



# Woodlawn Beach Middle School

*Home of the Wildcats*

Course Catalog  
School Year 2022/23

## Middle School Progression

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Mathematics	Mathematics	Mathematics
English Language Arts	English Language Arts	English Language Arts
Earth/Space Science	Life Science	Physical Science
World History	Civics*	U.S. History
PE*	PE*	PE*
Non-Core	Non-Core	Non-Core

**A middle school student must pass the following twelve (12) core courses to be promoted to the ninth grade:**

1. Three courses in mathematics;
  - Algebra I and/or Algebra I Honors, Geometry and/or Geometry Honors will be offered for high school credit.
2. Three courses in English Language Arts;
3. Three courses in Science, which shall include instruction in Life, Earth, and Physical Science;
4. Three courses in social studies, which shall include the study of World History, Civics, and United States History;
  - Students must take the state mandated Civics EOC, which constitutes 30% of the course final grade.
  - A middle grade student who transfers into the state's public-school system from out of country, out of state, a private school, or a home school system after the beginning of the second semester of grade 8 is not required to take Civics.
5. One semester of physical education each year in Grades 6, 7, and 8. A student must receive a passing grade in the P.E. class to fulfill this requirement. SRCSD recommends a full year of P.E. for 6th grade students.

6. Electives may be selected from, but not limited to, the following: technology, art, music, research/study skills, and physical education.

**Note: Physical Education Exemption**

A Principal may exempt a student from the physical education requirement for the following reasons:

- If academic courses required in Florida Statute and/or the requirements of the student's IEP do not leave a class period available during a middle school year for enrollment in physical education.
- The student is enrolled or required to enroll in a remedial course.
- The student's parent indicates in writing to the school each year that:
  1. The parent requests that the student enroll in another course from among those courses offered as options by the school; or
  2. The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

(PE Waiver Form Found on WBMS website)

*Additional progression information can be found in the Santa Rosa County School District's Pupil Progression Plan*

## Course Selections

This Academic Catalog is a resource to help students and parents understand decisions concerning course selections for the upcoming school year. From the courses requested, administration determines the master schedule for the upcoming school year. Because this schedule is generated based on number of student requests, careful consideration should be given to course selections, as course changes during the year are improbable and only allowed within the constraints of the master schedule and upon administrative approval.

## Grading Scale

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

0 - 59 = F

## Symbol Meanings

 - Advance/Honors

 - High School Credit

 - Application Required

*Note: Completed application does not guarantee placement in course. Applications must be completed and returned on or before deadline.*

**EOC** - End of Course Exam

## Semester Exams

- The semester exam for the middle school courses will count as 10% of the final semester grade. Each nine (9) weeks grades will count as 45% of the final grade.
- For high school courses taken in the middle school, each nine (9) weeks will count as 40% of the final grade and the semester exam will count as 20% of the final grade.
- Regardless of whether the course is middle school or high school, if it includes an End-of-Course (EOC) exam, the EOC exam will count as 30% of the student's final end-of-year grade. Each nine (9) weeks grades will count as 35% of the final grade.

**Note: Semester exams cannot be taken early. Contact grade appropriate counselor to make arrangements for semester exams, if student plans to be absent for semester exams.**

## **Math Acceleration**

Eligible students can accelerate past standard math progressions, skipping some content, to gain a trajectory toward completing Algebra I and/or Geometry by 8th grade.

**Three (3) math acceleration paths are available:**

1. 6th Grade Regular Math to 7th Grade Advanced Math
2. 6th Grade Advanced Math to Algebra I
3. 7th Grade Regular Math to Algebra I

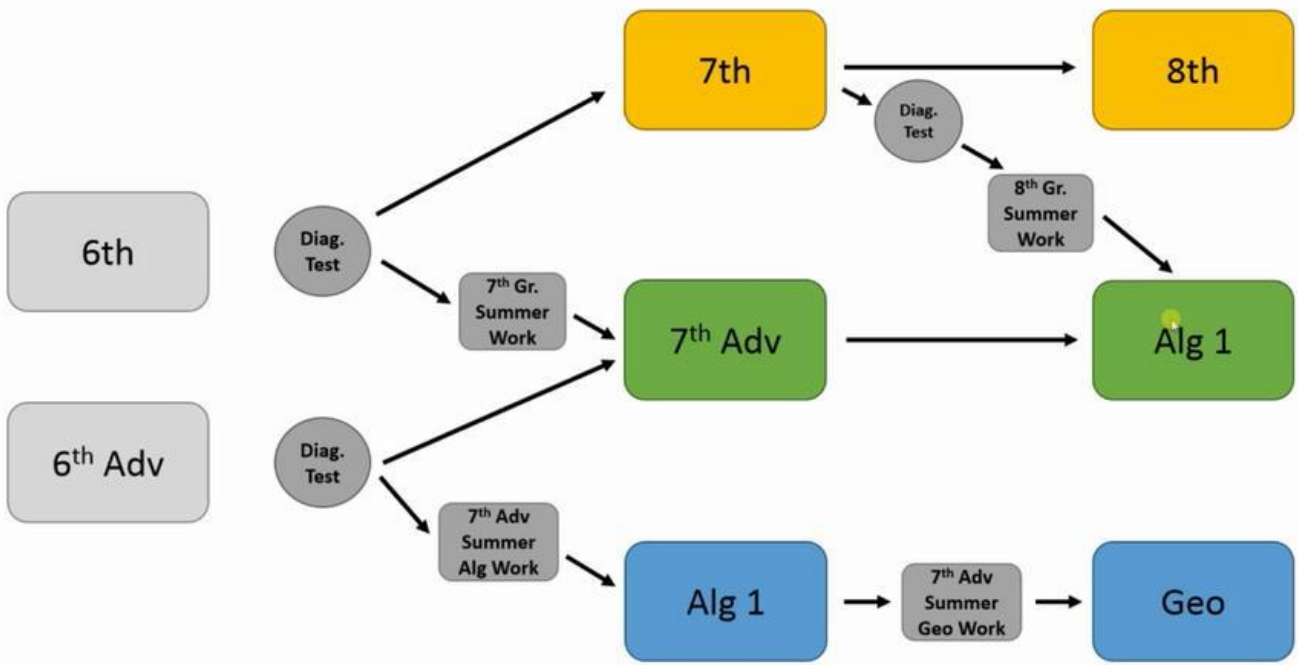
**Eligible students must meet four (4) criteria:**

1. A passing score on the district Math Acceleration Diagnostic Test (only for students completing 6th Grade Advanced Mathematics).
2. An achievement level of three (3) or above on the Florida Standards Assessment (FSA) for their current grade.
3. A final course grade of 85 or above for their current course.
4. Completion of summer coursework by July 15th with a grade average of 75 or above. Students who meet criteria 1-3 listed above must complete summer coursework that covers content that will be "skipped" by accelerating. This summer coursework covers standards from math coursework that would be skipped by acceleration. Students will not have received instruction for these standards yet and will need exposure to them to have the prior knowledge needed to succeed in accelerated courses. Students who do not successfully meet criteria 1 or 4, listed above, will be placed in accordance with Section 5.2221 of the Student Progression Plan.

***See Math Acceleration Plan Flow Chart on pg. 7***

*Additional progression information can be found in the Santa Rosa County School District's Pupil Progression Plan*

# Middle School Math Acceleration Plan



*Additional progression information can be found in the Santa Rosa County School District's Pupil Progression Plan*

# School Wide Interventions

## Multi-tiered System of Supports (MTSS)

### *Early Warning System*

All students are monitored through an MTSS Early Warning System. The early warning system must include the following early warning indicators;

- a. Attendance below 90 percent regardless of whether absence is excused, or a result of out-of-school suspension;
- b. One or more suspensions, whether in-school or out-of-school;
- c. Course failure in English Language Arts or mathematics during any grading period;
- d. A Level one (1) score on the statewide standardized assessments in English Language Arts or mathematics.

When a student exhibits two (2) or more early warning indicators, the MTSS team, in consultation with the student's parent, shall determine appropriate intervention strategies for the student unless the student is already being served by an intervention program.

*Additional progression information can be found in the Santa Rosa County School District's Pupil Progression Plan*



## **School Wide Interventions Continued**

### **Progress Monitoring Plan (PMP)**

In accordance with statute 1008.25, the Santa Rosa County School District utilizes a schoolwide progress monitoring process (PMP) for all students. Academic, attendance, and behavioral data on each student is evaluated to determine the effectiveness of the core instructional program as well as additional intervention strategies. The school administration meets regularly through the year with each teacher to review the progress of these students and adjust instruction as warranted by data reviews. A Progress Monitoring Plan (PMP) will be established for those students been identified as having a deficiency in math and/or reading. A PMP will identify the student's specific areas of deficiency in math and/or reading (phonemic awareness, phonics, fluency, comprehension, and vocabulary), and will also identify the desired levels of performance in these areas. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the Statewide Assessment Test in reading, writing, science, and mathematics, must continue to be provided with remedial or supplemental instruction.

### **Zero's Aren't Permitted (ZAP) Days**

ZAP Days are held at the end of each quarter for students with a zero(s) in core subjects. Participation allows students the opportunity to work on missing classwork, projects, and/or assessments to increase grade in core subjects.

### **Course Recovery (Edgenuity)**

Course recovery opportunities will be made available to students who have failed, a course required for middle school completion. Notification will be provided when a student is eligible to participate in a course recovery opportunity offered by the school. The maximum grade possible for a recovered quarter is 70%.

*Additional progression information can be found in the Santa Rosa County School District's Pupil Progression Plan*

# Monitoring Student Performance




## Planbook



Parents and students are encouraged to check Planbook regularly to stay current with lesson goals, homework assignments, and class assessment dates. When absent, students can find the calendar in the upper left corner; click on the absent date to get makeup assignments for each teacher. Go to the WBMS website to access Planbook.

## Focus Parent Portal

Parents are encouraged to monitor student performance regularly by creating a Focus Parent Portal account. Once logged in, you can access detailed grade reports by clicking on each class grade, attendance, and test history. To setup your Focus Parent Portal account contact student grade level counselor.

## Non - Core Offerings by Grade Level

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Art I Limited Spaces Available	Art II Limited Spaces Available	Art III Limited Spaces Available
Band I (Beginning) (Intermediate) (Symphonic)	Band I-III (Beginning) (Intermediate) (Symphonic)	Band I-III (Beginning) (Intermediate) (Symphonic)
Chorus I	Chorus I-III (Beginning) (Intermediate) (Advanced)	Chorus I-III (Beginning) (Intermediate) (Advanced)
Critical Thinking	Peer Thinking 	Peer Thinking 
Peer Thinking 	Music Appreciation <i>(Appears as Research I on student schedule)</i>	Music Appreciation <i>(Appears as Research I on student schedule)</i>
Music Appreciation <i>(Appears as Research I on student schedule)</i>	Reading Exploration <i>(Appears as Research II on student schedule)</i>	Reading Exploration <i>(Appears as Research II on student schedule)</i>
Computer Applications	ITV (School News) <i>*Application Required</i>	ITV (School News) <i>*Application Required</i>
	Media Assistant <i>*Application Required</i>	Media Assistant <i>*Application Required</i>

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
	Yearbook <i>*Application Required</i>	Yearbook <i>*Application Required</i>
	Principles of Engineering <i>This course is a High School credit</i>	Principles of Engineering <i>This course is a High School credit</i>
	Computer Applications	Applied Engineering Technology <i>This course is a High School credit</i>
	Introduction to Education Training 	Digital Information Technology <i>This course is a High School credit</i>
		Introduction to Education Training 

## English Language Arts

**English 1, 2, 3** - Grade 6 through Grade 8. Full Year.

ELA teachers help students master the new Florida BEST standards, which include reading, writing, and communicating. Students will read across a variety of genres, strengthening comprehension, evaluation, and analysis skills. Students will write for a variety of purposes and audiences, strengthening skills in conventions and effective communication.

**English 1 Adv** - Prerequisites: Students will be placed based on their English performance in 5<sup>th</sup> grade. Students will be placed in ranking order. Final average does not include FSA or STARR testing. Grade 6. Full Year. ★

Basic Assumptions for Language Arts Education: Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences. Benchmarks for the Florida BEST standards are repeated as needed in course sequences. As students' progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies. Learning tasks and materials accommodate the individual needs of students. Technology is available for students to develop competencies in the language arts.

**English 2 Adv** - Prerequisites: Successful Completion of Previous Year English Course. Grade 7. Full Year. ★

Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences. Benchmarks for the Florida BEST standards are repeated as needed in course sequences. As students' progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies. Learning tasks and materials accommodate the individual needs of students. Technology is available for students to develop competencies in the language arts.

**English 3 Adv** - Prerequisites: Successful Completion of Previous Year English Course. Grade 8. Full Year. ★

Basic Assumptions for Language Arts Education: Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences. Benchmarks for the Florida BEST standards are repeated as needed in course sequences. As students' progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies. Learning tasks and materials accommodate the individual needs of students. Technology is available for students to develop competencies in the language arts.

# Math

## Math 6 - Grade 6. Full Year.

Instructional time will emphasize five 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 expressions and equations; (4) extending geometric reasoning to plotting points on the coordinate plane, area and volume of geometric figures and (5) extending understanding of statistical thinking.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

**Math 6 Adv** - Prerequisites: Students will be placed based on their Math performance in 5<sup>th</sup> grade. Students will be placed in ranking order. Final average does not include FSA or STARR testing. Full Year. ★

Instructional time will emphasize five areas:

(1) performing all four operations with rational numbers with procedural fluency; (2) exploring and applying concepts of ratios, rates, percent and proportions to solve problems; (3) creating, interpreting and using expressions, equations and inequalities; (4) extending geometric reasoning to plotting points on the coordinate plane, area and volume of geometric figures and (5) extending understanding of statistical thinking to represent and compare categorical and numerical data.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills. All clarifications stated, whether general or specific to Grade 6 Accelerated Mathematics, are expectations for instruction of that benchmark.

Accelerated courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. This course contains all of the sixth-grade benchmarks, as well as half of the seventh-grade benchmarks.

### **Math 7 - Grade 7. Full Year.**

Instructional time will 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.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills;

contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

### **Math 7 Adv - Prerequisites: Math 6 Adv, or Successful Completion of Math 6. Full Year. ★**

Instructional time will emphasize six areas:

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



Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills

Accelerated courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. This course contains the remaining half of the seventh-grade benchmarks, as well as the eighth-grade benchmarks.

### **8 Pre-Algebra - Grade 8. Full Year.**

Instructional time will emphasize six areas:

(1) representing numbers in scientific notation and extending the set of numbers to the system of real numbers, which includes irrational numbers; (2) 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.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

**Algebra I Honors** - Prerequisites: Math 6 or Math 6 Adv, and Math 7 Adv. Grade 8. Full Year. Credit: One Unit HS.



Instructional time will emphasize five areas:

(1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (3)

solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; (4) building functions, identifying their key features and representing them in various ways and (5) representing and interpreting categorical and numerical data with one and two variables.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

Honors and Accelerated Level Course Note: Accelerated courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multifaceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Geometry Honors** - Prerequisites: Math 6 Adv, Math 7 Adv, and Algebra I. Grade 8. Full Year. Credit: One Unit HS.



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.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

Accelerated courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multifaceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

# Science

## **Earth Space Science** - Grade 6. Full Year.

In 6th grade students study geological features and formations, weather elements and interactions, and space including stars, planets, solar systems, and the universe.

**Earth Space Science Adv** - Prerequisites: Students will be placed based on their Science performance in 5<sup>th</sup> grade. Students will be placed in ranking order. Final average does not include FSA or STARR testing. Full Year. ★

In 6th grade students study geological features and formations, weather elements and interactions, and space including stars, planets, solar systems, and the universe.

Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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.

## **Life Science** - Grade 7. Full Year.

In 7th grade, students study components and patterns of cell organization, heredity, classification, ecosystems, and the systems in the human body.

**Life Science Adv** - Prerequisites: Successful Completion of Previous Year Science Course Grade 7. Full Year. ★

In 7th grade, students study components and patterns of cell organization, heredity, classification, ecosystems, and the systems in the human body.

Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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.

**Physical Science** - Grade 8. Full Year.

In 8th grade, students study energy transfer, motion and force, properties and changes in matter, and atoms/elements and the periodic table.

**Physical Science Adv** - Prerequisites: Successful Completion of Previous Year Science Course Grade 8. Full Year. ★

In 8th grade, students study energy transfer, motion and force, properties and changes in matter, and atoms/elements and the periodic table.

Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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.

# History

**World History** - Grade 6. Full Year.

The purpose of this course is to enable students to understand the development of the world community within the context of history by examining their connections to the past to prepare for the future as participating members of a global society. Students will use knowledge of history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social and employment settings.

**Civics** - All students must take one-year Civics in middle school (Refer to pg. 2). Full Year.

**EOC**

The course is embedded with strong geographic and economic components to support civic education. 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 U.S. citizens, and methods of active participation in our political system.

**United States History and Career Planning** - Grade 8. Full Year.

The purpose of this course is to enable students to understand the development of the United States within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society.

## Non-Core

**Critical Thinking, Problem Solving, and Learning Strategies** - Grade 6. Full Year.

The purpose of this course is to enable students to develop learning strategies, critical-thinking skills, and problem-solving skills to enhance their performance in academic and nonacademic endeavors.


The content should include, but not be limited to, the following:

- strategies for acquiring, storing, and retrieving information
- strategies for oral and written communication
- critical-thinking operations, processes, and enabling skills
- problem-solving skills and strategies
- strategies for linking new information with prior knowledge


**Reading Exploration** (*Appears as Research II on Student Schedule*) - Grade 7 and Grade 8. Full Year.

In this fun and exciting class, students will study critical reading, comprehension, and metacognition (namely what are our brains doing while our eyes are looking at the text). Students will explore and analyze current events, approximately eight highly-decorated novels by award-winning authors, short stories, and complete \*S.T.E.A.M style projects that correspond with the novel studies. Young Adult (YA) permission slip may be required for novels but is not mandatory for class participation. Teacher will follow the 7th and 8th grade ELA Florida's BEST standards when planning instruction and activities.

\*(science, technology, engineering, art, mathematics)

**Yearbook (Journalism)** - Grade 7 and Grade 8. Full Year. Must Complete Application and Return Completed Application on or Before Deadline. 

The purpose of this course is to enable students to develop basic skills in the production of print or electronic journalistic media.

**Media Assistant** (*Appears as M/J LIB SKLS/IL (MC) on Student Schedule*) - Grade 7 and Grade 8. Full Year. Must Complete Application and Return Completed Application on or Before Deadline. 

This course covers the basics of information literacy utilizing the Florida FINDS (Focus, Investigate, Note, Develop, Score) research model. Search strategies, database and website evaluation, note taking and organization, citation formats in MLA (Modern Language Association) and APA (American Psychological Association), creation of presentation products (including the utilization of various software programs for the production of multimedia), and an understanding of the meta-cognitive reflection process are an integral part of this course.

**ITV** (*School News*) - Grade 7 and Grade 8. Full Year. Must Complete Application and Return Completed Application on or Before Deadline. 

The purpose of this course is to provide instruction in the production of non-print media.

**Intensive Reading I** - Grade 6. Full Year.

This course is assigned based on previous year English FSA score for 6th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.



### **Intensive Reading II - Grade 7. Full Year.**

This course is assigned based on previous year English FSA score for 7th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

### **Intensive Reading III - Grade 8. Full Year.**

This course is assigned based on previous year English FSA score for 8th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

**Intensive Mathematics - Grade 6-8. Full Year.**

This course is assigned based on previous year Math FSA score. The purpose of this course is to enable students to develop mathematics skills and concepts through remedial instruction and practice. The content should include mathematics content that has been identified by screening and individual diagnosis of each student's need for remedial instruction as specified in his/her progress monitoring intervention plan.

**Fitness Grade 6 - Grade 6. Full Year.**

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

**Comprehensive Physical Education Grade 6/7 - Grade 7. Full Year.**

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

**Comprehensive Physical Education Grade 7/8 - Grade 8. Full Year.**

The purpose of this course is to build on previously acquired knowledge, skills, and values necessary for the implementation and maintenance of a physically active lifestyle. The course content provides exposure to a variety of movement opportunities and experiences which include but is not limited to: Individual/Dual Sports and Alternative/Extreme Sports. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

### **M/J Visual Art I - Grade 6. Full Year.**

Students are introduced to the rigor and routine of the art production process including: planning, producing, and reflecting on art. With an emphasis on studio arts, students explore a wide range of 2D and 3D media, skills and techniques, as related to contemporary and historical art perspectives. Projects may include but not be limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Students develop technical skills, foster their expressive abilities and employ the use of the elements of art throughout the production process.

### **M/J Visual Art II - Grade 7. Full Year.**

Students investigate contemporary and historical art themes using 2D and 3D media, skills and techniques; while engaging in the art production process within a studio arts environment. Projects may include but are not limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Students create new meaning from various media formats, and communicate artistic ideas through the intentional use of the elements of art within their work. Students interpret meaning in their artwork and the artwork of others through discussion, on various artistic concepts, viewpoints, and themes; drawing their own conclusions and employing this knowledge both expressively and technically.

### **M/J Visual Art III - Grade 8. Full Year.**

Students manipulate 2D and 3D media, skills and techniques toward a desired project outcome within a studio art environment through the exploration of either contemporary or historical art viewpoints. Projects may include but not be limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Students explain the significance of their personal artwork, investigate multiple artistic project solutions, and create expressive and technically rigorous artwork requiring sequentially ordered procedures and specified media to achieve intended results. Students actively employ thoughtful use of the elements and principles of art throughout the art production process with the intention of creating unified pieces of artwork.

**Band I - Beginning. Full Year. (Instrument Rentals pg. 35)**

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

**Band II - Intermediate. Full Year. (Instrument Rentals pg. 35)**

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

**Band III - Symphonic. Full Year. (Instrument Rentals pg. 35)**

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

**MUSIC APPRECIATION** (*Appears as Research I on Student Schedule*) – Grades 6-8. Full Year.

Music Appreciation is an introductory course to music. Students will explore music's various functionalities to gain a deeper understanding and appreciation for all types of music. The course begins by examining basic music literacy and core musical elements such as melody, rhythm, harmony, form, and texture.

**Chorus I** - Beginning. Full Year.

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

**Chorus II** - Intermediate. Full Year.

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

**Chorus III** - Advanced. Full Year.

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

## Peer Thinking - Grade 6-8. Full Year.



The purpose of this course is to enable students to develop awareness of self and others. Emphasis will be on acquisition of basic skills for thoughtful planning, peer facilitation, effective communication and making healthy choices.

The content should include, but not be limited to, the following:

- Peer Facilitating
- Human Needs
- Self-Awareness and Expression
- Peer Pressure
- Peer and Family Relationships
- Conflict Resolution
- Goal Setting
- Social Skills
- Active Listening
- Personal Choices
- Healthy Lifestyles
- Effects of Stress

Build the confidence and skills to succeed in middle school. Make peer pressure work for you instead of against you and learn how to create strong friendships where everyone wins. By the end of this course you will have higher confidence, new skills for success, and dozens of proven strategies to unlock your potential and achieve your dreams. This course provides middle school elective credit.

## Career and Technical Education

**Principals of Engineering** - Prerequisites: FSA English Level 3 or higher, No previous year discipline record of ISS or OSS. Grade 7 and Grade 8. Full Year.

Credit: One Unit HS.  

This course provides students with a foundation in content and skills associated with robotics and automation, including artificial intelligence, electronics, physics, and principles of engineering.

**Applied Engineering Technology** - Prerequisites: Successful Completion of Principals of Engineering, No previous year discipline record of ISS or OSS. Grade 8. Full Year.

Credit: One Unit HS.  

This course helps students understand the field of engineering/engineering technology and prepares them for postsecondary engineering programs by developing a more in-depth mastery of the associated mathematics, science, and technology knowledge and skills. The course also includes essential concepts of technology and design, as well as concerns about the social and political implications of technological change.

**Digital Information Technology** - Prerequisites: Level 3 or higher on FSA English. Grade 8. Full Year. Credit: One Unit HS. 

This exciting course includes the exploration and use of: Microsoft Office 365 applications, digital citizenship, computer hardware, coding and the integration of these programs using software that meets industry standards. Strong emphasis is placed on learning the foundational concepts of entrepreneurship and small business management and developing fundamental computer skills. Learn your strengths and see how they relate to potential career opportunities while earning elective credit and fulfilling your online and practical art requirement for high school graduation. Industry certification opportunities offered.

**Computer Application Business I & II - Grade 6 and Grade 7. Full Year.**

The purpose of this course is to help students in making informed decisions regarding their future academic and career goals and to provide information regarding careers in the Business Management and Administration career cluster. Students will explore content that includes instruction in keyboarding, word processing, introductory spreadsheet and presentation software, computer hardware, and other skills for business applications. Instruction and learning activities are provided in a classroom setting using hands-on experiences with equipment, software, and technology appropriate to the course content and in accordance with current practices. Industry certification in Microsoft Office may/will be offered.

**Introduction to Education and Training - Grade 7 and 8. Full Year.**



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 Education & Training career cluster. The content includes but is not limited to planning, managing, and providing educations and training services, and related learning support services. 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.



## **ESE Grades 6-8**

### **Learning Strategies** - Grade 6-8. Full Year.

The purpose of this course is to provide instruction that enables students with disabilities to acquire and use strategies and skills to enhance their independence as learners in educational and community settings.

### **Social and Emotional** - Grade 6-8. Full Year.

The purpose of this course is to provide instruction related to environmental, interpersonal, and task-related behavior of students with disabilities.

### **Speech Therapy** - Grade 6-8. Full Year.

The purpose of this course is to provide students exhibiting communication disorders that negatively impact their ability to benefit from the educational process appropriate instruction in the communication skills necessary for academic learning, social interaction, and vocational success.

### **Language Therapy** - Grade 6-8. Full Year.

The purpose of this course is to provide students exhibiting language disorders that negatively impact their ability to benefit from the educational process appropriate instruction in language skills, both oral and written, necessary for academic learning.

**Gifted Services - Grade 6-8. Full Year.**

Students identified as Gifted will receive their services in the advance classroom setting with the teachers below.

6<sup>th</sup> grade - Mrs. Fulton (Advance Math)

7<sup>th</sup> grade - Ms. Chatwell (Advance Science)

8<sup>th</sup> grade - Ms. Farrell (Advance Science)

The above teachers are responsible for tracking and documenting services for students in their designated grade level. In the 8th grade gifted curriculum, the course content is accelerated. The students will create a course outline for all four years of high school and participate in an ACT (college acceptance exam) prep course.

## Instrument Rentals

Welcome! If you are interested in becoming a member of The WBMS Beginning Band, it is a wonderful journey of music exploration. We do make a huge effort to keep a balanced instrumentation, as that is very important to our overall band sound. Therefore, we do offer instrument selection on a first come, first serve basis. If you are planning to move soon, please let us know as that can help us in adjusting the instrumentation.

The first step in signing up for beginning band is to either come to the band try-ons hosted at WBMS. If you miss the date, you will need to contact Schmidt's Music to schedule a band try-on appointment. Once you select your instrument, the music store representative will contact the band director and you will be assigned to the appropriate band class. You may choose where to rent or purchase the instrument; however, please be mindful that there are some instruments that are not of a specific quality and if a problem arises, some brands are not repairable/and parts are unable to be found to fix the instrument. If your student selects the oboe, bass clarinet, bassoon, tenor saxophone, baritone saxophone, French horn, baritone, or tuba, the student will rent from the school band department. The band director has details on a very reasonable price. Other instruments (flute, clarinet, alto saxophone, trumpet, trombone, or percussion) should be rented or purchased from a music store. Many stores have options to rent to own and often offer rental insurance. Discuss this with your local music store. Thank you.

### Schmidt's Music

105 N Palafox Street  
Pensacola, FL 32502  
Phone: 850.434.0317

Music Director  
Stacy Rohde  
[RohdeS@santarosa.k12.fl.us](mailto:RohdeS@santarosa.k12.fl.us)



## ***Woodlawn Beach Middle School***

*Mission: " WBMS promotes academic growth, inspires character, develops problem solvers, and empowers heroes."*