

Lawton Chiles Middle School



Curriculum Guide 2024-2025



1240 Sanctuary Drive
Oviedo, FL 32766
407-871-7050

<http://www.lcms.scps.k12.fl.us/>

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LAWTON CHILES MIDDLE SCHOOL ADMINISTRATION & COUNSELORS

Dr. Melissa Laudani, Principal
Mrs. Lauren McDonald, Assistant Principal
Mrs. Dana Richardson, Assistant Principal
Dr. Drew Taylor, Assistant Principal
Dr. Tricia Bridges, School Administrative Manager
Mrs. Joanna Velazquez-Rivera, School Administrative Manager
Mrs. Kelly Stivers, School Counselor, A - Le
Ms. Lianne Forrester, School Counselor, Li - Z

ADMISSIONS AND TRANSFERS

Admissions

Upon initial enrollment or transfer from one attendance zone to another in Seminole County Public Schools, proof of residence must be presented. All addresses are subject to verification by the School Board. The following documents shall be required:

- a. **owned residence:** (1) a copy of the recorded deed or agreement for the deed or a certified copy of declaration of homestead exemption and (2) A copy of a current electric bill or initial order for service, and (3) one of the following current documents: auto registration, driver's license, voter's registration, Florida ID.
- b. **rented or leased residence:** (1) a copy of the lease, rental agreement, or a notarized letter from the landlord and (2) a copy of a current electric bill or initial order for service, and (3) one of the following current documents: auto registration, driver's license, voter's registration, or Florida ID.
- c. **divorced parents:** a certified copy of the final judgment of divorce, court custody order, a court guardianship order, or other such documents establishing the right of custody.
- d. **separated parents:** a notarized statement that the child actually lives in the home of the parent designated in the child's school records as the residential parent.
- e. **students NOT residing with parents:** submit form 893 and a letter stating why the student is living with the residential adult.

First Entry to the State of Florida Schools:

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

- Proof of date of birth for students
- A certificate showing a physical examination with at least 3 components performed within one year prior to enrollment (height, weight, blood pressure, etc.).
- A valid DH 680 Florida Certificate of Immunization transcribed by a health professional
- Students also need to have up-to-date immunizations. **Seminole County policy does not grant a 30-day extension to obtain required immunizations or a physical.**

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

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

Transfers

Any student who transfers from an in-state public or non-public school or out-of-state public or non-public school shall be admitted upon presentation of the following data:

- a. an official letter or transcript from a proper school authority which shows a record of attendance, academic information, and grade placement of the student;
- b. proof of immunization;
- c. proof of date of birth;
- d. proof of a medical examination completed within the last twelve months (first time entry to Florida Public Schools only).

MIDDLE SCHOOL

STUDENT PROGRESSION PLAN INFORMATION

Middle School Instructional Program – Florida Standards serve as the foundation of the middle school curriculum for the Seminole County Public Schools. Student mastery of subject area content consists of such things as teacher observation, classroom assignments, tests, and exams.

Florida Standards Assessments – Middle school students are required to participate in the state's accountability testing program. Student performance in the areas of reading, writing, and mathematics is assessed in grades 6-8. Student performance in science is assessed in grade 8 through the Florida Comprehensive Assessment Test.

Core Academic Program Requirements – Middle school students are required to receive 3 years of instruction in language arts, math, science, and social studies.

Additional Instructional Program Requirements – Middle school students have the opportunity to participate in regularly scheduled physical education classes, as well as exploratory, enrichment and elective classes.

Grouping for Instruction – Developmentally-appropriate and pedagogically-sound strategies of grouping students for instruction shall be used to enhance the academic achievement of all students. When scheduling parameters permit, the grouping of

students should provide opportunities for the regrouping of students during the school day.

Advanced Courses – Advanced courses are open for enrollment to any student who desires to self-select a more rigorous and challenging curriculum. Students who choose to enroll in advanced classes must commit to doing the additional tasks and assignments associated with the more intensive curriculum.

Virtual Courses – SCPS students are eligible to take virtual courses through Seminole County Virtual School. Virtual school provides flexible options to meet the demanding schedule of the 21st century student. Part-time virtual classes are available through ePathways (blending schedules with virtual courses and face-to-face courses) either at the zoned school during the school day in a virtual learning lab or outside the school day.

Remediation – Students who are not performing at grade level will be provided support through an academic support class and/or enrolled in intensive reading, language arts, or math classes. Exploratory, enrichment, and elective classes will be given first consideration for schedule changes for academic support classes.

Student Promotion – Middle school students must earn a yearly 2.0 Grade Point Average on a 4.0 scale to be promoted. All courses taken in a school year, including courses taken for high school credit, shall be included in the calculation of the cumulative-to-date GPA.

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

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b. rented or leased residence: (1) a copy of the lease, rental agreement, or a notarized letter from the landlord and (2) a copy of a current electric bill or initial order for service, and (3) one of the following current documents: auto registration, driver's license, voter's registration, or Florida ID.

c. divorced parents: a certified copy of the final judgment of divorce, court custody order, a court guardianship order, or other such documents establishing the right of custody.

d. separated parents: a notarized statement that the child actually lives in the home of the parent designated in the child's school records as the residential parent.

e. students NOT residing with parents: submit form 893 and a letter stating why the student is living with the residential adult.

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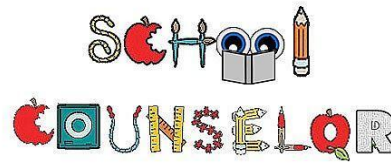
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b. proof of immunization;

- c. proof of date of birth;
- d. proof of a medical examination completed within the last twelve months (first time entry to Florida Public Schools only).



Attendance

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

- Medical treatment by a licensed physician*
 - Observance of a religious holiday
 - Law enforcement order or court subpoena
 - Death of a family member
 - Natural disaster
 - Traffic accident directly involving the student
 - Extraordinary circumstances or situations, pre-arranged and with Principal permission.
- Parents/guardians of students are expected to provide an explanation of their child’s absence(s) from school whenever such absences occur without the permission of the principal.

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

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

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

GUIDANCE INFORMATION

Our school counselors are:

- Mrs. Kelly Stivers, last name: A-Le
- Ms. Lianne Forrester, last name: Li-Z

Schedule Change Policy

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

Grading Policy

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

Letter Grade	Percentage Range	GPA Value	Definition
A	90-100	4	Outstanding Progress
B	80-89	3	Above Average
C	70-79	2	Average Progress
D	60-69	1	Lowest Acceptable
F	0-59	0	Failure
I			Incomplete
NG			No Grade

*GPA Value=Grade Point Average (GPA) Value

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

SPECIAL SUPPORT SERVICES

E.S.O.L

The purpose of the ESOL program is to provide English instruction for students whose native language is not English. If a parent indicates on the student entry form that a language other than English is used most often in the home, the student will be given an

English Proficiency Test (EPT) in order to determine the eligibility for the program. Once entered in the program, students are placed on one of three levels. A student may remain in the program for as long as needed. Dismissal from the program is based on achieving a passing score on a required exit exam.

EXCEPTIONAL STUDENT SUPPORT SERVICES

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

INTENSIVE READING AND MATHEMATICS COURSES

Based upon their performance on the state assessments and various other data points, students may be enrolled in and complete full-year intensive reading or mathematics courses. These courses use scientifically-based interventions and reflect differing levels of intensity (instructional time and class size) based on the student’s reading level.

ACADEMIC INTERVENTION CLASSES

These classes are provided as a means of additional support for those students who may be falling behind in their academic coursework. The classes provide an opportunity for students to receive assistance with their work as well as strategies to help them to organize their assignments and manage their workload.

ACADEMIC GRADE LEVEL OFFERINGS

Subject	Grade 6	Grade 7	Grade 8
Mathematics	Math 1 Math 1 Accelerated RAMP 6	Math 2 Math 2 Accelerated Algebra 1 Honors	Pre-Algebra Algebra 1 Algebra 1 Honors Geometry 1 Honors
Language Arts	Language Arts 1 Adv Language Arts 1	Language Arts 2 Adv Language Arts 2	Language Arts 3 Adv Language Arts 3
Science	Comprehensive Science 1 Adv Comprehensive Sci 1	Comprehensive Science 2 Adv Comprehensive Sci 2	Comprehensive Science 3 Adv Comprehensive Sci 3
Social Studies	World History Adv World History	Civics Adv Civics	U.S. History Adv U.S. History Pre-AP U.S. History



THE LAWTON CHILES NATURE & TECHNOLOGY PROGRAM

Think and Design is Lawton Chiles Middle School's program of emphasis with a foundation in design thinking and problem-based learning. Considering the amount of college-level courses in high school and high-school credit courses in middle school today, it's almost too late to wait until high school to begin looking at careers. Middle school is that time where students need the opportunity to explore their interests to ignite their passion that might lead to a purposeful career. How many of us have known people who have gone to college, finished degrees and decided they didn't really want to do that anymore? Wouldn't it be better if they had the chance to try on different careers to find their interests earlier? Think and Design was built with this vision in mind.

- In 6th grade, all students take **THINK**, a class in which they investigate a variety of careers in the fields of: AgriScience, Culinary, Nutrition, Technology and Weather.
- In 7 and 8th grade, in **DESIGN**, students get to explore problems through the lens of design principles. Students will do hands-on activities to discover what is new and innovative in these fields.

Think and Design directly feeds into Hagerty High School's Model and Sim Program and Oviedo High School's Biotechnology Program. Think and Design is not just a program, it is a culture here at Lawton Chiles Middle School.

6th grade: THINK – 1700000T6 (Semester)

This course will be divided into modules in which students will explore: AgriScience, Culinary, Nutrition, Technology and Weather, and other areas of emphasis. Students will be presented with real-world scenarios in which they are to utilize problem-solving, collaboration, creativity, and teamwork. Self-exploration is highlighted. Students earn Digital Tool certs in a variety of areas.

7th/8th grade: DESIGN (Semester)

When registering for this course, students will explore design principles and practices common to many design professionals. Students will study real-world problems in relevant industries and will develop a problem/solution, taking it through the design thinking process. Students earn Digital Tool certs in a variety of areas.

ADVANCED COURSE PROFILE

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

An advanced student is someone who typically...

- ✓ makes schoolwork a priority.
- ✓ is able to set aside time each night for schoolwork, including projects.
- ✓ is well-organized and able to handle several tasks at once.
- ✓ will review and study for tests.
- ✓ has done well in advanced classes before.
- ✓ has a support system that is encouraging of academics.
- ✓ does not feel challenged in standard classes.
- ✓ has performed well on state assessments.

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

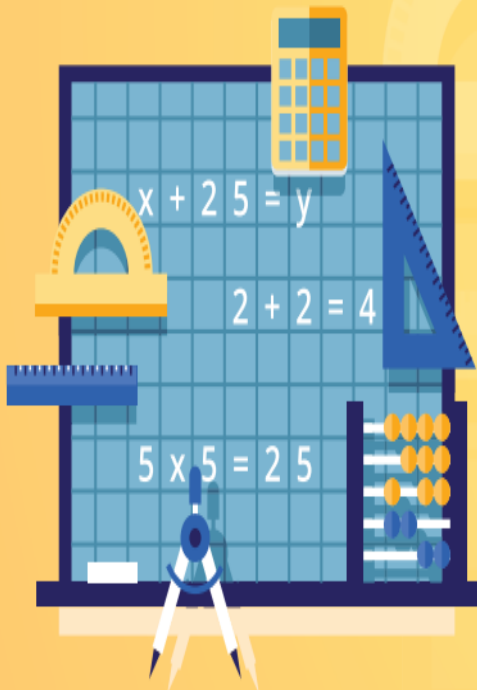
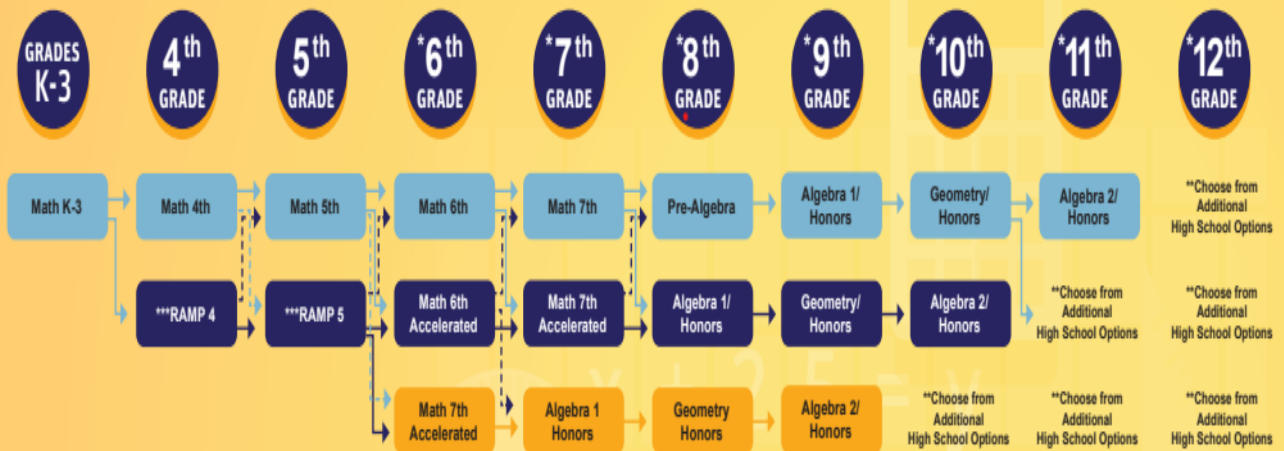
If you make the commitment to take an advanced course, you must remain in that class for at least the first nine weeks. Students with a Gifted EP will be placed in the appropriate courses.

WHAT I NEED (WIN)

Every student will see an 8th period on their schedule called "WIN". This class is held once a week for 30 minutes every Wednesday morning. WIN stands for What I Need. Students are assigned to a teacher that teaches one of their 7 classes throughout the year. Some students are assigned to specific WIN classes: Paws52, Yearbook, Jazz Band, etc. This class is also used to provide Reading intervention to students who may need it but are not in Reading. In addition, this is the time for our weekly broadcast of the Paws52 news. Students are assigned to a WIN teacher and cannot request changes.

MATH PROGRESSION

KINDERGARTEN THROUGH GRADE 12



Students' individual math course progressions should be customized based on their learning needs and their college and career goals. Solid arrows indicate common course progressions in mathematics, while dashed arrows indicate potential alternative course progressions. Math course options and prerequisites may vary based on location. Please check with your student's school for a complete list of additional math courses offered

*** Additional Math Support Courses**

Math support courses are available for those students in secondary grades who need additional assistance.

**** High School Options**

Additional Courses

- Pre-Calculus Honors
- Probability and Statistics Honors
- Math for Data and Financial Literacy/Honors
- Math for College Liberal Arts
- Math for College Algebra
- Calculus Honors

Advanced Placement

- AP Calculus (AB)
- AP Calculus (BC)
- AP Statistics

***** RAMP:** Rigorous Accelerated Math Pathway

Mathematics

Mathematics 1 1205010 Grade 6 Year

In this course, students will develop an understanding of and fluency with multiplication and division of fractions and decimals, ratios, rates, estimation, equivalent forms for decimals, fractions, and percentages. Write, solve, and graph one and two step equations and inequalities as well as use tables, graphs, and equations to describe linear equations. Explore the measurements of composite two-dimensional figures and volumes of rectangular prisms. Determine and use measures of central tendency and variability to analyze data sets.

Mathematics 1 Accelerated 1205020 Grade 6 Year

This course is designed to continue the development of mathematical concepts and processes that can be used to solve real-world problems. The curriculum includes understanding graphs, the structure and properties of rational numbers and equivalent representation of numbers including fraction, decimals, percent, and numbers with exponents, and absolute value. Emphasis is placed on the use of expressions, equations, formulas, data analysis, and integers. Pi, graphing proportional relationships, simple interest, solids, probability, and patterns in Algebra are introduced. This course is designed to prepare students for advanced mathematics courses.

RAMP 6 - 7th Grade Accelerated Math for 6th Graders 1205050G Grade 6 Year

This course is a highly accelerated, rigorous course of study intended to serve the needs of 6th grade students who are mathematically talented and highly motivated. It is designed to be an option for those students who successfully completed RAMP in the 4th and/or 5th grade or those students who showed academic excellence on the FAST Math Assessment.

The purpose of this course is to develop the mathematical concepts and processes that can be used to solve a variety of real-world and mathematical problems. RAMP teaches sixth, seventh, and eighth grade mathematics topics through peer collaboration and hands-on, project-based exploration.

There is emphasis on developing and strengthening skills and concepts necessary for success in Algebra 1 Honors. Students will be required to complete a virtual component as part of this course. Students who are successful in this program have the opportunity to be eligible for Algebra 1 Honors in seventh grade and Geometry Honors in the eighth grade.

Mathematics 2 1205040 Grade 7 Year

This course is designed to develop an understanding of and apply proportionality, similarity, and formulas to determine surface areas and volumes of three-dimensional shapes including pyramids, prisms, cylinders and cones. Other areas include understanding of operations involving integers and other rational numbers, as well as solving linear equations. Also, students will identify and plot ordered pairs in all four quadrants of the coordinate plan and predict the results of transformation.

Mathematics 2 Accelerated 1205050 Grade 7 Year

This course is designed to continue the development of concepts and processes. There is more of an emphasis on developing an understanding and application of proportionality and similarity to find surface area and volume. Students will focus on the identification and plotting of ordered pairs to help them make predictions about the effects of transformations in the coordinate plane. They will construct and analyze data sets in the form of scatter plots. Other areas of study will include solving linear equations and both graphing and analyzing systems of linear equations. This course is designed to prepare students for advanced mathematics courses.

Pre-Algebra 1205070 Grade 8 Year

This course is designed to prepare students for Algebra I. There is more emphasis on Algebra as it relates to variables, expressions, functions, equations, inequalities, relationships, and polynomials. Other topics such as data analysis, ratio, proportion, percent, rational and irrational numbers, geometry, measurement, area, volume, and similarity/congruence are also explored. This course is for students who traditionally score a 1 or 2 on the FAST Math Assessment. **Students who scored a level 3 or higher on the FAST Math Assessment should take Algebra 1.**

Algebra I 1200310 8 Year

1 High School Credit

This course is designed to provide the foundation for future secondary mathematics courses and develop skills needed to solve mathematical problems. Topics shall include, but are not limited to, functions, systems of linear equations, and linear inequalities, working with polynomials, operations with radical expressions. Students will solve quadratic functions, as well as analyze and graph linear, quadratic, piecewise, and exponential functions. Course work will include being able to summarize, represent, and interpret data both on measurable variables and two categorical and quantitative variables. **Students who scored a level 3 or higher on the FAST Math Assessment should take Algebra 1.**

Algebra I Honors 1200320 Grades 7-8 Year

Grade 7-8: 1 High School Credit

This course includes a rigorous, in-depth study of all of the topics included in Algebra I, as well as inverses of linear functions, solving systems of linear and quadratic equations, division of polynomials, and simplifying and performing operations with rational expressions and equations. **Students who took RAMP 6 and scored a level 4 or higher on the FAST Math Assessment should take Algebra I Honors.**

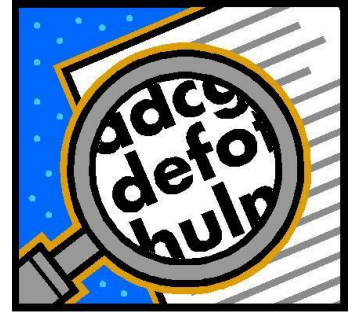
Geometry Honors 1206320 Grade 8 Year

1 High School Credit

This course includes a rigorous, in-depth study of all the practical applications of geometric skills and concepts in the real world, along with, but not limited to, coordinate geometry, proofs involving geometric concepts, and applying those concepts to modeling situations. Emphasis is placed on using transformations, proving, and using the Law of Sines and the Law of Cosines to solve problems. **Students must take Algebra I or Algebra I Honors before they can take this course.**



Language Arts



Language Arts 1 **1001010** **Grade 6** **Year**
The sixth-grade language arts curriculum integrates the study of grammar usage, mechanics, spelling, vocabulary, public speaking, and literature. Reading skills will be reinforced through fiction, nonfiction, poetry, and drama. Students will enhance writing skills through expressive, informative, and argumentative writing. Oral communication skills will be practiced through formal and informal speeches.

Language Arts 1, Advanced **1001020** **Grade 6** **Year**
The advanced language arts curriculum in sixth grade is designed to be fast paced for those students who are reading and writing at or above grade level, and who enjoy the many facets of language arts. An integral part of the curriculum is the utilization of a wide range of writing activities that emphasize reading of fiction and nonfiction. Oral communication skills will be practiced through participation in the Tropicana Speech Contest.

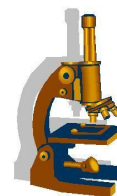
Language Arts 2 **1001040** **Grade 7** **Year**
The seventh-grade language arts curriculum consists of literature, composition, grammar, spelling, and vocabulary. Reading skills will be reinforced through fiction, nonfiction, poetry, and drama with an emphasis on poetry. Students continue to build writing skills through argumentative and informative writing, literary response journals, and practice their oral communication skills through formal and informal speeches.

Language Arts 2, Advanced **1001050** **Grade 7** **Year**
The advanced language arts curriculum in seventh grade is designed to be fast paced for those students who are reading and writing at or above grade level. Reading skills will be reinforced through fiction, nonfiction, poetry, and drama. Students explore a wide range of writing activities that emphasize critical thinking. Students will also use various activities to practice oral communication skills.

Language Arts 3 **1001070** **Grade 8** **Year**
The eighth-grade language arts curriculum consists of reading, composition, speech, media literacy, literature, and vocabulary development. Students will read a variety of genres for content and meaning while practicing reading strategies. Students will enhance their writing skills through augmentative and informative writing, producing a variety of finished products, including poems, summaries, reviews, and essays. Students will be expected to recognize occasion, audience, and purpose when speaking formally and informally.

Language Arts 3, Advanced **1001080** **Grade 8** **Year**
The advanced language arts curriculum in eighth grade is designed to move at a rigorous pace. Students will read a variety of genres (short stories, novels, drama, poetry, nonfiction) for content and meaning while practicing reading strategies. Research will be conducted on the background of the poetry and literature to study, analyze, and interpret these works. Students will enhance their writing skills through persuasive and expository writing, producing a variety of finished products, including poems, summaries, reviews, and essays. Essays will be critiqued based on criteria learned throughout the semester.

Science



Comprehensive Science 1 **2002040** **2002050 (Advanced)**

Grade 6 **Year**

A comprehensive science course that has been designed to support understanding through big ideas in science. Based on the Next Generation Sunshine State Standards for Science, this course will allow students to learn content across six interconnected units that will be built throughout middle school. The major concepts covered: Atoms and Molecules, Classification of Organisms, Ecosystems, Plate Tectonics, The Geosphere and Cryosphere, and Our Solar System. The class will be supported by digital content as well as hands-on, cooperative, and literacy based activities. Students in Advanced and Gifted classes will be provided opportunities to dive deeper into the content and to make even more connections across science and with other disciplines.

Comprehensive Science 2 **2002070** **2002080 (Advanced)**

Grade 7 **Year**

A comprehensive science course that has been designed to support understanding through big ideas in science. Based on the Next Generation Sunshine State Standards for Science, this course will allow students to learn content across six interconnected units that will build from the content covered in 6th grade and will be developed further in 8th grade. The major concepts covered: Cell Structure and Function, Homeostasis in Cells, Heredity, Weathering and Erosion, The Hydrosphere and Atmosphere, and Stars and Galaxies. The class will be supported by digital content as well as hands-on, cooperative, and literacy-based activities. Students in Advanced and Gifted classes will be provided opportunities to dive deeper into the content and to make even more connections across science and with other disciplines.

Comprehensive Science 3 **2002100** **2002110 (Advanced)**

Grade 8 **Year**

A comprehensive science course that has been designed to support understanding through big ideas in science. Based on the Next Generation Sunshine State Standards for Science, this course will allow students to learn content across six interconnected units that will build from the content covered in 6th grade and 7th grades. The major concepts covered: Rate of Change, Technology and Travel, All Spheres including Biosphere, Evolution, Organization of Organisms, Homeostasis in Humans. The class will be supported by digital content as well as hands-on, cooperative, and literacy based activities. Students in Advanced and Gifted classes will be provided opportunities to dive deeper into the content and to make even more connections across science and with other disciplines.



Social Studies



World History

2109010

Grade 6

Year

2109020 (Advanced)

Students will study the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

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

Instructional Practices will include:

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

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

Civics

2106010

Grade 7

Year

2106020 (Advanced)

In Civics students will investigate the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. Additional content may include the distinctive characteristics of our diverse American culture. Included in this year-long course is a review of North American geography and fundamentals of the U.S. economic system.

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

- Reading assignments from longer text passages as well as shorter ones when text is extremely complex.

- Making close reading and re-reading of texts central to lessons.
- Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
- Requiring students to support answers with evidence from the text.
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U.S. History

2100010

Grade 8 Year

2100020 (Advanced)

In 8th grade students will investigate American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

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

Specific Instructional Practices will include:

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

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

Pre-AP U.S. History 2100020P

Grade 8

Year

This course is designed for the highly motivated student who wishes to pursue Advanced Placement courses in high school. Students will explore the events of U.S. History using documents, images, cartoons, and other primary sources along with secondary text. With a more rigorous focus on document-based inquiry, the students will examine and analyze the political, economic, technological, and social developments of the United States from the period of colonial settlement through Reconstruction. This course is designed to give students an in-depth view of U.S. History and includes the development of complex skills in reading, writing, and research. Writing in a historical context will be emphasized and students will be expected to engage in extended research (e.g., History Fair project, Mock Trial, participatory citizenship projects for competitive evaluations, or other teacher-directed projects) and produce writing of significance on a frequent basis.

ELECTIVE COURSE OFFERINGS

Grade 6	Grade 7	Grade 8
Art 2D – Drawing/Painting THINK Band Chorus I Dance Learning Pathways (required) Physical Education (required) Theater I Virtual School	Art 2D – Drawing/Painting Art 3D – Ceramics DESIGN Band Beginning Spanish Chorus II Chorus III (audition only) Dance Exploring Pathways (required) JROTC Keyboarding/Piano Physical Education (required) Theater I or Theater II Theater III (audition only) Paws52 TV News Crew** Yearbook/Journalism 1** PIT Crew** Virtual School	Advancing Pathways (required) Art 2D – Drawing/Painting Art 3D – Ceramics DESIGN Band Chorus II Chorus III (audition only) Dance Ecology* JROTC Keyboarding/Piano Paws52 TV News Crew** Physical Education (required) PIT Crew** Spanish (Beginning) Spanish I* Student Assistant** Theater I or Theater II Theater III (audition only) Yearbook/Journalism 1** Virtual School

* For High School Credit
 **Application only



Academic Electives

Beginning Spanish 0708000 Grades 7, 8

Semester

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

Spanish I 0708340

Year

Grade 8: 1 High School Credit

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

Ecology 2000380

Year

Grade 8: 1 High School Credit

This course is designed as an interdisciplinary course to provide students with scientific principles, concepts, and methodologies required to identify and analyze environmental problems and to evaluate risks and alternative solutions for resolving and/or preventing them. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course.

Think & Design Program of Exploration

6th grade: THINK – 1700000T6 (Semester)

This course will be divided into modules in which students will explore: AgriScience, Culinary, Nutrition, Technology and Weather. Students will be presented with real-world scenarios in which they are to utilize problem-solving, collaboration, creativity, and teamwork. Self-exploration is highlighted. Guest speakers from the five key areas will present. Students earn Digital Tool certs in a variety of areas.

7th/8th grade: DESIGN 1700000D7 (Semester)

When registering for this course, students will explore design principles and practices common to many design professionals. Students will study real-world problems in relevant industries and will develop a problem/solution, taking it through the design thinking process. Students earn Digital Tool certs in a variety of areas.

Fine & Performing Arts

Art 2-D 0101005

Semester

Students investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. Opportunities are provided for creative decision-making in the context of the structural elements of art and the organizational principles of design. This course incorporates hands-on activities and consumption of art materials.

Art 3-D 0101035**Semester**

Students learn to translate their two-dimensional skills into three-dimensional forms through the exploration of natural, abstract, and synthetic sculptural forms using materials that may include, but are not limited to, clay, plaster, and mixed media for creative expression. These student artists develop perceptual, creative, technical, and problem-solving skills in a sculptural context as they design and produce works of art with personal expression. Students in M/J Exploring Three-Dimensional Art focus on use of safety procedures for process, media, and techniques. This course incorporates hands-on activities and consumption of art materials.

For all Performing Arts Classes listed below:

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. **Performances are an integral part of the curriculum. Before or after school rehearsals and after school performances may be required.**

Band I (Beginning Band)**1302000****Year**

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. All students start in the beginning band and all students who are new to the Lawton Chiles Middle School band program will be placed in the beginning band. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Band II (Concert Band)**1302010****Year****(Audition only)****Band III (Symphonic Band)****1302020****Year****(Audition only)****Band IV (Jazz Ensemble)****1302110****Year****(Audition only)**

Chorus I (Beginning Chorus) 1302000 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. All students start in the beginning chorus and all students who are new to the Lawton Chiles Middle School choral program will be placed in the beginning chorus class. All other students will be placed in a chorus class, based on the Choral Director's recommendation.

Chorus 2 1303010 Year

Chorus 3 1303020 Year (Teacher Recommendation)

Exploring Music Performance – Piano Keyboarding 1 1300080 Semester

Students with little or no experience on a piano keyboard will develop foundational skills and knowledge, including music theory, technique, musicianship, and ensemble skills. Students also explore different genres of music and learn about the benefits of music study.

Theater 1 (Beginning Theater) 0400000 Semester

Students with little or no experience in Theater will develop foundational skills and knowledge, including improvisation, technique, and acting skills. Students also explore different genres of plays and learn about the benefits of theater study.

Theater 2 0400010 Semester

Theater 3 0400020 Year (Audition only)

Physical Education

Physical Education Semester or Year

Grade 6, 7 15080600

Grade 7, 8 15080700

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

Dance 1508010 Semester or Year

Grades 6, 7, 8

Students develop dance techniques and movement. In the process, dancers demonstrate use of class and performance etiquette, and studio practices. 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.



Middle School LEAP Courses

Are you ready to experience a series of courses that are on the cutting edge of education? Discover the ePathways EDGE through these blended learning electives with the potential to change your life by helping you choose your education pathway! What is blended learning? Blended courses incorporate part online learning through eCampus and part collaborative learning with your peers and explained by your instructor. These courses were built especially for students in grade 6-8 by SCPS teachers and staff, and each year students provide feedback on how to make the course better!



Course Code: 9100110

Students will learn about a wide variety of career opportunities and create a meaningful career plan that aligns with their strengths and interests through purposeful projects and engaging experiences. Students will have an opportunity to earn a digital tools certificate.



Course Code: 8000400

Students will engage in a deeper exploration of the career cluster groups and the SCPS high school programs for which they link, including the associated technologies and the AI within each cluster. Students will participate in collaborative problem solving, have an opportunity to earn multiple digital tools certificates, and produce a comprehensive individualized career portfolio.



Course Code: 9009600

Students will advance their computer science skills in preparation for high school AP Computer Science Principles. Students will complete projects with coding and prototypes using the CS Discoveries curriculum from Code.org. Students will explore various computer science related careers in all industries and have the opportunity to earn a digital tools certification.



******All middle school students will complete the three courses listed by the end of 8th grade.******

LEAP Learning Pathways	6th Grade	9100110	Semester
LEAP Exploring Pathways	7th Grade	8000400	Semester
LEAP Advancing Pathways	8th Grade	9009600	Semester

Virtual School 8888888 Semester or Year

Seminole County Schools recognizes today's students learn in different ways, at different rates, and on different schedules. Our schools now offer the flexibility to accommodate today's students and families through a variety of educational pathways.

Because of the unique needs of the 21st Century learner, flexible schooling options are available to provide students with an optimal learning situation. Students have the opportunity to blend traditional face-to-face instruction with virtual courses. These different pathways to learning are called ePathways. Through ePathways, students may select from a variety of course options that can be taken in a modern classroom setting or in a virtual environment.

Students may choose to take advantage of the variety of courses that are offered through Seminole County Virtual School. For each course taken, students will be assigned to a computer lab for a period as part of the regular school day. It is recommended that a student start by taking only one virtual course at a time but can take up to three courses at a time while remaining a Lawton Chiles Middle School student.

NOTE: For the 2024-2025 school year, SCPS will provide a full-time virtual instruction option to students in grades K-12 through Seminole County Virtual School. Enrollment will be open from 9:00 AM on Tuesday, April 2, 2024 and will close at 12:00 PM on Tuesday, July 16, 2024. For more information, please see your certified school counselor or visit https://www.scvs.us/attend/full_time_enrollment



CLUBS

Clubs offered in the past and are subject to change are:

BATTLE OF THE BOOKS

Students will read the Sunshine State Young Reader Award Winners for grades 6-8 and will prepare to compete against other SCPS middle schools in a district-wide trivia contest about the books. The list of books can be found here: <https://irsc.libguides.com/c.php?g=659183&p=9714724>

BETA CLUB

The Lawton Chiles Beta Club is a by invitation only club. Students are invited during the summer based on ending the school year with a GPA of 3.75. Returning members must maintain a 3.75 GPA and submit the required documents for service hours in order to be invited to return. In the 2023-24 school year sixth grade students who have a 3.75 GPA at the end of the First Semester will be invited to join.

BOARD GAME CLUB

LCMS Board Game Club offers a place for students to learn and play board games, card games, and role-playing games. Any student is welcome to join. We have a library of games available, and students are welcome to bring games from home that they'd like to teach others.

CREATIVE WRITING CLUB

Students meet once a week to practice creative writing and to read and edit peer texts.

DRAWING CLUB

Every other week during the school year we explore new drawing exercises with other kids who love to draw! Cartoons, comics, anime, and many more.

DUNGEONS AND DRAGONS CLUB

A student run fantasy tabletop role-playing game involving improvisation, persuasion, and a bit of luck!

FELLOWSHIP OF CHRISTIAN ATHLETES (FCA)

FCA encourages students and athletes on the LCMS campus to gather weekly in an open, friendly, relaxed atmosphere among friends. The objective is for students to support each other through activities of fellowship, discussing relevant topics for today's teenagers' lives.

FLORIDA FUTURE EDUCATORS (FFEA)

FFEA (Florida Future Educators of America) provides a forum for students to become aware of career opportunities in education and nurtures their interest in teaching as a career. FFEA is administered through local school chapters at all grade levels - elementary through postsecondary.

GAY-STRAIGHT ALLIANCE (GSA)

Students will engage in conversations about the LGBTQIA population and issues/current events going on within the community.

MATH CLUB

Students engage in enrichment activities to practice and compete in Math Competitions online or in person. The core of the mathleague.org middle school program consists of a series of contests held throughout the school year, culminating in a US National Championship.

OPEN GYM

Students can play basketball in the gym or on the outside courts depending on the sports schedule.

READ TO LEAD

Starts in January. Intensive Reading students form a team to study a set group of books to prepare to compete against other SCPS Middle Schools.

RUBE GOLDBERG TEAM

Students interested in participating in the Rube Goldberg Machine Contest to be held In March.

RUBIK'S CUBE CLUB

Bringing people together with the world's most popular puzzle game- Rubik's Cube!

S.E.C.M.E

Students will learn engineering principles by building machines and reflecting on how they could be improved. Every year SECME has competitions in building a mousetrap car, a water bottle rocket, and an essay/vision board.

STUDENT COUNCIL

Student government is a group of students that are charged with managing a wide range of events, activities, programs, policies and initiatives around school. Some members are elected by the student body, and others may be appointed by the elected officials to help with specific tasks or areas of interest.

INTERSCHOLASTIC SPORTS

Lawton Chiles Middle School offers all students the opportunity to participate in an interscholastic sports program. In order to participate, students are required to have a physical examination, have parent permission, and provide proof of insurance. Students selected for the competitive teams are required to pay a registration fee.

Students will not be excluded from play due to an inability to pay. Scholarships are available. Sixth and seventh grade students may be selected to participate in junior varsity competition. Seventh and eighth grade students may be selected to participate in varsity competition. All interscholastic sports participants must maintain a 2.0 Grade Point Average (GPA) or better on their most recent report card. If participating in Fall sports, the GPA from the previous school year will be considered. During participation, if a student's GPA falls below a 2.0, the student will be removed from the team. Good sportsmanship and adherence to the Seminole County Conduct and Discipline Code is expected of all student athletes.

Lawton Chiles Middle School offers the following interscholastic sports:

Volleyball
Cross Country
Track and Field
Cheerleading
Basketball
Dance Team

