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| **Grade** | **Course** | **CPALMS Descriptor** |
| 7 | Language Arts 2 Standard– 1001040 | The purpose of this course is to provide grade 7 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness |
| 7 | Language Arts 2 Advanced – 1001050 |  The purpose of this course is to provide grade 7 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.**Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning. |
| 7 | Intensive Reading – 1000010 | The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write middle grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time. Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts. The Intensive courses have been designed for the teacher to select and teach only the appropriate standards corresponding to a student’s grade and/or instructional level. The courses should not be used in place of grade level English language arts courses and are intended to provide intervention for students who have reading deficiencies. |
| 7 | Mathematics 2 Standard – 1205040 | In Grade 7,instructional time should focus on four critical area: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.* 1. Students extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems. Students use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships.
	2. Students develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percents as different representations of rational numbers. Students extend addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between addition and subtraction, and multiplication and division. By applying these properties, and by viewing negative numbers in terms of everyday contexts (e.g., amounts owed or temperatures below zero), students explain and interpret the rules for adding, subtracting, multiplying, and dividing with negative numbers. They use the arithmetic of rational numbers as they formulate expressions and equations in one variable and use these equations to solve problems.
	3. Students continue their work with area from Grade 6, solving problems involving area and circumference of a circle and surface area of three-dimensional objects. In preparation for work on congruence and similarity in Grade 8 they reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and they gain familiarity with the relationship between angles formed by intersecting lines. Students work with three-dimensional figures, relating them to two-dimensional figures by examining cross-sections. They solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes and right prisms.
	4. Students build on their previous work with single data distributions to compare two data distributions and address questions about difference between populations. They begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences.
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| 7 | Mathematics 2 Advanced – 1205050 | In this Grade 7 Advanced Mathematics course, instructional time should focus on five critical area: (1) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; (2) drawing inferences about populations based on samples; (3) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (4) grasping the concept of a function and using functions to describe quantitative relationships; and (5) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.* 1. Students continue their work with area from Grade 6, solving problems involving area and circumference of a circle and surface area of three-dimensional objects. In preparation for work on congruence and similarity in Grade 8 they reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and they gain familiarity with the relationship between angles formed by intersecting lines. Students work with three-dimensional figures, relating them to two-dimensional figures by examining cross-sections. They solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes and right prisms.
	2. Students build on their previous work with single data distributions to compare two data distributions and address questions about difference between populations. They begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences.
	3. Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Students recognize equations for proportions (y/x = m or y = mx) as special linear equations (y = mx + b), understanding that the constant of proportionality (m) is the slope, and the graphs are lines through the origin. They understand that the slope (m) of a line is a constant rate of change, so that if the input or x-coordinate changes by an amount A, the output or y-coordinate changes by the amount m(A). Students also use a linear equation to describe the association between two quantities in bivariate data (such as arm span vs. height for students in a classroom). At this grade, fitting the model, and assessing its fit to the data are done informally. Interpreting the model in the context of the data requires students to express a relationship between the two quantities in question and to interpret components of the relationship (such as slope and y-intercept) in terms of the situation.Students strategically choose and efficiently implement procedures to solve linear equations in one variable, understanding that when they use the properties of equality and concept of logical equivalence, they maintain the solutions of the original equation. Students solve systems of two linear equations in two variables and relate the systems to pairs of lines in the plane; these intersect, are parallel, or are the same line. Students use linear equations, systems of linear equations, linear functions, and their understanding of slope of a line to analyze situations and solve problems.
	4. Students grasp the concept of a function as a rule that assigns to each input exactly one output. They understand that functions describe situations where one quantity determines another. They can translate among representations and partial representations of functions (noting that tabular and graphical representations may be partial representations), and they describe how aspects of the function are reflected in the different representations.
	5. Students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilation, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems. Students show that the sum of the angles in a triangle is the angle formed by a straight line, and that various configurations of lines give rise to similar triangles because of the angles created when a traversal cuts parallel lines. Students understand the statement of the Pythagorean Theorem and its converse, and can explain why the Pythagorean Theorem holds, for example, by decomposing a square in two different ways. They apply the Pythagorean Theorem to find distances between points on the coordinate plane, to find lengths, and to analyze polygons. Students complete their work on volume by solving problems involving cones, cylinders, and spheres.
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| 7 | Algebra 1 Honors - 1200320 | The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. **Unit 1- Relationships Between Quantities and Reasoning with Equations:** By the end of eighth grade, students have learned to solve linear equations in one variable and have applied graphical and algebraic methods to analyze and solve systems of linear equations in two variables. Now, students analyze and explain the process of solving an equation. Students develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems. They master the solution of linear equations and apply related solution techniques and the laws of exponents to the creation and solution of simple exponential equations.**Unit 2- Linear and Exponential Relationships:** In earlier grades, students define, evaluate, and compare functions, and use them to model relationships between quantities. In this unit, students will learn function notation and develop the concepts of domain and range. They explore many examples of functions, including sequences; they interpret functions given graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations. Students build on and informally extend their understanding of integer exponents to consider exponential functions. They compare and contrast linear and exponential functions, distinguishing between additive and multiplicative change. Students explore systems of equations and inequalities, and they find and interpret their solutions. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions.**Unit 3- Descriptive Statistics:** This unit builds upon students prior experiences with data, providing students with more formal means of assessing how a model fits data. Students use regression techniques to describe and approximate linear relationships between quantities. They use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models. With linear models, they look at residuals to analyze the goodness of fit.**Unit 4- Expressions and Equations:** In this unit, students build on their knowledge from unit 2, where they extended the laws of exponents to rational exponents. Students apply this new understanding of number and strengthen their ability to see structure in and create quadratic and exponential expressions. They create and solve equations, inequalities, and systems of equations involving quadratic expressions**Unit 5- Quadratic Functions and Modeling:** In this unit, students consider quadratic functions, comparing the key characteristics of quadratic functions to those of linear and exponential functions. They select from among these functions to model phenomena. Students learn to anticipate the graph of a quadratic function by interpreting various forms of quadratic expressions. In particular, they identify the real solutions of a quadratic equation as the zeros of a related quadratic function. Students expand their experience with functions to include more specialized functions absolute value, step, and those that are piece wise-defined. |
| 7 | Intensive Math – 1204000 | For each year in which a student scores at Level 1 on FCAT 2.0 Mathematics, the student must receive remediation by completing an intensive mathematics course the following year or having the remediation integrated into the student's required mathematics course. This course should be tailored to meet the needs of the individual student. Appropriate benchmarks from the following set of standards should be identified to develop an appropriate curriculum. |
| 7 | Comprehensive Science 2 Standard – 2002070 | 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. The National Science Teachers Association (NSTA) recommends that at the middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the middle school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error and have the skills to aggregate, interpret, and present the resulting data (NRC 2006, p. 77; NSTA, 2007).  |
| 7 | Comprehensive Science 2 Advanced – 2002080 | 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. The National Science Teachers Association (NSTA) recommends that at the middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the middle school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (NRC 2006, p. 77; NSTA, 2007).  |
| 7 | Civics Standard – 2106010 | 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.**Mathematics Benchmark Guidance** – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.**Special Notes:**Additional content that may be included in the Grade 8 NAEP Civics assessment includes:* Distinctive characteristics of American society
* Unity/diversity in American society
* Civil society: nongovernmental associations, groups
* Nation-states
* Interaction among nation-states
* Major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at <http://www.nagb.org/publications/frameworks/civicsframework.pdf> |
| 7 | Civics Advanced - 2106020 | 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. **Honors/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 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).**Mathematics Benchmark Guidance** – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.**Special Notes:**Additional content that may be included in the Grade 8 NAEP Civics assessment includes:* Distinctive characteristics of American society
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| 7 | Critical Thinking (SJVS) – 1700100 | The purpose of this course is to enable students to develop learning strategies, critical-thinking skills, and problem-solving skills to enhance their performance in academic and nonacademic endeavors.The content should include, but not be limited to, the following:* strategies for acquiring, storing, and retrieving information
* strategies for oral and written communication
* critical-thinking operations, processes, and enabling skills
* problem-solving skills and strategies
* strategies for linking new information with prior knowledge
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| 7 | Exploring 2D Art – 0101005 | 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. |
| 7 | Beginning Spanish - 0708000 | M/J Spanish Beginning introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this **one-year** course.This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.**Special Note.** This is a one-year course. Course content requirements for the two-course sequence M/J Spanish Beginning (0708000) and Intermediate (0708010) are equivalent to Spanish 1 (0708340). Course content requirements for the three-course sequence that includes M/J Spanish Beginning (0708000), Intermediate (0708010), and Advanced (0708020) may be equivalent to the two-course sequence Spanish 1 (0708340) and Spanish 2 (0708350).It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Spanish sequences in middle school.The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels |
| 7 | Band 2 –1302010 | Students with previous band experience build on instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of high-quality band literature. Instrumentalists expand their knowledge of music notation, music theory, sound production, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source. |
| 7 | Team Sports - 1508200 | This course is designed for 7th grade students and is intended to be 18 weeks in length. The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course. |
| 7 | ICT Essentials 2 - 9009120 | This course builds on the previous course and provides greater depth and more complex concepts and the skills/knowledge to master these concepts. Students will be provided opportunities to extend their skills with various software applications by creating more complex documents and using more complex functions. Students will also be exposed to structured programming and the creation of a more complex computer program. For the programming instruction, the use of Alice from Carnegie Mellon University is encouraged as it is a highly engaging program, includes instructional materials, and is available at no cost. |
| 7 | Learning Strategies 7th Grade – 7863090LS7 | The purpose of this course is to enable students with disabilities to acquire and generalize strategies and skills across academic and community settings to achieve annual goals based on assessed needs and the student’s individual educational plan (IEP).This course is designed for students with disabilities who need intensive individualized intervention in learning strategies. The course may address academic skill deficits enabling students to learn strategies to access the general curriculum and close educational gaps.A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student’s IEP. Instruction in subsequent courses should be designed to build upon students’ previously mastered skills, not repeat previous course content. Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of practice, generalization, and maintenance of skills and strategies. These applications may require that the student be trained in the use of related technology, tools, and equipment.This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student’s IEP. |