoric is introduced in 6th grade. Students go from explaining theme to analyzing it. Students progress from examining character perspective to working with complex narrator types. Students are also being introduced to literature from historic time periods.

#### 6: Advanced Language Arts

##### Prerequisites:

- Level 3 on FAST Reading
- Teacher recommendation

The purpose of this course is to engage students in meaningful, significant content – with high complexity, the knowledge of which helps all students actively and fully participate in our society. The content includes word study, including morphology analysis, active reading across genres, reading of informational text, prose and poetry, communicating orally and through writing, and creating and collaboration.

#### 7: Language Arts

The purpose of this course is to engage students in meaningful, significant content – at appropriate complexity, the knowledge of which helps all students actively and fully participate in our society. The content includes word study with morphology analysis, active reading across genres, analysis of prose and poetry and informational texts, writing for varied purposes, effective listening, speaking, and viewing strategies. Rhetoric is further analyzed in 7<sup>th</sup> grade. Students analyze theme and progress from analyzing character perspective to working with complex narrator types. Students continue to read literature from historic time periods. Students will also begin working more



# Curriculum Guide

independently.

## 7: Advanced Language Arts

### Prerequisites:

- Level 3 on FAST Reading
- Teacher recommendation

The purpose of this course is to engage students in meaningful, significant content – at high complexity, the knowledge of which helps all students actively and fully participate in our society. The content includes word study with morphology analysis, active reading across genres, analysis of prose and poetry and informational texts, writing for varied purposes, effective listening, speaking, and viewing strategies. Rhetoric is further analyzed in 7<sup>th</sup> grade. Students analyze theme and progress from analyzing character perspective to working with complex narrator types. Students continue to read literature from historic time periods. 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 engage students in meaningful, significant content – at appropriate complexity, the knowledge of which helps all students actively and fully participate in our society. The content includes word study with morphology analysis, active reading across genres, analysis of prose and poetry and informational texts, writing for varied purposes, effective listening, speaking, and viewing strategies. Rhetoric is further analyzed in 7<sup>th</sup> grade. Students analyze theme and progress from analyzing character perspective to working with complex narrator types. Students continue to read literature from historic time periods. This course will cover the 8<sup>th</sup> grade B.E.S.T Standards while preparing the students to be successful in high school.

## 8: Advanced Language Arts

### Prerequisites:

- Level 3 on FAST Reading
- Teacher recommendation

The purpose of this course is to engage students in meaningful, significant content – at high complexity, the knowledge of which helps all students actively and fully participate in our society. The content includes word study with morphology analysis, active reading across genres, analysis of prose and poetry and informational texts, writing for varied purposes, effective listening, speaking, and viewing strategies. Rhetoric is further analyzed in 7<sup>th</sup> grade. Students analyze theme and progress from analyzing character perspective to working with complex narrator types. Students continue to read literature from historic time periods. This course will cover the 8<sup>th</sup> grade B.E.S.T Standards while preparing the students to be successful in high school.



# Curriculum Guide

## 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 be 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.

## READING

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

### 6, 7, 8: 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. If needed, systematic instruction in phonics and phonemic awareness will occur. 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 FAST.

### 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 FAST.



# Curriculum Guide

## 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 on FAST Reading
- Teacher recommendation

This course covers the development of 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 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.



# Curriculum Guide

## 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 on FAST 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. Avalon's 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 on FAST 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.



# Curriculum Guide

## SCIENCE

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

### 6: Advanced Comprehensive Science 1

#### Prerequisite:

- Level 3 or higher on FAST Reading and Math
- Teacher recommendation

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

### 6: Advanced Life Science

#### Prerequisite:

- Level 4 or 5 on FAST Reading, Math and Science State Assessment
- Teacher recommendation

The purpose of this course is to provide opportunities for students to study concepts of biology through exploratory investigations, activities, and applications. Biology content includes: unifying concepts, classification of living things, cell structure and function, use of microscopes, genetics, human body systems,





# Curriculum Guide

photosynthesis, cellular respiration, ecosystems, adaptations of organisms and fossil records. Scientific processes include: theories and laws, laboratory investigations, experimental procedures, use of measurement, problem solving, laboratory apparatus and safety procedures. Due to the pace and rigor of this course, students are required to be dedicated and have high levels of responsibility in order to be successful.

## **7: Comprehensive Science 2**

The purpose of this course is to provide opportunities for students to study concepts of science through exploratory investigations, activities, and applications. Science content includes: energy, heat and temperature, waves, sun's spectrum, geologic processes, geologic time, DNA and reproduction, genetics, personal health, ecological relationships, evidence of evolution, human impact and biotechnology. Scientific processes include: the role of theories, laws, hypotheses, and models; scientific investigations, experimental procedures, problem solving, and the characteristics of scientific knowledge.

## **7: Advanced Comprehensive Science 2**

### **Prerequisite:**

- Level 3 on FAST Reading and Math
- Teacher recommendation

The purpose of this course is to provide opportunities for students to study concepts of science through exploratory investigations, activities, and applications. Science content includes: energy, heat and temperature, waves, sun's spectrum, geologic processes, geologic time, DNA and reproduction, genetics, personal health, ecological relationships, evidence of evolution, human impact and biotechnology. Scientific processes include: the role of theories, laws, hypotheses, and models; scientific investigations, experimental procedures, problem solving, and the characteristics of scientific knowledge. Due to the pace and rigor of this course, students are required to be dedicated and have high levels of responsibility in order to be successful.

## **7: Earth Space Science Honors (High School Course)**

### **Prerequisites:**

- Level 4 or 5 on FAST Reading and Math
- Teacher recommendation

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 Honors.



# Curriculum Guide

## 8: Comprehensive Science 3

The purpose of this course is to provide opportunities for students to study concepts of science through exploratory investigations, activities, and applications. Science content includes: technology in space, relationships in the universe, properties of stars, properties of objects in the solar system, impacts of objects in space on each other, states of matter, properties of matter, atoms and the periodic table, elements, compounds and mixtures, changes of matter and processes of living systems. Scientific processes include: the role of theories, laws, hypotheses, and models; scientific investigations, experimental procedures, problem solving, and the characteristics of scientific knowledge.

## 8: Advanced Comprehensive Science 3

### Pre-requisites:

- Level 3 on FAST Reading and Math
- Teacher recommendation

The purpose of this course is to provide opportunities for students to study concepts of science through exploratory investigations, activities, and applications. Science content includes: technology in space, relationships in the universe, properties of stars, properties of objects in the solar system, impacts of objects in space on each other, states of matter, properties of matter, atoms and the periodic table, elements, compounds and mixtures, changes of matter and processes of living systems. Scientific processes include: the role of theories, laws, hypotheses, and models; scientific investigations, experimental procedures, problem solving, and the characteristics of scientific knowledge. Due to the pace and rigor of this course, students are required to be dedicated and have high levels of responsibility in order to be successful.

## 8: Physical Science Honors (High School Course)

### Prerequisites:

- Level 4 or 5 on FAST Reading and Math
- Teacher recommendation

This is a project-based inquiry approach course. The content of this course should include but not be 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 a 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 Honors.





# Curriculum Guide

## 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 Florida's B.E.S.T. Standards for Mathematics, Mathematical Thinking and Reasoning 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 Florida's B.E.S.T. Standards for Mathematics 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

Florida middle school students who score at Level 1 or 2 on FAST Math may be enrolled in an intensive math course. 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 FAST Math.

The goal of Intensive Math is to fill the gaps in a student's mathematical knowledge structure. Students in 6<sup>th</sup> 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 7<sup>th</sup> grade should be able to do all the previous, as well as proportions, graphs, and functions. In addition, students in 8<sup>th</sup> 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: Grade 6 Math

Sixth grade math focuses on five critical areas: (1) performing all four operations with integers, positive decimals, and positive fractions with procedural fluency; (2) exploring and applying concepts of ratios, rates, and percent to solve problems; (3) creating, interpreting, and using expression and equations; (4) extending geometric reasoning to plotting points on the coordinate plane, area, volume of geometric figures; and (5) extending understanding of statistical thinking.

### 6: Accelerated Math 6

#### Prerequisites:

- Level 3 or higher on FAST Math
- Teacher recommendation



# Curriculum Guide

Accelerated Math 6 focuses on seven critical areas: (1) performing all four operations with rational numbers with procedural fluency; (2) exploring and applying concepts of ratios, rates, and percent to solve problems; (3) creating, interpreting, and using expressions and equations; (4) creating equivalent expressions and solving equations and inequalities; (5) extending geometric reasoning to plotting points on the coordinate plane, area, volume of geometric figures; (6) extending understanding of statistical thinking; and (7) representing and comparing categorical and numerical data and developing understanding of probability.

## 7: Grade 7 Math

Major milestones for seventh grade math will include emphasize five areas: (1) recognizing that fractions, decimals, and percentages are different representations of rational numbers and performing all four operations with rational numbers with procedural fluency; (2) creating equivalent expressions and solving equations and inequalities; (3) developing understanding of and applying proportional relationships in two variables; (4) extending analysis of two- and three-dimensional figures to include circles and cylinders; and (5) representing and comparing categorical and numerical data and developing understanding of probability.

## 7: Accelerated Math 7

### Prerequisites:

- Level 3 or higher on FAST Math
- Teacher recommendation

In Accelerated Math 7, instructional time focuses on eight critical areas: (1) representing numbers in scientific notation and extending the set of numbers to the system of real numbers, which includes irrational numbers; (2) generate equivalent numeric and algebraic expressions including using the Laws of Exponents; (3) developing understanding of and applying proportional relationships in two variables; (4) creating and reasoning about linear relationships including modeling an association in bivariate data with a linear equation; (5) solving linear equations, inequalities, and systems of linear equations; (6) developing an understanding of the concept of a function; (7) extending analysis of two- and three-dimensional figures to include circles and cylinders; and (8) analyzing two-dimensional figures, particularly triangles, using distance, angle, and applying the Pythagorean Theorem.

## 8: Pre-Algebra

In Grade 8, instructional time focuses on six critical areas: (1) representing numbers in scientific notation and extending the set of numbers to the system of real numbers, which includes irrational numbers; (2) generate equivalent numeric and algebraic expressions including using the Laws of Exponents; (3) creating and reasoning about linear relationships including modeling an association in bivariate data with a linear equation; (4) solving linear equations, inequalities, and systems of linear equations; (5) developing an understanding of the concept of a function; and (6) analyzing two-dimensional figures, particularly triangles, using distance, angle, and applying the Pythagorean Theorem.



# Curriculum Guide

## Algebra I Honors (High School Course)

### Prerequisites:

8<sup>th</sup> Grade Students:

- Level 3 or higher on FAST Math
- Teacher recommendation

7<sup>th</sup> Grade Students:

- Successful completion of Accelerated Math 7
- Level 3 or higher on FAST Math
- 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. In Algebra 1, instructional time will emphasize five areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic, and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one-variable and systems of linear equations and inequalities in two variables; (4) building functions, identifying their key features, and representing them in various ways; and (5) representing and interpreting categorical and numerical data with one and two variables.

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. The Algebra 1 End of Course Exam is worth 30% of a student's final grade in the course.

## 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. In Geometry, instructional time will emphasize five areas: (1) proving and applying relationships and theorems involving two-dimensional figures using Euclidean geometry and coordinate geometry; (2) establishing congruence and similarity using criteria from Euclidean geometry and using rigid transformations; (3) extending knowledge of geometric measurement to two-dimensional figures and three-dimensional figures; (4) creating and applying equations of circles in the coordinate plane; and (5) developing an understanding of right triangle trigonometry. Students will take the Geometry End of Course Exam which is worth 30% of a student's final grade in the course.



# Curriculum Guide

## ELECTIVE COURSE DESCRIPTIONS

### FINE ARTS

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

##### 2D Art-1

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.

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

##### 2D Art-2

Students in this course will refine art skills and techniques in two-dimensional (2D) media. Students will continue to work with the Elements of Art and Principles of Design as a way to promote creative risk-taking. This course combines art production with study in art history, aesthetics and art criticism of artworks. Students continue to use *written effort* to communicate the art criticism process as a way to evaluate, explain, and measure artistic growth in personal or group works. This course consists of consumption of art materials and **will** require a sketchbook as instructed by the teacher.

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

##### 3D Art-1

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. Students will use mixed media that may include clay, wood, plaster, found objects, and paper mâché. 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.

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



# Curriculum Guide

## 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 (6<sup>th</sup> grade), skill-based instruction (7<sup>th</sup> grade), and sports education team models (8<sup>th</sup> 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.

## FOREIGN LANGUAGE

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

#### Beginning Spanish

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.

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

#### Spanish I (High School Course)

Spanish 1 introduces students to the target language and its culture. The student will develop communicative skills in all three 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.

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

#### Spanish II (High School Course)

##### Prerequisite:

- Successful completion of Spanish I

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.



# Curriculum Guide

## PERFORMING ARTS

All of the performing art programs at Avalon Middle strive to meet the highest standards for artistic performance. Students will also learn to perform and appreciate music and 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\**

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

## 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

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 (6,7,8) may begin in this course.

### Advanced Band I – “Symphonic Band”

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 and 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.





# Curriculum Guide

## Advanced Band II – “Wind Ensemble”

Wind Ensemble 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 and genres. Music skills and concepts learned in this course will be focused at the highest level of achievement. 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. School-owned instruments are available. Students in grades 7 and 8 may enter this course.

## Jazz Band

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. 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

### Beginning Orchestra

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.

### Intermezzo Orchestra

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.



# Curriculum Guide

## Sinfonia Orchestra

Students with previous orchestral experience demonstrate advanced knowledge of instrumental techniques, musical literacy, ensemble skills, and related musical knowledge through study, rehearsal, and performance of a variety of high-quality orchestral literature. Additional opportunities for experiences in small ensembles, solo performance, and various leadership roles may be available. 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

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.

### Intermediate Chorus

Girls in 7<sup>th</sup> and 8<sup>th</sup> 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.

### Advanced Chorus

Girls in 8<sup>th</sup> 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

Boys in 6<sup>th</sup>- 8<sup>th</sup> 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.**





# Curriculum Guide

## DRAMA

### **Musical Theater**

2 course options: 6<sup>th</sup> grade and 7<sup>th</sup>/8<sup>th</sup> grade

Students with or without stage performance experience will develop and expand on skills in singing, acting, and dancing through rehearsal, performance, and study of high-quality musical theatre songs and shows. Students focus on increasing knowledge of musical theatre history, repertoire, vocal technique (singing), physical and vocal acting, and foundational dance. 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.

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

#### **Theatre I**

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, and 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.

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

#### **Theatre II**

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.

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

#### **Theatre III**

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.

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



# Curriculum Guide

## STEM (Science, Technology, Engineering, & Mathematics)

### Project Lead the Way: 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/>

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

##### Medical Detectives (Semester 1)

Students play the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a "crime scene." They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health.

##### Science of Technology (Semester 2)

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

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

##### Flight & Space (Semester 1)

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. Custom-built simulation software allows students to experience space travel.

##### Design & Modeling (Semester 2)

Students apply the design process to solve problems and understand the influence of creativity and innovation in their lives. They work in teams to design a playground and furniture, capturing research and ideas in their



# Curriculum Guide

engineering notebooks. Using Autodesk Fusion 360 modeling software, students create a virtual image of their designs and produce a portfolio to showcase their innovative solutions.

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

### **Magic of Electrons (Semester 1)**

Through hands-on projects, students explore electricity, the behavior and parts of atoms, and sensing devices. They learn knowledge and skills in basic circuitry design, and examine the impact of electricity on the world around them.

### **Automation & Robotics (Semester 2)**

Students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.

## **PLTW Engineering**

### **Introduction to Engineering Design (High School Course)**

#### **Prerequisite:**

- For students in 8<sup>th</sup> grade only.
- Enrolled in Algebra 1 Honors or Geometry Honors
- Application required

Students explore this high school course by digging deep into the engineering design process, applying math, science, and engineering standards to hands-on projects like designing a new toy or improving an existing product using the Autodesk Fusion 360 modeling software. Students who take and pass the Autodesk Certified User exam will receive industry certification.

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

## **WDOG /Yearbook**

#### **Prerequisite:**

- For students in 8<sup>th</sup> grade only.
- Application required

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Arts, A/V Technology and Communication career cluster. The content includes but is not limited to technology literacy, importance of Arts and AV, the role of



## Curriculum Guide

science, math, reading, writing, history, and technology in Arts and AV, and Digital Media. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures.

Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

Students will 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.

### **Fundamentals of Agriculture, Food, and Natural Resource Systems**

#### **6th Grade:**

##### **Exploration of and Orientation to Agriscience**

This course provides an overview of agriculture, and will help students to be educated about their food supply. In addition, it will assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Agriculture, Food and Natural Resource career cluster. The content includes but is not limited to agricultural literacy, importance of agriculture, the role of science, math, reading, writing, geography, history, and technology in agriculture, plants and animals, and sources of consumer goods from agriculture. Students will develop a basic understanding of agriculture with focuses on plants, animals, and natural resources. Students will also learn about our food system and the safety procedures in agriculture systems. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology.

#### **7th Grade:**

##### **Fundamentals of Agriculture, Food, and Natural Resource Systems**

Beginning with a broad overview of the Agriculture, Food, and Natural Resources career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Agriculture, Food, and Natural Resources career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology.

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

##### **Agriscience Foundations I (High School Course)**

This course is ideal for students who are interested in pursuing the Animal Sciences and Services courses at the high school level. The course develops students' competencies in the areas of agricultural history and the global impact of agriculture; career opportunities; scientific and research concepts; biological and physical science principles; environmental principles; agriscience safety; principles of leadership; and agribusiness, employability, and human relations skills in agriscience. Laboratory-based activities are an integral part of this



## Curriculum Guide

course. These include the safe use and application of appropriate technology, scientific testing and observation equipment.

### **Fundamentals of Agriculture Food, and Natural Resource Systems**

Beginning with a broad overview of the Agriculture, Food, and Natural Resources career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Agriculture, Food, and Natural Resources career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology.

### **Latinos in Action (LIA)**

Latinos in Action (LIA) engages Latino male and female students to improve themselves through education, leadership, and service. Students in LIA celebrate and honor the diverse cultures that contribute to their Latino heritage. Students have several opportunities for key leadership experiences and are engaged in learning by working with elementary school students on a weekly basis with reading skills and comprehension and planning several community service projects throughout the school year. (7<sup>th</sup> and 8<sup>th</sup> graders only)

### **Peers for Partners in Learning (PIT Crew)**

#### **Prerequisite:**

- For students in 8<sup>th</sup> grade only.
- Application required
- Must have a 3.0 GPA or higher.

This course is designed to provide reciprocal academic and social benefits to students with disabilities and their peers without disabilities. Students enrolled in this course will learn and apply knowledge and skilled practices in the areas of academic engagement, communication, social barriers, leadership, problem solving, and other disability-related topics such as historical perspectives, inclusion, Universal Design for Learning, person-first language, presumed competence, social justice for minority populations, and media representation of diverse people.

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



# Curriculum Guide

## 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 Avalon Middle School, please contact Mrs. Erin Pearson, 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. FAST scores, classroom performance/academic rigor, teacher recommendation and Gifted Education Plan placement will determine class assignments.

### English for Speakers of Other Languages (ESOL) Program

#### Purpose

- ☐ To meet the linguistic, academic, and cultural needs of our English for Speakers of Other Languages (ESOL), 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 (FAST) 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 Avalon 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 Assessment of Student Thinking (FAST). 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.



## Curriculum Guide

### **ESOL Mainstream / ESOL Regular**

In Basic Mainstream Instruction students are taught exclusively in English alongside fluent English speakers. Once out of the ESOL program, students' academic progress is monitored for two years to ensure academic success.

#### **Contact Information:**

Ms. Brendaly Rios Vazquez – ESOL Compliance  
407-207 7839 ext. 5304702

**OCPS Multilingual Department** - [https://www.ocps.net/departments/multilingual\\_services](https://www.ocps.net/departments/multilingual_services)