2024 - 25 COURSE GUIDE

More information may be found on our **Silver Trail Middle School** Website: https://www.browardschools.com/silvertrail

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Silver Trail Middle School

John Tienjarookul, Principal

GEARS Genuine Explorations, Applications, & Research in Science

CAMBRIDGE International School Language Arts Program

GEM Great Exploration in Mathematics

gifted & talented Accelerated Program

IMPORTANT INFORMATION FOR PARENTS AND STUDENTS

This course guide has been prepared to assist Silver Trail Middle School (STMS) students and their families with the course selection process for the 2024-2025 school year. The information contained in this document is vital to helping your student take the next steps in their academic lives. This guide will serve as a valuable tool when choosing an academic path for your child. The goal of STMS is to provide students and families with successful and positive experiences. Students will encounter many opportunities for academic, physical, social, and emotional growth. Students will enhance their present skills and abilities, as well as becoming better prepared for success on all of their future endeavors.

COURSE SELECTION PROCEDURES

- Student's core curricular classes will be selected based on their FAST/SSA scores, current grades, and teacher recommendations.
- Teacher can recommend students for modified placement if academic performance conflicts with FAST/SSA score.
- A course offerings guide will be posted on the school website so that students can discuss elective choices with parents.
- All students taking high school credit classes must have parent/guardian signed permission.
- School staff will meet with students individually to discuss elective and academic choices.
- Parents that want a different academic placement from the school suggested placement can sign a waiver. Placement in courses that have District established criteria are not able to be waived.
- Every attempt will be made to honor students' elective choices provided students meet the criteria/pre-requisite(s). Also, **determination to schedule elective courses will be contingent upon the number of students who register for each elective course**.

NOTE: All information in this booklet is subject to change based upon The Florida Department of Education (FLDOE) and The School Board of Broward County, FL (SBBC) directives.

MIDDLE SCHOOL GRADING SCALE

90%-100% A	70% - 76% C
87%- 89% B+	67% - 69% D+
80%- 86% B	60% - 66% D
77%- 79% C+	0% - 59% F

SILVER TRAIL MIDDLE SCHOOL ACADEMY OVERVIEW

Cambridge Academy

- Cambridge English Language 6-8
- Cambridge Social Studies 6-8
- Cambridge Global Perspectives
- Cambridge Physical Education

Computer Science Academy

- Coding Fundamentals
- Start Up Tech & Entrepreneurship/Digital Discoveries
- Advanced Information Technology

Entrepreneurship Academy

- Introduction to Business & Entrepreneurship
- Introduction to Business Tools and Career Exploration
- Entrepreneurship I

Foreign Language Academy

- Introduction to Spanish
- Spanish I & II
- Spanish for Spanish Speakers I

Health & Wellness Academy

- Health
- Health Occupations
- Physical Education

Law Studies Academy

- Intro to Criminal Justice
- The American Legal System
- Forensics

Literary Studies Academy

- Creative Writing
- Introduction to Literacy through Film & Literature
- Speech and Debate

Performing Arts Academy

- Musical Theatre
- Concert/Beginning Band
- Drama I & II
- Jazz Band
- Symphonic Band
- Wind Ensemble

S.T.R.E.A.M./S.T.E.M. Academy

- Environmental S.T.R.E.A.M.
- S.T.E.A.M.: The Wonderous World of Exploration

Service-Learning Academy

- Latinos in Action I & II
- Peer Counseling I & II
- Telescope

Visual Arts Academy

- Art Exploration
- Introductory Photography
- TV Productions
- Yearbook

Academic Enrichment & Support Academy

- Foundations of Mathematics
- Math Competition & Games
- Life Skills

SILVER TRAIL MIDDLE SCHOOL ELECTIVE OVERVIEW

6th Grade Elective Opportunities

- Art Exploration
- Beginning/Concert Band
- Cambridge Global Perspectives
- Cambridge Physical Education
- Coding Fundamentals
- Drama I
- Environmental S.T.R.E.A.M.
- Foundation of Mathematics
- Health
- Introduction to Business & Entrepreneurship
- Introduction to Creative Writing
- Introduction to Criminal Justice
- Introduction to Photography
- Latinos in Action I
- Life Skills
- Introduction to Literacy through Film & Literature
- Math Competition & Games
- Musical Theatre
- Physical Education
- S.T.E.A.M.: The Wonderous World of Exploration
- Speech & Debate
- Telescope
- Introduction to Spanish

7th Grade Elective Opportunities

- Art Exploration
- Beginning/Concert Band
- Cambridge Global Perspectives
- Cambridge Physical Education
- Coding Fundamentals
- Creative Writing
- Drama I
- Drama II
- Environmental S.T.R.E.A.M.
- Foundation of Mathematics
- Health/Health Occupations
- Introduction to Business Tools and Career Exploration
- Introduction to Photography
- Jazz Band
- Latinos in Action I
- Latinos in Action II
- Life Skills
- Literacy through Film & Literature I
- Math Competition & Games
- Musical Theatre
- Peer Counseling I
- Physical Education
- S.T.E.A.M.: The Wonderous World of Exploration
- Spanish for Spanish Speakers I
- Spanish I (HS)
- Speech & Debate
- Start Up Tech & Entrepreneurship/Digital Discoveries
- Symphonic Band
- Telescope
- The American Legal System
- TV Production
- Wind Ensemble

8th Grade Elective Opportunities

- Advanced Information Technology (HS)
- Algebra Support
- Art Exploration
- Beginning/Concert Band
- Cambridge Global Perspectives
- Cambridge Physical Education
- Coding Fundamentals
- Creative Writing
- Drama I
- Drama II
- Entrepreneurship I
- Environmental S.T.R.E.A.M.
- Forensics
- Foundation of Mathematics
- Health/Health Occupations
- Introduction to Business Tools and Career Exploration
- Introduction to Photography
- Jazz Band
- Latinos in Action I
- Latinos in Action II
- Life Skills
- Math Competition & Games
- Musical Theatre
- Peer Counseling I
- Peer Counseling II
- Physical Education
- S.T.E.A.M.: The Wonderous World of Exploration
- Spanish for Spanish Speakers I (HS)
- Spanish I (HS)
- Spanish II (HS)
- Speech & Debate 1 (HS)
- Symphonic Band
- Telescope
- TV Production
- Wind Ensemble
- Yearbook

CORE COURSE REQUIREMENTS

ADVANCED ACADEMIC PLACEMENT RECOMMENDATIONS for MATH

6th Grade Accelerated

- Level 3 or above on the FAST Math
  - Student math achievement trend data
  - Quarter grades of A's and B's in the 5th grade mathematics program
  - ✓ *Teacher Recommendation is considered but does not make the final determination related to placement.*

7th Grade Accelerated

- Level 3 or above on the FAST Math.
  - Successful completion of M/J Grade 6 Accelerated Mathematics with a C or higher
  - If moving from M/J Grade 6 Regular Mathematics with a Level 3 or higher and successful completion of Grade 6 Mathematics with a B or higher.
  - ✓ *Teacher Recommendation is considered but does not make the final determination related to placement.*

8th Grade Algebra I Honors

- Level 4 above on the FAST Math.
  - Successful completion of M/J Grade 7 Accelerated Mathematics with a Mastery Score of 3 or higher
  - If moving from M/J Grade 7 Regular Mathematics with a Level 3 or higher multiple factors including trend data and grades will be reviewed and considered when making this placement.
  - ✓ *Teacher Recommendation is considered but does not make the final determination related to placement.*

ADVANCED (2 year accelerated) MATH OPTIONS:

PRE-ALGEBRA (GEM 6) Students must score a 242 on the Math FAST or higher and have an ELA FAST score of 232 or higher to be placed into this class. Students will complete three years of course work in one school year. Students choosing this path should possess a strong work ethic, a positive attitude, and the ability to learn from mistakes, and a love of mathematics.

GEM 7 (ALGEBRA I HONORS) Successful completion of GEM 6 with a C or higher. Additionally, it is suggested that students have a strong work ethic and can independently complete homework and study for tests, are self-motivated, give 100% effort, participate in class discussions, and enjoy the challenge of an extremely rigorous curriculum. **This is a high school credit course.**

GEM 8 (GEOMETRY HONORS) Successful completion of GEM 7 and Passing Score on Algebra EOC exam. **This is a high school credit course.**

EMF ONLINE PROGRAM Students will be invited by the district by the end of their 5th grade year if they meet the following criteria:

- 4th Grade Math Scale Score of 238 or higher and 4th grade ELA Scale Score of 237 or higher
- 5th Grade Mathematics Scale Score of 246 or higher
- Successful Completion of Summer Component
- Maintain a 90% or higher and stay on schedule

SILVER TRAIL MIDDLE SCHOOL 2024-2025

ADVANCED ACADEMIC PLACEMENT RECOMMENDATIONS for ELA

6th-8th Grade Advanced English Language Arts (ELA)

- Level 3 or above on the FAST English Language Arts
  - Student ELA achievement trend data
  - Quarter grades of A's and B's in the previous year's Language Arts program
  - Self-motivated and completes all homework on time

ADVANCED ACADEMIC PLACEMENT RECOMMENDATIONS for SCIENCE

6th Grade Comprehensive Science 1 Accelerated Advanced (GEARS 1)

- Level 4 or above on the FAST Math **and** Science **and** Level 3 on FAST ELA
  - Student ELA achievement trend data
  - Self-motivated, has good study habits, and completes all homework on time

7th Grade Comprehensive Science 2 Accelerated Advanced (GEARS 2)

- Level 3 or above on the FAST Math **and** FAST ELA
  - Student ELA achievement trend data
  - Completion of GEARS 1 with Quarter grades of A's and B's
  - Self-motivated, has good study habits, and completes all homework on time

8th Grade Biology Honors, High School

- Level 4 or 5 on the FAST ELA and a Level 3 FAST Math
  - Completion of GEARS 2 with Quarter grades of A's and B's
  - If moving from M/J Grade 7 Science Advanced, students must score a level 4 or 5 on the FAST ELA and must successfully complete Grade 7 Science Advanced with a B or higher.
  - Self-motivated, has good study habits, and completes all homework on time

ADVANCED ACADEMIC PLACEMENT RECOMMENDATIONS for SOCIAL STUDIES

6th-8th Grade Advanced English Language Arts (ELA)

- Level 3 or above on the FAST ELA
  - Quarter grades of A's and B's in the previous year Language Arts program/Social Studies program
  - Self-motivated and completes all homework on time

Teacher Recommendation *is required but does not make the final determination related to placement.*

2024-2025 Silver Trail Middle Academic Course Offerings

6th Grade	7th Grade	8th Grade
Language Arts	**Language Arts**	**Language Arts**
LA 6	LA 7	LA 8
LA Advanced 6	LA Advanced 7	LA Advanced 8
LA Gifted 6	LA Gifted 7	LA Gifted 8
LA Cambridge 6 Advanced	LA Cambridge 7 Advanced	LA Cambridge 8 Advanced
Mathematics	**Mathematics**	**Mathematics**
Math 6	Math 7	Pre-Algebra
Math Advanced 6	Math Advanced 7	Algebra 1 Honors
Pre-Algebra (GEM 6)	Algebra (GEM 7)	Geometry (GEM 8)
EMF	EMF	EMF
Science	**Science**	**Science**
Earth Science 6	Life Science 7	Physical Science 8
Earth Science Advanced 6	Life Science Advanced 7	Physical Science Advanced 8
Earth Science Gifted 6	Life Science Gifted 7	Physical Science Gifted 8
Accelerated Science 6 (GEARS 1)	Accelerated Science 7 (GEARS 2)	Biology Honors
Social Studies	**Social Studies**	**Social Studies**
World History	Civics	US History
World History Advanced	Civics Advanced	US History Advanced
World History Advanced Gifted	Civics Advanced Gifted	US History Gifted Advanced
World History Cambridge 6 Advanced	World History Cambridge 7 Advanced	World History Cambridge 8 Advanced

CORE CURRICULUM

Sixth Grade Core Curriculum

LANGUAGE ARTS 6 (#10010100)
Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts. The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

LANGUAGE ARTS ADVANCED 6 (#10010200)
Knowledge acquisition should be the primary purpose of any reading approach. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts. At the advanced level, content and curriculum addressed in Language Arts may be accelerated and covered in greater depth utilizing more challenging, complex text, problem solving, and project-based learning.

LANGUAGE ARTS GIFTED 6 (#1001020G)
At the gifted level, the Broward County curriculum is accelerated, enriched, and differentiated as needed to meet the needs of identified gifted students. Additional resources are used to challenge students on a higher level and technology tools are utilized to assist students in the creation and distribution of writing. Students will learn to communicate confidently and effectively and develop reading, writing, speaking, and listening skills. Students will gain advanced reading comprehension and maturity in writing and oral communication. All students participate in the District Literary Fair.

LANGUAGE ARTS SECONDARY I CAMBRIDGE 6 (#10010250)
This course serves as the introductory course for the three stages of the Cambridge Secondary 1 curriculum. Students will learn to communicate confidently and effectively and develop the skills to respond to a range of information, media and texts. The Cambridge curriculum will be enhanced with the Broward County curriculum and will focus on reading comprehension through novel studies, informative and argumentative writing, critical thinking activities and grammar strategies. Students will begin to develop advanced reading comprehension levels, a maturity in writing and a maturity in expression which will lead them smoothly into the second stage of the Secondary I curriculum. All students will participate in the District Literary Fair. **Application, teacher recommendation, and acceptance required for participation.**

MATHEMATICS 6 (#12050100)
In grade 6, 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.

MATHEMATICS ADVANCED 6 (#12050200)
In grade 6 accelerated math, 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, percentages 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. Advanced students are challenged to think and collaborate critically on the content they are learning. Increased rigor will be achieved by increasing and integrating 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.

PRE-ALGEBRA GEM (Great Explorations in Mathematics) 6 (#1205020H)
The sixth grade GEM Program curriculum covers all the Florida Math Standards for Grades 6 – 8. It is a rigorous course that moves at a rapid pace. This course is designed for mature, mathematically talented students and requires students to spend time beyond the school day reviewing course content and completing assignments. Your child will be taught through a variety of instructional methods. Instructional formats will include small cooperative groups, individualized exploration, projects, and whole class instruction and discussion. Incorporating technology where appropriate, the GEM program allows for a smoother transition from concrete modeling to abstract reasoning, thereby increasing the depth and breadth of your child's mathematical knowledge. GEM focuses on the "big mathematical picture" instead of isolated facts that require rote memorization. The "big mathematical picture" includes knowing how to perform mathematically, when to perform mathematically, and how to change the mathematical performance to fit new and different situations.

EMF (Elements of Mathematics: Foundations) Online Program 6 (#1205020H)
EMF is a self-contained, self-study program delivered by the Institute for Mathematics & Computer Science that allows independent and high achieving students to earn four credits of High School Mathematics as well as complete middle school mathematics course standards before leaving middle school. The EMF curriculum exposes students to subject areas not found in the standard curriculum such as operational systems, set theory, number theory, abstract algebra, and probability and statistics. The EMF program is a 6th through 8th grade program. If completion of all three years is reached, students will have credits in Algebra 1 Honors, Geometry Honors, Algebra 2 Honors and Precalculus Honors.

EARTH-SPACE SCIENCE 6 (#20010100)
The Earth and Space Science curriculum builds on the natural curiosity of students. By connecting them to the beauty of geological history, the amazing landforms around the globe, the nature of the sea and air, and the newest discoveries about our universe, the curriculum gives students an opportunity to relate to their everyday world. Students will explore topics such as the fundamentals of geology, oceanography, meteorology, and astronomy. Other topics include Earth's minerals and rocks, Earth's interior, plate tectonics, earthquakes, volcanoes, and the movements of continents, geology and the fossil record, the oceans and the atmosphere, and the solar system and the universe. Lesson assignments help students discover how scientists investigate the science of our planet.

EARTH-SPACE SCIENCE, ADVANCED 6 (#20010200)
The Earth Science curriculum builds on the natural curiosity of students. By connecting them to the beauty of geological history, the amazing landforms around the globe, the nature of the sea and air, and the newest discoveries about our universe, the curriculum gives students an opportunity to relate to their everyday world. Students will explore topics such as the fundamentals of geology, oceanography, meteorology, and astronomy. Additional topics include Earth's minerals and rocks, Earth's interior, plate tectonics, earthquakes, volcanoes, the movements of continents, geology and the fossil record, the oceans and the atmosphere, and the solar system and the universe. Lesson assignments help students discover how scientists investigate the science of our planet. Advanced students are challenged to think and collaborate critically on the content they are learning. Increased 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 and will require that each student demonstrate proficiency in the practice of science by completing an independent, experimentally based research project suitable for competition.

SCIENCE – GEARS 6 (COMPREHENSIVE SCIENCE I ACCERALERATED) (#20020550)
This course provides a rigorous, accelerated, and comprehensive foundation for the 6th-grade student. Students must produce and site evidence of learning by investigating real world science, while simultaneously integrating relevant eighth-grade standards within the sixth-grade curriculum. The course builds on the students' prior knowledge while reviewing the scientific process to get more in-depth ideas and critical analysis of theories and experimental research. Earth and Space Science topics covered during the course include Earth's Water & Atmosphere, Geologic Processes & History, Earth and Human Activity, and Space Science. They will move on to discuss principles of the 7th grade Life Science course. Students will learn about the assigned topics through interactive activities, experimentation, discussion, and engaging text and animations. Graded assignments will be thought-provoking, hopefully paving the way for future interest in the scientific disciplines. **This is a pre-requisite course for Science -GEARS 7 – Comprehensive Science 2.**

WORLD HISTORY 6 (21090150) & WORLD HISTORY ADVANCED 6 (#21090250)
The primary content for this course pertains to the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

CAMBRIDGE WORLD HISTORY (2109025C)
This course reinforces the introductory concepts and skills from the Cambridge Language Arts course to help explore the significant contributions of various cultures across the globe. Using a range of information, media and texts, students will learn to communicate how the development of different civilizations shaped the current world landscape. Students will engage in critical thinking activities to deeper examine the major political, economic, social, and religious beliefs and institutions of selected Eastern and Western cultures.

Advanced/Cambridge Level Course Note: 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. Students will develop and demonstrate their skills through participation in an extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects). Expectations include reading assignments from longer text passages as well as shorter ones when text is extremely complex, making close reading and rereading of texts central to lessons, asking high- level, text-specific questions and requiring high-level, complex tasks and assignments, requiring students to support answers with evidence from the text, and providing extensive text-based research and writing opportunities (claims and evidence).

Seventh Grade Core Curriculum

LANGUAGE ARTS 7 (#10010400)
Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts. The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

LANGUAGE ARTS ADVANCED 7 (#10010500)
Knowledge acquisition should be the primary purpose of any reading approach. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts. At the advanced level, content and curriculum addressed in Language Arts may be accelerated and covered in greater depth utilizing more challenging, complex text, problem solving, and project-based learning.

LANGUAGE ARTS GIFTED 7 (#1001050G)
At the gifted level, the Broward County curriculum is accelerated, enriched, and differentiated as needed to meet the needs of gifted students. Additional resources are used to challenge students on a higher level and technology tools are utilized to assist students in the creation and distribution of writing. Students will learn to communicate confidently and effectively and develop reading, writing, speaking, and listening skills. Students will gain advanced reading comprehension and maturity in writing and oral communication. All students participate in the District Literary Fair and outside writing competitions as determined by the teacher.

LANGUAGE ARTS SECONDARY I CAMBRIDGE 7 (#10010550)
The objective of this course is to continue and develop the inquiry-based approach to learning students adapted in 6th grade. The curriculum will focus on merging the world events around us with the content taught in class through novel studies, discussions and presentations of social issues, applications of speaking and listening skills, and the use of writing for creative as well as formal expression. Students will continue to develop their maturity of critical thinking skills and logical reasoning while implementing the Cambridge curriculum in unison with the Broward Country curriculum. This course includes advanced reading materials with a focus on rigorous vocabulary use and an analysis and discussion of current social issues. **Application, teacher recommendation, and acceptance required for participation**.

MATHEMATICS 7 (#12050400)
In grade 7, instructional time will emphasize the following 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.

MATHEMATICS ADVANCED 7 (#12050500)
In grade 7, accelerated, instructional time will emphasize the following 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. Advanced students are challenged to think and collaborate critically on the content they are learning. Increased rigor will be achieved by increasing and integrating integrate critical-thinking, problem-solving, 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 GEM (Great Explorations in Mathematics) 7 (#1200320T)
This is a high school course for high school credit. Algebra I Honors in the 7th grade is a continuum of GEM 6. The objective of this course is to provide a rigorous and in-depth study of algebra, emphasizing deductive reasoning skills as a foundation for more advanced mathematics courses and developing the skills needed to solve mathematical problems. The content may include, but not be limited to, operations and properties used within the real number system, algebraic and graphical solutions to first degree equations and inequalities in one and two variables, relations and functions, direct and inverse variations, operations with polynomials, including all forms of factoring, rational and irrational algebraic expressions, quadratic equations, quadratic inequalities, quadratic functions, and use of the graphing calculator. Additionally, **there will be a midterm exam, and a State End of Course Exam, which counts as 30% of their overall grade, and the letter grade will count towards their high school GPA.** There will also be approximately 30-60 minutes of homework daily.

EMF (Elements of Mathematics: Foundations) - Research for BVS (#1700000X)
EMF is a self-contained, self-study program. The EMF curriculum exposes students to subject areas not found in the standard curriculum such as operational systems, set theory, number theory, abstract algebra, and probability and statistics. If completion of all three (3) years is reached, students will have credits in Algebra 1 Honors, Geometry Honors, Algebra 2 Honors and Precalculus Honors. Throughout the three (3) years, all students must follow the timeline set forth by EMF. This timeline does not account for holidays and days off so students should budget additional hours outside of school each day to complete the program and stay within the desired timeline. This program is extremely fast paced and requires the student to put in double homework time, compared to other classes, to complete the required online curriculum in three years.

LIFE SCIENCE 7 (#20000100)
The Life Science program invites students to investigate the world of living things—at levels both large and small—by reading, observing, and experimenting with aspects of life on Earth. Students explore an amazing variety of organisms, the complex workings of the cell and cell biology, the relationship between living things and their environments, and discoveries in the world of modern genetics. Students tackle such topics as ecology, microorganisms, animals, plants, cells, animals, species, adaptation, heredity, genetics, and the history of life on Earth. Lesson activities and assignments help students discover how scientists investigate the living world.

LIFE SCIENCE ADVANCED 7 (#20000200)
The Life Science program invites students to investigate the world of living things—at levels both large and small—by reading, observing, and experimenting with aspects of life on Earth. Students explore an amazing variety of organisms, the complex workings of the cell and cell biology, the relationship between living things and their environments, and discoveries in the world of modern genetics. Students tackle such topics as ecology, microorganisms, animals, plants, cells, animals, species, adaptation, heredity, genetics, and the history of life on Earth. Lesson activities and assignments help students discover how scientists investigate the living world. Advanced students are challenged to think and collaborate critically on the content they are learning. Increased 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 and will require that each student demonstrate proficiency in the practice of science by completing an independent, experimentally based research project suitable for competition.

SCIENCE – GEARS 7 (COMPREHENSIVE SCIENCE *II ACCELERATED*) (#20020850)
This course provides a rigorous, accelerated, and comprehensive foundation for the 7th-grade accelerated science student. Students must produce and site evidence of learning by investigating real world science, while simultaneously integrating relevant eighth-grade standards within the seventh-grade curriculum. The course builds on the students' prior knowledge while reviewing the scientific process to get more in-depth ideas and critical analysis of theories with experimental research. Life Science topics covered during the course include Cells & Heredity, Ecology & The Environment, and The Diversity of Living Things. They will move on to complete the remaining principles of the 8th grade Physical Science course in the areas of Energy & Energy Transfer and Chemistry. Students will learn about the assigned topics through interactive activities, experimentation, discussion, and engaging text and animations. Graded assignments will be thought-provoking, hopefully paving the way for future interest in the scientific disciplines.

Students taking this course will also review and prepare for the Grade 8 Florida State Science Assessment. (The pre-requisite course for this class is Science -GEARS 6 – Comprehensive Science 1; this course is the suggested pre-requisite course for Biology Honors.)

CIVICS 7 (#21060160) & CIVICS ADVANCED 7 (#21060260)
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.

Advanced/Cambridge Level Course Note: 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. Students will develop and demonstrate their skills through participation in an extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects). Expectations include reading assignments from longer text passages as well as shorter ones when text is extremely complex, making close reading and rereading of texts central to lessons, asking high- level, text-specific questions and requiring high-level, complex tasks and assignments, requiring students to support answers with evidence from the text, and providing extensive text-based research and writing opportunities (claims and evidence).

CAMBRIDGE CIVICS (#2106026C)
Students will take an inquiry-based approach to deepen their understanding of government and the American political system. Using critical thinking activities students will engage in discourse to examine the roles, rights and responsibilities of United States citizens and the actions of various civic leaders shaped the current organization of its political landscape.

Additional Requirements: *At the regular, advanced, gifted and Cambridge level, all students will be required to take the Florida State End of Course Exam (EOC). The test score will account for 30% of their overall Civics grade. Pacing to prepare for this exam will be adjusted accordingly, depending on whether the class is working at the regular, advanced, or gifted level. Group projects, research papers, mock trials, and additional reading passages will be used to enhance class material at the advanced and gifted levels.*

Eighth Grade Core Curriculum

LANGUAGE ARTS 8 (#10010700)
Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts. The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

LANGUAGE ARTS ADVANCED 8 (#10010800)
Knowledge acquisition should be the primary purpose of any reading approach. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts. At the advanced level, content and curriculum addressed in Language Arts may be accelerated and covered in greater depth utilizing more challenging, complex text, and problem solving and project-based learning.

LANGUAGE ARTS GIFTED 8 (#1001080G)
At the gifted level, the Broward County curriculum is accelerated, enriched, and differentiated as needed to meet the needs of gifted students. Additional resources are used to challenge students on a higher level and technology tools are utilized to assist students in the creation and distribution of writing. Students will learn to communicate confidently and effectively and develop reading, writing, speaking, and listening skills. Students will gain advanced reading comprehension and maturity in writing and oral communication. All students participate in the District Literary Fair and outside writing competitions as determined by the teacher.

LANGUAGE ARTS SECONDARY I CAMBRIDGE 8 (#10010850)
This course is the final stage of the Secondary I Cambridge curriculum and is primarily focused on the mastery of inquiry-based writing about social and world events, literature analysis, media and poetry. Students will continuously express their mastery of expression through oral communication, critical thinking activities, debate and presentations. Students will develop a sense of cultural awareness and a span of knowledge that will promote cross-curricular understanding in order to become productive citizens of the world. All students will participate in the District Literary Fair. **Application, teacher recommendation, and acceptance required for participation**.

MATHEMATICS PRE-ALGEBRA 8 (#12050700)
In grade 8, 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.

ALGEBRA I HONORS 8 (#1200320M)
This is a high school course for high school credit. In Algebra 1 Honors, instructional time will emphasize five areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; (4) building functions, identifying their key features and representing them in various ways; and (5) representing and interpreting categorical and numerical data with one and two variables. Students who successfully complete the course requirements will receive one high school credit Additionally**, there will be a midterm exam, and a State End of Course Exam, which counts as 30% of their overall grade, and the letter grade will count towards their high school GPA**. **Honors Level Course Note**: 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.

GEOMETRY HONORS GEM (Great Explorations in Mathematics) 8 (#1206320T)
This is a high school course for credit. In Geometry Honors, 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. Additionally, there will be a midterm exam, and a State End of Course Exam and the letter grade will count towards their high school GPA. **Honors Level Course Note**: 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.

EMF 8 (Elements of Mathematics: Foundations) Research for BVS (#1700000X)
EMF is a self-contained, self-study program. The EMF curriculum exposes students to subject areas not found in the standard curriculum such as operational systems, set theory, number theory, abstract algebra, and probability and statistics. If completion of all 3 years is reached, students will have credits in Algebra 1 Honors, Geometry Honors, Algebra 2 Honors and Precalculus Honors. Throughout the three years, all students must follow the timeline set forth by EMF. This timeline does not account for holidays and days off so students should budget additional hours outside of school each day to complete the program and stay within the desired timeline. This program is extremely fast paced and requires the student to put in double homework time, compared to other classes, in order to complete the required online curriculum in three years.

PHYSICAL SCIENCE 8 (#20030100)

The Physical Science program introduces students to many aspects of the physical world, focusing first on chemistry and then on physics. The course provides an overview of the physical world and gives students tools and concepts to think clearly about matter, atoms, molecules, chemical reactions, motion, force, momentum, work and machines, energy, waves, electricity, light, and other aspects of chemistry and physics. Among other subjects, students study the structure of atoms, the elements and the Periodic Table, chemical reactions, forces, including gravitational, motion, acceleration, mass, energy, light, thermal, electricity, and magnetism. Students taking this course will also review and prepare for the Grade 8 Florida State Science Assessment.

PHYSICAL SCIENCE ADVANCED 8 (#20030200)

Physical Science will provide opportunities for students to investigate the introductory concepts of physics and chemistry. Topics will include, but not be limited to, dynamics, classification, interaction of matter, the periodic table, forms of energy, electricity and magnetism, chemical interactions, nuclear reactions, and career opportunities. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course. Students taking this course will also review and prepare for the Grade 8 Florida State Science Assessment. Advanced students are challenged to think and collaborate critically on the content they are learning. Increased 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 and will require that each student demonstrate proficiency in the practice of science by completing an independent, experimentally based research project suitable for competition.

BIOLOGY HONORS 8 (#20003200)

Biology I Honors is a high school credit course that will provide opportunities to students for general exploratory experiences and activities in the fundamental concepts of life. Topics will include, but not be limited to, the scientific method, laboratory apparatus usage and safety, biochemistry, cell biology, genetics, botany, zoology, human anatomy and physiology, and ecological relationships. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course. **A state written End of Course (EOC) exam will count as 30% of the student's final course grade and the letter grade will count towards their high school GPA**. **Honors Level Course Note**: 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.

UNITED STATES HISTORY 8 (#21000150) & UNITED STATES HISTORY ADVANCED 8 (#21000250)

Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

CAMBRIDGE US HISTORY (2100025C)

Focusing primarily on American history from the Exploration and Colonization period through the Reconstruction Period, students in this course will use critical thinking and inquiry-based activities to drive their understanding of how various global and local events have shaped the United States and the current world landscape. Students will engage with information that is gathered from a variety media and texts to further comprehend the relationships between historical events and they will use skills developed throughout the Cambridge program to communicate their own unique insights clearly and effectively.

Advanced/Cambridge Level Course Note: 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. Students will develop and demonstrate their skills through participation in an extended research-based paper/project (e.g., history fair, participatory citizenship project,

mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects). Expectations include reading assignments from longer text passages as well as shorter ones when text is extremely complex, making close reading and rereading of texts central to lessons, asking high- level, text-specific questions and requiring high-level, complex tasks and assignments, requiring students to support answers with evidence from the text, and providing extensive text-based research and writing opportunities (claims and evidence).

Reading Placement for 6th-8th Grades

Intensive Reading is designed for 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 very 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.

DEVELOPMENTAL READING FOR ELL STUDENTS (6- #10021811 • 7- #10021812 • 8- #10021813)
This course is designed for students who are native speakers of languages other than English. This course includes instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills, so they can successfully read and write middle grade level text independently. Instruction emphasizes reading comprehension, writing, and vocabulary study with access to a broad range of texts.

INTENSIVE READING: SYSTEM 44 (6- #1000010B • 7- #1000012B • 8- #1000014B)
This course is designed to provide intensive literacy Instruction for students who are level 1 and 2 on the FAST AND have a need in decoding and fluency as indicated by progress monitoring data and follow-up assessments such as the San Diego and DAR.

INTENSIVE READING: Read 180 (6- #1000010A • 7- #1000012A • 8- #1000014A)
This course is designed to provide targeted literacy instruction for students who are level 1 or 2 on FAST AND have areas of need in vocabulary and comprehension as indicated by progress monitoring data.

***Reading programs subject to change according to district guidelines.**

ELECTIVE CLASSES

ACADEMIC ENRICHMENT & SUPPORT ELECTIVES

ALGEBRA SUPPORT (#1700000A)
Available to 8th grade students upon teacher recommendation ONLY
This **full year** course will support students who need additional instruction in order to be successful in High School Algebra. This course will allow students to review Pre-algebra standards prior to the content delivery in their Algebra Class and allow for additional practice and teacher support on Algebra standards that are taught within their Algebra Honors class. Placement into this course is at the sole discretion of the teacher/administration.

DEVELOPMENTAL READING FOR ELL STUDENTS (6- #10021811 • 7- #10021812 • 8- #10021813)
Available to 6th, 7th & 8th grade students
This **full year** course is designed for students who are native speakers of languages other than English. This course includes instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they can successfully read and write middle grade level text independently. Instruction emphasizes reading comprehension, writing, and vocabulary study with access to a broad range of texts.

FOUNDATIONS OF MATHEMATICS (#12040000)
Available to 6th, 7th & 8th grade students
This **full year** course supports students who need additional instruction in foundational mathematics skills as it relates to core instruction. Instruction will use explicit, systematic, and sequential approaches to mathematics instruction addressing all strands including number sense & operations, algebraic reasoning, functions, geometric reasoning and data analysis & probability. Teachers will use the listed benchmarks that correspond to each students' needs. The additional time allotted for this course is in addition to core instruction. The intervention includes materials and strategies designed to supplement core instruction.

INTENSIVE READING: SYSTEM 44 (6- #1000010B • 7- #1000012B • 8- #1000014B)
Available to 6th, 7th & 8th grade students
This **full year** course is designed to provide intensive literacy Instruction for students who are Level 1 and 2 on the FAST AND have a need in decoding and fluency as indicated by progress monitoring data and follow-up assessments such as the San Diego and DAR.

INTENSIVE READING: Read 180 (6- #1000010A • 7- #1000012A • 8- #1000014A)
Available to 6th, 7th & 8th grade students
This **full year** course is designed to provide targeted literacy instruction for students who are level 1 or 2 on FAST AND have areas of need in vocabulary and comprehension as indicated by progress monitoring data.

MATH COMPETITION & GAMES (#1700000G)
Available to 6th, 7th & 8th grade students
Math Competition and Games is a **full year** course that is designed to provide students who love math with critical problem-solving skills and to expand their mathematical knowledge to better prepare for competitions. It is open to all grade levels 6-8. All students enrolled in this course will have the opportunity to be competing members of Silver Trail's local travel math team. All students enrolled in the class will compete in the at school competitions and do not have to be members of the travel team. Students in this course will work above and beyond their core mathematics course to prepare for various competitions. The course will focus on content, teamwork, individual category, speed and various competition strategies. This is a full year course. During the first semester, the primary focus will be preparing for competitions. During the second semester, students will complete, and present projects focused on a variety of competition strategies.

LIFE SKILLS (ACADEMIC & SOCIAL LEARNING) (#1700000P)
Life Skills is a **full year** course that represents a systemic, school-wide approach to meeting the academic and socio-emotional needs of school students. This course actively encourages students to develop a sense of belonging to the school, as well as meaningful, positive connections with adults and other students.

CAMBRIDGE ELECTIVES

CAMBRIDGE GLOBAL PERSPECTIVES (6 -#17002050 • 7-#17002150 • 8-#17002250)
Available to 6th, 7th & 8th grade students
This **full year** course is designed to develop the skills of research, analysis, evaluation, reflection, collaboration and communication. Research says that the earlier students start to develop and practice their skills, the greater the impact on their learning. Making Cambridge Global Perspectives available to younger students will develop and embed cross-curricular skills at an earlier age, supporting them in their studies as they progress to Cambridge Upper Secondary and beyond. **STUDENTS MUST BE A CURRENT CAMBRIDGE STUDENT AND/OR ACCEPTED INTO THE PROGRAM FOR THE 2024-2025 SCHOOL YEAR.**

CAMBRIDGE PHYSICAL EDUCATION (#15011400)
Available to 6th, 7th & 8th grade students
This **full year** course is both practical and theoretical, covering anatomy and physiology, movement skills and contemporary studies in sport. Learners will engage in a range of physical activities, including team and individual sports, games, and outdoor activities, and then use the theoretical knowledge they have gained to analyze the different factors influencing performance. **STUDENTS MUST BE A CURRENT CAMBRIDGE STUDENT AND/OR ACCEPTED INTO THE PROGRAM FOR THE 2024-2025 SCHOOL YEAR.**

CODING FUNDAMENTALS (#9009200M)
Available to 6th grade students
This **full year** computer course is designed as an introduction to computer science appropriate for students in grade 6. In this hands-on coding class, students will be introduced to programming through a variety of platforms. Lessons will include skill-building through lessons on problem-solving, creation, and collaboration using structured computer languages. Students will learn the basics needed to create interactive games, graphic images, and concepts such as sequencing and loops in programming. Topics such as Digital Citizenship, Career Exploration, Plagiarism, and Fair Use will also be introduced. All CS courses will have an emphasis on global problem-solving and sustainability.

START UP TECH & ENTREPRENEURSHIP/DIGITAL DISCOVERIES (#90096000)
Available to 7th & 8th grade students
Prerequisite: *Coding Fundamentals*
This **full year** blended learning tech-entrepreneurship course asks students to identify ways to improve their world and to build marketable digital solutions using MIT App Inventor. Students create an original app that addresses a community need and develop an abbreviated business plan using lean startup tools and methodologies. Topics such as Digital Citizenship, Career Exploration, and problem solving will also be incorporated. All CS courses will have an emphasis on global problem solving and sustainability.

ADVANCED INFORMTATION TECHNOLOGY (#9007610M)
Available to 8th grade students
Prerequisite: *Coding Fundamentals & Start Up Tech*
This **full-year** course is designed as an introduction to computer science appropriate for students in grade 8. In this hands-on coding class, students will be introduced to a variety of coding languages. Lessons will include web design through lessons on problem-solving, creation and collaboration using HTML and CSS. Students will learn the basics needed to incorporate web page elements, color, and integration of multimedia into their web page designs. Through the Carnegie Mellon University Computer Science course students will be introduced to Python. Projects will involve graphic design using code. Topics such as Digital Citizenship, Career Exploration, Plagiarism and Fair Use will also be incorporated. All CS courses will have an emphasis on global problem solving and sustainability. **THIS IS A HIGH SCHOOL HONORS LEVEL COURSE AND IT WILL AFFECT YOUR HIGH SCHOOL GPA.**

ENTREPRENEURSHIP ELECTIVES

INTRODUCTION TO BUSINESS & ENTREPRENEURSHIP (#80004000)
Available to 6th grade students
In a world where every aspect of the day involves interaction with technology, this Living Online course is a **full-year** course that provides students with exposure to both online and networked working environments. Through a hands-on lab-style course, students will learn about communicating and working in a collaborative digital world. Topics such as networks, the net, and electronic communication will be covered in this course. Additionally, students will be exposed to information related to Digital Citizenship, Career Exploration, Plagiarism, and Fair Use. **At the completion of this course, students will be prepared to take the IC³ GS5: Living Online exam.**

INTRODUCTION TO BUSINESS TOOLS & CAREER EXPLORATION (#83703600)
Available to 7th & 8th grade students
Prerequisite: Intro to Business & Entrepreneurship
Technology is fast becoming an important part of school, career, and everyday life. Every aspect of our day involves some use of technology. The Introduction to Business Tools Curriculum is a **full-year** course that provides students with exposure to the most relevant knowledge needed to interact with the digital tools they will face each day in school and in business. This course will focus on the Key Applications used globally in school and work settings: Word, PowerPoint, Excel, and Access. Students will learn how to use word processing, presentation, and spreadsheet software to edit documents, organize data, create simple charts, and design a basic presentation. **At the completion of this course students will be prepared to take the IC3 Key Applications exam.**

ENTREPRENEURSHIP I (#1700000B)
Available to 8th grade students
Prerequisite: Intro to Business & Entrepreneurship **and** Introduction to Business Tools & Career Exploration
Entrepreneurship I is a **full-year** foundational course focused on activating the entrepreneurial mindset as students learn how to create an original lean business model plan and pitch their business. Students are eligible to enter our Youth Entrepreneurship Challenge, where NFTE students compete for seed capital to launch their business or pursue educational goals.

FOREIGN LANGUAGE ELECTIVES

INTRODUCTION TO SPANISH (#07080000)
Available to 6th grade
Beginning Spanish is a **semester** course that 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 half-year course. Students who have never studied a foreign language and want the exposure without the concern of impacting their high school GPA should take this course prior to Spanish 1. **This is a semester class taken with Physical Education.**

SPANISH 1 (#0708340M)
Available to 7th & 8th grade students
Prerequisite: Level 3 or higher in ELA on FAST Assessment
This course provides students with a general introduction to the Spanish language, pronunciation, vocabulary related to everyday activities, basic grammatical structure, and cultural information. The student will develop communicative skills in all three (3) modes of communication (interpersonal, interpretive, and presentational) 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. Students enrolled in this **full-year** course will have the opportunity to earn high school credit. Language Arts teacher recommendation is required. **THIS IS A HIGH SCHOOL LEVEL COURSE AND IT WILL AFFECT YOUR HIGH SCHOOL GPA.**

SPANISH 2 (#0708350M)
Available to 8th grade students
Prerequisite: Spanish 1
This course reinforces the fundamental skills acquired by students who completed the prerequisite Spanish 1: listening, speaking, reading, and writing. The course further develops communicative skills in all three (3) modes of communication and cross-cultural understanding. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the Spanish-speaking people is continued. Students enrolled in this **full-year** course will have the opportunity to earn high school credit. Students enrolled in this course must have successfully completed Spanish I. Spanish I teacher approval is required. **THIS IS A HIGH SCHOOL LEVEL COURSE AND IT WILL AFFECT YOUR HIGH SCHOOL GPA.**

SPANISH FOR SPANISH SPEAKERS (#0709300M)
Available to 7th & 8th grade students
The purpose of this **full-year** course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. Language Arts Standards are also included in this course to enable students to become literate in the Spanish language and gain a better understanding of the nature of their own language as well as other languages to be acquired. **THIS IS A HIGH SCHOOL LEVEL COURSE AND IT WILL AFFECT YOUR HIGH SCHOOL GPA.**

HEALTH & WELLNESS ELECTIVES

CAMBRIDGE PHYSICAL EDUCATION (#15011400)
Available to 6th, 7th & 8th grade students
This **full-year** course is both practical and theoretical, covering anatomy and physiology, movement skills and contemporary studies in sport. Learners will engage in a range of physical activities, including team and individual sports, games, and outdoor activities, and then use the theoretical knowledge they have gained to analyze the different factors influencing performance. **STUDENTS MUST BE A CURRENT CAMBRIDGE STUDENT AND/OR ACCEPTED INTO THE PROGRAM FOR THE 2024-2025 SCHOOL YEAR.**

PHYSICAL EDUCATION (#15080600/#15080700)
Available to 6th & 7th grade students
This is a **semester** course designed for 6th and 7th-grade students and is intended to be 18 weeks in length. 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. The course content provides exposure to a variety of movement opportunities and experiences coupled with 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.

PHYSICAL EDUCATION (6 - #15080000 • 7 - #15080200 • 8 - #15080400)
Available to 6th, 7th, & 8th grade students
This is a **full-year** physical education program and consists of a variety of instructions in physical fitness, lifetime and leisure activities, individual, and dual and team sports.

HEALTH (#6 - #08000300 • 7 - #08000400)
Available to 6th & 7th Grade students
This **semester** course will provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy lifestyles and healthy living. This course will focus on the comprehensive health issues core to the optimal development of adolescents. The following topics will be included but limited to. Personal health (adolescence, wellness, nutrition, mental and emotional health, communication skills, and coping skills), Injury prevention and safety.

HEALTH OCCUPATIONS (#7 - #08000100 • 8 - #08000200)
Available to 7th & 8th Grade students
This **semester** course will provide students with the opportunity to receive current and accurate information and develop healthful attitudes and behaviors to encourage a lifelong, healthy lifestyle. Students would have the opportunity to explore and learn more about the healthcare field. This information can be used to define a possible future occupation, and the skills learned can be used for a lifetime. The health safety portion would include cardiopulmonary resuscitation (CPR) and the use of an automatic external defibrillator (AED), first aid for an obstructed airway, and injury prevention. All these skills also serve as a transition to several pathways in high school.

LAW STUDIES ELECTIVES

INTRODUCTION TO CRIMINAL JUSTICE (#1700000L)
Available to 6th Grade Students
This **full-year** course allows students to develop insights into the causes and prevention of criminal behavior from disciplines such as criminology, law, sociology, public policy, and other related fields. Students become fully informed in: (1) Understanding how the federal and state criminal justice systems work; (2) Understanding the tools of social science; and (3) Acquiring knowledge of the principles of criminal law and procedure and how the law affects criminal justice operations in law enforcement, courts (juvenile and adult), and corrections.

THE AMERICAN LEGAL SYSTEM (#21060300)
Available to 7th Grade Students
Prerequisite: Introduction to Criminal Justice
This **full-year** course will take the students on a journey through the American legal system. Students will examine those laws which have an impact on citizens' lives and be exposed to how the legal process functions. Students will research legal topics, prepare motions, briefs, and argue their positions in a simulated courtroom environment. Content may include, but is not limited to, the need for law, the basis for our legal system, civil and criminal law, adult and juvenile courts, family and consumer law, causes and consequences of crime, individual rights and responsibilities, and career opportunities in the legal system.

FORENSICS (RESEARCH CODE -#1700020C)
Available to 8th grade students
Prerequisite: Introduction to Criminal Justice & The American Legal System
This **full-year** course is the application of science to the law and includes crime scene investigation, fingerprinting, fiber analysis, trace evidence analysis, and chemical analysis. Students are taught the proper collection, preservation, and laboratory analysis of various samples. This is a hands-on course that students will find interesting if they enjoy crime shows such as CSI, NCIS, Forensic Files, or science in general.

LITERARY ELECTIVES

CREATIVE WRITING (#10090000)
Available to 6th, 7th & 8th grade students
This **semester** course is meant to be a haven for young writers to hone their voices, practice skills, and take risks all while developing original pieces and ideas and focusing on expressive writing. Reading of a variety of mentor texts (including fairy tales, legends, myths, and anime) will be accompanied by thoughtful discussion and numerous opportunities for creative writing across a variety of writing genres. The types of writing to be explored include short stories, journals, memoirs, podcasts, critiques, poetry and more, all to emphasize student voice and choice within the realm of creative writing. In addition to developing and strengthening student techniques, this opportunity will help students document their lives, interview others, express opinions, investigate ideas, and analyze culture and/or society as well as respond to literature, art mediums, quotes, and music. Peer reviews and sharing ideas are essential elements to this course.

INTRODUCTION TO LITERACY THROUGH FILM & LITERATURE (#05000020)
Available to 6th grade students
This **semester** introductory course is intended to create opportunities for students to read, write, and speak beyond the Reading and Language Arts classroom settings. The Introduction to Literacy through Film & Literature will include, but not be limited to, the following: reading of and writing in response to literature, analyzing theme, character development, setting, and author's purpose; developing the ability to understand, discuss, and analyze literature including plays, short stories, and novels; and develop the ability to view film.

PERFORMING ARTS ELECTIVES

BAND 1 BEGINNING/CONCERT BAND (#13020000)
Available to 6th, 7th & 8th grade students
The objective of this **full-year** course (also known as Beginning Band) is to introduce students with limited or non-musical backgrounds to the fundamentals of band. In this first-level band course, which is intended for students starting band for the first time, students develop a basic understanding of music notation and proper instrument care and maintenance. Students are encouraged to begin taking private lessons on their instrument within the first three (3) months of active participation and practice at least 30 minutes daily. Students in this course are required to perform at least three times per year at in-school and out-of-school events. Students will be graded based on Performances, assignments, after-school rehearsals, and playing tests.

BAND 2 SYMPONIC BAND (7/8 – #13020100)
Available to 7th & 8th grade students
The objective of this second-level, **full-year** band course is to continue the development of skills gained from the beginning band level. The band will perform medium to difficult music. Students will perform seven (7) major scales. Students in this course are expected to perform at high levels, practice individually frequently and perform at many in-school and out of school events as well as be present for scheduled after-school rehearsals. Students will be graded based on Performances, assignments, afterschool rehearsals and playing tests. Students are encouraged to take private lessons and practice a minimum of 30 minutes per day. **STUDENTS MUST HAVE BAND DIRECTOR APPROVAL TO SELECT THIS CLASS.**

BAND 3 WIND ENSEMBLE (7/8 – #13020200)
Available to 7th & 8th grade students
The objective of this third level band course will be to perfect musical skills accomplished in the prior two band classes (Beginning & Symphonic). Students will perform 7-12 memorized major scales. Students in this course are expected to perfect all music assigned, practice at least 40 minutes daily, and perform at many in-school and out of school events, as well as be present for after-school rehearsals. As a requirement for this course, selected students will attend All County Band, All County Jazz Band, Area Students will be graded based on Performances, assignments, afterschool rehearsals and playing tests. **STUDENTS MUST HAVE BAND DIRECTOR APPROVAL TO SELECT THIS CLASS.**

BAND 4 JAZZ BAND (7/8 – #13020300)
Available to 7th & 8th grade students
The objective of this **full-year** course will be to use the skills and knowledge gained in the symphonic band and/or wind ensemble to begin learning the jazz idiom. Students will learn basic jazz theory, improvisation, jazz techniques, and history. As a requirement for this course, selected students will attend All County Band, All County Jazz Band, Area Honors Band, and All State Auditions. Students are highly encouraged to take private lessons as soon as possible. **STUDENTS MUST HAVE BAND DIRECTOR APPROVAL TO SELECT THIS COURSE.**

MUSICAL THEATRE (#04002000)
Available to 6th, 7th & 8th grade students
The course is an entry-level **semester** class for any students with little to no experience in singing. During this course, students will learn how to match pitch, sing in simple two-part harmony, learn how to read music, and sing publicly for in-school performances. Students will also be tested on singing ability and understanding of music theory.

DRAMA/THEATRE 1 (#04000000)
Available to 6th, 7th, & 8th grade students
This is a **full-year** course where students learn the basics of building a character through such activities as pantomime, improvisation, and effective speaking using articulation, projection, and breathing. Students also learn the importance of technical theatre and explore the use of such elements as costumes, props, and scenery. Students practice writing for the theatre and explore various theatre roles and functions. 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. 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.

DRAMA/THEATRE 2 (#04000100)
Available to 7th & 8th grade students
Prerequisite-Drama 1
This is a **full-year** course for students with previous theater 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 theater 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 applications 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.

SPEECH & DEBATE I (#10070000)
Available 6th & 7th grade students
This **full-year** course is focused on the use of correct and effective language and organizational skills in preparing, delivering, and evaluating different types of oral presentations and debate. Students will critique speeches, paying attention to content, organization, language, delivery style, and produce and present well-structured, developed speeches. Students are required to attend 2-4 tournaments per year.

SPEECH & DEBATE 2 (#10070100)
Available 7th grade students
This **full-year** course is designed to further develop students' skills in Speech & Debate. Students will continue to focus on and perfect their craft related to the use of correct and effective language and organizational skills in preparing, delivering, and evaluating different types of oral presentations and debate. Students will critique speeches, paying attention to content, organization, language, delivery style, and produce and present well-structured, developed speeches. Students are required to attend 2-4 tournaments per year. Additionally, students will learn a variety of competition speech events where students are required to attend 2-4 tournaments per year.

SPEECH & DEBATE HONORS (#1007330D)
Available 8th-grade students
Prerequisite-Speech & Debate 7th grade
This **full-year** course is focused on the use of correct and effective language and organizational skills in preparing, delivering, and evaluating argument and debate. Students will critique debates, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed arguments, applying oral communication concepts and strategies for public debate in a variety of given settings. Students are required to attend and to be prepared to participate in ALL speech presentations and formal/informal debates. They should be comfortable working in small groups, researching different topics, and memorizing material. ***THIS IS A HIGH SCHOOL-LEVEL COURSE AND IT WILL AFFECT YOUR HIGH SCHOOL GPA.***

Honors Level Course Note: 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.

S.T.E.A.M./S.T.E.M. ELECTIVES

ENVIRONMENTAL S.T.R.E.A.M. (#1700000E)
Available to 6th, 7th & 8th grade students
This **full-year** course will explore the natural environment through art, science, and research. The focus of this project-based curriculum will be to use a variety of art media to create hands-on products that showcase animal, plant, and human interactions and solutions needed to sustain our world. Content knowledge will be further enriched through competitions, guest speakers, and field trips.

S.T.E.A.M. THE WONDEROUS WORLD OF EXPLORATION (#1700000S)
Available to 6th, 7th & 8th grade students
This **full-year** course provides a unique opportunity for students to be immersed in all aspects of a STEAM curriculum. The program is designed to develop conscientious, empathetic citizens who are aware of and interested in improving our world, our country, and our community. The dynamic curriculum provides students with creative, rigorous opportunities for learning through art, literature and even through experiences in our Silver Trail gardens. Students will use technology and craft to explore essential questions related to scientific concepts with real-world implications. Students will investigate the importance of our city systems, the ecosystems of our local communities, and processes to solve local and global issues through research and innovation.

SERVICE LEARNING ELECTIVES

LATINOS IN ACTION (LIA) (#1700000Q/#1700010Q)
Available to 6th & 7th grade students
This **full year** course offers an asset-based approach to bridging the graduation and opportunity gap for students, working from within the educational system to create positive change. The goal is to empower youth to lead and strengthen their communities through college and career readiness.

LATINOS IN ACTION (LIA) (#1700300Q)(HS)
Available to 8th grade students
Prerequisite: LIA in both 6th and 7th Grade
This **full year** course focuses on four pillars: leveraging personal and cultural assets, excelling in education, serving the community, and developing leadership skills. The robust LIA curriculum empowers students as leaders who visit local elementary schools to not only increase literacy rates of those who are struggling, but to act as role models. A mentor system is used by LIA to encourage peer growth and help students learn leadership skills. While this unique approach seeks to bridge the graduation and achievement gap Latino students generally experience in the United States, LIA is also a fun and interactive class that provides students with college, career, and life readiness skills. **THIS IS A HIGH SCHOOL LEVEL COURSE AND IT WILL AFFECT YOUR HIGH SCHOOL GPA.**

PEER COUNSELING I (#14000000)
Available to 7th & 8th grade students
Peer Counseling is a **full year** course that involves students interacting with peers in a structured setting. Peer Counselors receive training to develop and enhance leadership skills as well as effective listening and communication skills. The purpose of this course is to enable students to develop an awareness of themselves and others. Emphasis will be on the acquisition of basic skills for thoughtful planning, peer facilitation, effective communication, and making healthy choices. These skills enable trained counselors in assisting and providing a supportive role to their peers. They will also implement school-wide projects related to current social issues affecting today's youth.

PEER COUNSELING 2 (#14000100)
Available to 8th grade students
Prerequisite: Peer Counseling I
Peer Counseling 2 is a **full year** course that involves students interacting with peers in a structured setting on a leadership level. Peer Counselors receive additional training to develop and enhance leadership skills as well as

effective listening and communication skills. The purpose of this course is to enable students to further develop awareness of self and others. Emphasis will be on acquisition of intermediate level skills for thoughtful planning, peer facilitation, effective communication and making healthy choices. These skills enable the highly trained counselors in assisting and providing a support role to their peers. They will also implement school-wide projects related to current social issues affecting today's youth.

TELESCOPE (#1700000Z) - 6 and 7/8 Split Course
Available to 6th 7th & 8th grade students
This **full-year** course is designed to develop and build character education by exposing students to decision-making, interpersonal communication, and self-advocacy skills to support school success and beyond. Through classroom instruction, role-playing, and skill-building activities, students develop personal responsibility and respect for others. Topics include bullying, cyber safety, personal integrity, healthy living, and addresses skills students need to deal with the increasing complexity and responsibility in their lives in addition to participating in service-learning opportunities and project-based learning.

VISUAL ARTS ELECTIVES

ART EXPLORATION (6 - #05000100 • 7/8 - #05000200)
Available to 6th, 7th & 8th grade students
This is a **semester course** and serves as an introduction to middle school art. In middle school, students learn to understand, apply the Elements of Art, Principles of Design, and discuss the expressive properties of artworks. They will apply technical skills effectively to create original two- and three-dimensional artworks that express a variety of ideas, apply the art-making process to solve problems, and generate design solutions utilizing a variety of media. Students will analyze original artworks and produce and develop a portfolio.

INTRODUCTION TO PHOTOGRAPHY (#6 – 05000120 • 7/8 - #05000220)
Available to 6th, 7th, & 8th grade students
This is a **semester course** will allow students to explore digital photography, learn basic functions and features of digital cameras and how to edit photographs on a computer. Students will learn usage of light in taking pictures, the basics of exposure and shutter speeds and how they affect photography. Students will learn the best ways to photograph people, still life, and landscapes from multiple perspectives.

TV PRODUCTION (#05000000)
Available to 7th & 8th grade students
This is a **full year** elective course offered to 7th and 8th grade students. Students learn the basic elements of television production, including news reporting, the research process, video equipment operation, and digital video editing. The course also explores various aspects of television production as a career. In addition, students will have the opportunity to produce the Silver Trail Middle School Morning News Show. A TV production application is required.

YEARBOOK (#17000200)
Available to 8th grade students
This is a **full year** elective course offered to 8th grade students. Students will gain skills in the following areas: page design, advanced publishing techniques, copy writing, editing, and photography while producing a creative, innovative yearbook which records STMS memories and events. There is an emphasis on journalism skills in this class. Students will gain useful, real-world skills in time management, marketing, teamwork, and design principles. To apply, students must apply with a writing sample and picture design.

CAMBRIDGE ASSESSMENT INTERNATIONAL EDUCATION at SILVER TRAIL MIDDLE SCHOOL

Vision Statement

"Motivate and lead students in becoming citizens of the world who will continuously show compassion to others, respect, work cooperatively, and foster their thirst for knowledge and positive change."

The focus and the intent of the Cambridge Lower Secondary Program is to encourage students to use problem-solving skills to access and link together knowledge from across all standards. Cambridge academic content is cross-curricular and emphasizes understanding issues through a global perspective. Throughout the progression of the program, students develop and strengthen their reasoning and communication skills. Content is based on Florida Standards with educational enhancements based on the Cambridge Assessment International Education Standards (Cambridge Standards). Implementation of Cambridge Standards assists teachers in delivering innovative, student-centered, inquiry-based learning in a highly collaborative environment that promotes higher level questioning. Performance tasks are imbedded within the curriculum to provide students the opportunity to apply their knowledge when given authentic context. These tasks require much more than just recall and recognition of facts and concepts. Students are required to transfer their learning to new content-rich problems that may include multiple standards within one performance task. Students are given the opportunity – through various resources, performance tasks, and activities – to become confident, responsible, reflective, innovative, and engaged learners.

6th Grade Students are recommended to have the following:

- **Score a level 3/4/5 on both FAST Reading and Math**
- **A, and/or A-B grades in elementary school**
- **Strong writing skills**
- **Good attendance (Cambridge focuses on team and group work and attendance is vital for the success of the program)**
- **Teacher Recommendation Form**

Students within the Cambridge Program will be required to complete the following course load:

- **3 years of Cambridge Language Arts**
- **3 years of Cambridge Social Studies**
- **1 year of Global Perspectives**
- **1 year of Cambridge Physical Education**

Qualities of a Cambridge Student

- **Confident in working with information and ideas – their own and those of others.**
  - Cambridge students are confident, secure in their knowledge, unwilling to take things for granted, and ready to take intellectual risks. They are keen to explore and evaluate ideas and arguments in a structured, critical and analytical way. They can communicate and defend views and opinions as well as respect those of others.
- **Responsible for themselves, responsive to and respectful of others**
  - Cambridge students take ownership of their learning, set targets, and insist on intellectual integrity. They are collaborative and supportive. They understand that their actions have impacts on others and on the environment. They appreciate the importance of culture, context, and community.
- **Reflective as learners, developing their ability to learn**
  - Cambridge students understand themselves as learners. They are concerned with the processes as well as the products of their learning and develop the awareness and strategies to be lifelong learners.
- **Innovative and equipped for new and future challenges**
  - Cambridge students' welcome new challenges and meet them resourcefully, creatively, and imaginatively. They can apply their knowledge and understanding to solve new and unfamiliar problems. They can adapt flexibly to new situations requiring new ways of thinking.
- **Engaged intellectually and socially, ready to make a difference**
  - Cambridge students are alive with curiosity, embody a spirit of enquiry, and want to dig more deeply. They are keen to learn new skills and are receptive to new ideas. They work well independently but also with others. They are equipped to participate constructively in society and the economy – locally, nationally and globally.

Why Cambridge at Silver Trail Middle is Outstanding?

What is the Cambridge Program?
The Cambridge Program is an internationally recognized course of study for academically talented and motivated students. It is referred to as AICE (Advanced International Certificate of Education) at the high school level, and "Cambridge –Secondary I", at the middle school level. The program operates under the sponsorship of Cambridge University in England and offers a wide range of classes. In the United States, there are more than 250 Cambridge Schools since the inception of the American program in 1990.

What is the focus of the Cambridge program at Silver Trail Middle?
The Cambridge courses aim to assist students in becoming a productive contributor to society. Each course makes continuous connections between the curriculum taught in class and the global and social issues surrounding us.

What courses are included in the Cambridge program?
The program includes two core academic subjects in the sixth grade –English and Social Studies with the scope extending each subsequent year. Students will have the opportunity to take Global Perspectives for high school credit in 8th grade.

How can Cambridge Students receive the Florida Bright Future Scholarship?
Participation in the Secondary I portion of the Cambridge International Examinations Pathway at the middle school level is the best way to prepare students to excel in the Cambridge Program in high school and earn an AICE diploma. The AICE Diploma is one of the two paths' students may take to earn the highly coveted Florida Bright Future Scholarship. As AICE Diploma holders, students are eligible to receive 100% of the highest amount awarded for tuition and $300 per semester for books and supplies.