

Terrace Community Middle School



Respect, Responsibility, Results



Curriculum Guide

<http://www.tcmstornadoes.com>

Language Arts

Mathematics

Science

Social Studies

Electives

Mission Statement

Terrace Community Middle School is committed to the following values:

- Provide a foundation of knowledge that will allow our students to have successful academic careers.
- Recognize that self-esteem comes from meeting and overcoming challenges and from confidence gained through the acquisition and mastery of skills.
- Recognize that parental and community involvement is crucial to the success of the students and the school as a whole.
- Help guide each child to develop his or her character in a program that builds community and stresses respect.
- Offer engaging, challenging work, and give students the tools they need to succeed in school.

Vision

The vision of TCMS is to become a technologically advanced "back-to-basics" public charter school that includes a spectrum of academic programs, which provide expanded systems of learning to fulfill the demands of a diverse student population.

Terrace Community Middle School seeks to provide all students having a variety of learning styles and at various levels of achievement, a foundation of knowledge, which will allow them to have successful academic careers. We believe that all children can learn and that children will rise to meet the high expectations of their parents and teachers.

We believe that self-esteem comes from meeting challenges and overcoming them and from confidence gained through the acquisition and mastery of skills. Therefore, we offer the students the opportunity to be challenged by a rigorous, classic core curriculum taught in a planned progression by teachers who stress abundant practice and careful feedback.

The founders believe that parental and community involvement is crucial to the success of the students and the school as a whole. Therefore, opportunities should be created for the parents and members of our community to come to our school to learn, to teach, and to work as a team with the students, teachers, administrators and directors. The Governing Board includes at least one teacher and one parent representative.

The Governing Board believes that the school should be "family friendly." Furthermore, the school offers tutoring for students, as well as extra-curricular activities and programs.

Curriculum

The TCMS Curriculum is based on high standards within classic, core academic subjects. The curriculum focuses on the mastery of reading, writing and mathematics skills appropriate to the educational level of individual students.

Abundant opportunities to practice these skills are provided in class and through homework assignments. The core curriculum is based on the [Department of Defense Curriculum](#) and supports the [Florida Sunshine State Standards](#).

The sudden acceleration of academic expectations for students entering TCMS may be stressful for some. Our school counselor is on-hand to help students and families through the transition period. Additional study skill techniques are also taught to help students learn to use their time efficiently and to develop effective study habits. For those students who need extra help with homework or difficult assignments, teachers are available by appointment to provide tutoring. Class sizes are limited to twenty-two students. **Self-discipline and academic effort are required of every student and real academic success is the result.**

Goals

TCMS shall continuously improve its educational practices in order to achieve its goals: Highest student achievement for ALL students

- Safe, secure and respectful school climate
- Engaged and supportive parent and community involvement
- Appropriate, timely and cost-effective staff training and development

- Effective and proactive classroom support
- Results-oriented school operation

Guiding Principles

- All students can learn
- All decisions are student-driven, supported by data and research in the student's best interest
- Success for students is a shared responsibility
- Expectations for learning, achievement and behavior are set at the highest standards and shall not be compromised
- At Terrace Community Middle School, all members will be highly effective and caring professionals who will ensure that each and every student learns, grows and succeeds; and each member of our school community is treated with dignity and respect.



Terrace Community Middle School

Introduction to the Language Arts Curriculum

Curriculum Highlights

- 1 Introduction
- 2 6th Grade Language Arts
- 2 7th Grade Language Arts
- 2 8th Grade Language Arts
- 3 Reading Instruction

Welcome to the TCMS language arts department! Our department is marked by a balance of tradition and innovation. For the student who is motivated and committed, the sky is the limit in TCMS language arts!

Traditionally, our students participate in creative extensions of the academic goals for the language arts program. Each year, our students celebrate literacy through our interdisciplinary novel units and projects, join together in the reading of our school wide book, participate in the district Storytelling Festival, create presentations of Shakespeare's plays, learn proficiency in research report writing and the skill of researching, and produce work demonstrating successful reading, writing, listening, and speaking.

We are unique and innovative in many ways. For example, our program uses consumable workbooks and novels that families purchase, along with class sets that allow students to maximize their interaction with the written word, vocabulary development and grammar study. In grades 6, 7 & 8, students use the new, *R.E.V. It Up Vocabulary Series* to develop vocabulary skills. This fun, new research based program embeds academic vocabulary in engaging texts and prompts the vocabulary's use in writing and discussion. Teachers draw upon a variety of material, including the *Daybook of Critical Reading & Writing* and anthologies of pre-selected stories to encourage students to use active reading strategies like predicting, making inferences, and connections. In addition, students learn to analyze literature and draw conclusions about the author. We also believe in showcasing student talents whenever possible through various writing competitions, reading competitions such as Battle of the Books, and student publications.

We approach instruction at each level with the expectation that our students will leave TCMS prepared to enter high school honors, AP and college-level English study. Toward that end, we expect students to become self-directed learners, critical thinkers, and creative effective communicators.

We value student learning, skill mastery and creativity more than standardized test scores. However, TCMS students continue earning top scores on FCAT Reading & Writing measures *at all three grade levels*. Often they serve to prepare students to achieve personal and academic goals. For example, in 2008-2009, the average FCAT scores for reading were higher than the average for the district and the state. TCMS graduates hold an excellent reputation among the area admissions counselors. Further, in 2008-2009, TCMS 8th graders taking FCAT Writes earned a higher percentage of passing scores compared to the district and state averages. Timed/on-demand writing is a necessity for International Baccalaureate and college application processes as well as standardized tests associated with college admissions and graduation (SAT & CLAST).

| Grade | (FL) | (District) | (TCMS) |
|-------|------|------------|--------|
| 6 | 66 | 64 | 93 |
| 7 | 67 | 63 | 89 |
| 8 | 54 | 52 | 86 |

2008-2009 Comparison of percentages of students earning a level 3 FCAT Reading score or higher in the state, district and at TCMS.

6th Grade Language Arts

10010200

The transition to higher standards may take some getting used to for entering students. On average, students will spend 30 minutes each night on homework, reading or study for language arts. Parent support is often critical to student success in the program since students will need time to study, word processing support and internet access (at home or a local public library).

TCMS sixth grade students will read a minimum of **FIVE** novels independently, in groups or as a whole class study. All students are expected to read novels on their own time – not in class. They will be expected to write descriptive, expository essays and must complete a research paper. The final drafts of these papers must be typed and formatted correctly.

Students will be expected to learn the basic concepts of word study, including word structures (prefixes, roots & suffixes), grammar skills, and context clues. Students are also expected to master grade-level listening, speaking and viewing skills. This will mean working in groups, making speeches, listening respectfully and actively, and analyzing movies and other media forms.

Traditional sixth grade language arts activities include the Greek Mythology immersion experience, the East Asian New Year interdisciplinary unit, and the Hillsborough County Storytelling Festival in April-May. A service learning project relating to one of their assigned novels is also included during the year.

Effective literacy programs move students to deeper understandings of texts and increase their ability to generate ideas and knowledge for their own uses.
(Newmann, King & Ridgdon, 1997)

7th Grade Language Arts

10010505

Seventh grade language arts students are expected to continue building all skills introduced in grade 6. Students will still spend at least 30 minutes each night on homework, reading or study for language arts. Parent support will continue to be critical to student success in the program since students will need time to study, word processing support and internet access (at home or a local public library).

In grade 7, students will read a minimum of **FIVE** novels independently, in groups or as a whole class study. All students are expected to read novels on their own time – not in class. They will be expected to MASTER expository essays, write persuasive essays and must complete a research paper. The final drafts of these papers must be typed and formatted correctly.

Students will be expected to MASTER the basic concepts of word study, including word structures (prefixes, roots & suffixes), grammar skills, and context clues. Students are also expected to master grade-level listening, speaking and viewing skills. This will mean working in groups, making speeches, listening respectfully and actively, presenting dramatic scenes, and analyzing movies and other forms of multi-media.

Traditional seventh grade language arts activities include the Fairy Tale Unit, productions of Shakespeare's *Much Ado About Nothing* or other classical tales, and a Media Bias Unit which includes a student developed product and marketing campaign.

For the student who is motivated and committed, the sky is the limit in TCMS Language Arts!

Eighth grade language arts students are expected to REFINE and EXTEND all skills introduced in grades 6 and 7. Students will still spend at least 30 minutes each night on homework, reading or study for language arts. Parent support will continue to be critical to student success in the program since students will need time to study, word processing support and internet access (at home or a local public library).

As in grade 7, students will read a minimum of **SIX** novels independently, in groups or as a whole class study. All students are expected to read novels on their own time – not in class. They will be expected to have mastered expository essays in grade 7 and will now work towards MASTERING persuasive essays by late October, when the “on-demand writing season begins” as students must write for magnet, IB & preparatory school admissions and later in February for FCAT Writes. Eighth grade students complete at least one major research project. The final draft must be typed and formatted correctly.

Students will be expected to have mastered the basic concepts of word study, including word structures (prefixes, roots & suffixes), grammar skills, and context clues. At this level, 8th graders are expected to use these skills to increase reading & writing ability. Students are also expected to master grade-level listening, speaking and viewing skills. This will mean working in groups, making speeches, presenting dramatic scenes, listening respectfully and actively, and analyzing movies and other multi-media.

Traditional eighth grade language arts activities include the investigative research paper, media productions in response to literature, and a dramatic presentation of a classical Shakespeare story, such as *A Midsummer Night's Dream*.

The most challenging and unique aspect of the 8th grade language arts program at TCMS is the result of the school's curriculum spiral. We close the curricular year after FCAT in early March and adjust the curriculum to the next grade level for the fourth quarter. Students are introduced to classical literature from Homer's *Iliad* to Shakespeare. Also, students refine their literary analysis skills and advance study of poetic structure.

It is during the middle years of schooling that most students refine their reading preferences, become sophisticated readers of informational text, and lay the groundwork for the lifelong reading habit.
-- International Reading Association

| Grade | (FL) | (District) | (TCMS) |
|-------|------|------------|--------|
| 6 | 1720 | 1704 | 1968 |
| 7 | 1813 | 1788 | 1992 |
| 8 | 1895 | 1886 | 2049 |

2008-2009 Comparison of Reading Development Scale Scores in the state, district and at TCMS.

Reading Instruction @ TCMS

At TCMS, all instructors are committed to teaching literacy. Instructors are required to receive reading training each year to keep up on current trends and to refresh their reading instruction skills. In addition, all instructors are required to implement reading strategies during classroom instruction. We offer one, comprehensive advanced level Language Arts course in each grade. Reading instruction is a component of the TCMS Language Arts program. The Language Arts instructors provide diagnostic testing in reading to students at the beginning of each year. Based on this diagnostic testing and/or prior year FCAT reading scores, students who demonstrate specific reading challenges are selected for the TCMS Academic Enrichment Program (AEP) for individual/small group reading instruction once a week. AEP students are monitored by their AEP tutor and, monthly, by the AEP Coordinator. During AEP tutoring, the following reading strategies are reintroduced and reinforced to improve reading comprehension:

- Preview
- Self-questioning
- Making connections
- Visualizing
- Knowing how words work
- Monitoring self-comprehension
- Summarizing main ideas
- Evaluating
- Building reading speed

The student workbook texts used for this AEP tutoring program are, *Focus on Reading Strategies*, by Perfection Learning Corp. (Levels F, G, & H). Teachers also incorporate the series, *Timed Readings*, by McGraw-Hill/Glencoe. Other material (fiction and non-fiction) are utilized in this tutoring program.



Terrace Community Middle School

Introduction to the Math Curriculum

Curriculum Highlights

- 1 Introduction to Math
 - 2 6th Grade Mathematics
 - 2 7th Grade Pre-Algebra
 - 2 8th Grade Algebra I Honors
 - 3 Competitions
 - 4 Algebra I Honors High School
- Credit

The TCMS math curriculum is an active, dynamic, and challenging series of courses. While most public schools offer multiple levels of mathematics at each grade level, TCMS offers one track in each grade. The end result is a student who is well prepared to master a high school Algebra I Honors curriculum in the 8th grade after passing successfully through 6th and 7th grade math programs.

The TCMS math curriculum follows a modified Department of Defense curriculum. In the course of the 3 years attending, a student will have extensively covered the 10 strands that DODEA schools request. When compared to the Sunshine State Standards, TCMS hits all of the 3 "big ideas" present in each of the newly adopted middle grades math standards and each of the supporting ideas in addition to the inclusion of two language arts standards regarding reading requirements.

When compared to district or even state averages, scores in the Developmental Scale Scores of the FCAT are on each grade level.



The MS mathematics program is to increase the students' success through the use of innovative, quantifiable strategies with the hidden agenda of becoming a confident, lifelong learner.

6th Grade Mathematics Course 12050205

The 6th grade math program at TCMS is equivalent to an advanced 6th grade math program at any other public middle school in Hillsborough County. The teachers in 6th grade have broken down their curriculum as follows:

Semester I- Problem Solving, Algebra, Geometry/ Applying Decimals/ Statistics: Analyzing Data/ Using Number Patterns, Fractions, and Percents/ Algebra: Using Integers

Semester II-Algebra: Exploring Equations and Functions/ Applying Fractions/ Using Proportional Reasoning/ Geometry: Investigating Patterns/ Geometry: Exploring Area/ Applying Percents

Teachers cover these topics at an accelerated pace, and teach for mastery. Teachers also incorporate reading and writing skills into their classrooms with various research projects and reports.

Math Curriculum Guide

| Grade | (FL) | (District) | (TCMS) |
|-------|------|------------|--------|
| 6 | 55 | 54 | 89 |
| 7 | 60 | 59 | 86 |
| 8 | 66 | 65 | 93 |

2008-2009 Comparison of percentages of students earning a level 3 FCAT Mathematics score or higher in the state, district and at TCMS.

7th Grade Pre-Algebra

Course 12050505

Students in the 7th grade math classes at TCMS are enrolled in a Pre-Algebra level program. They are expected to work hard and begin to foster independent learning skills to help master the concepts presented in this class. The teachers have broken the curriculum into following sections:

Semester I- Algebra (problem solving, order of operations)/ Integers/ Equations/ Factors and Fractions/ Rational Numbers/ Statistics and Probability

Semester II- Ratio, Proportion and Percent/ Real Numbers and Right Triangles/ Geometry/ Equations and Inequalities/ Functions/ Polynomials/ Graphing 1 and 2 Variable Equations and Inequalities

Teachers continue to develop reading and writing skills with their students in the math curriculum with multiple projects and activities that are connected to real world problem solving.

8th Grade Algebra I Honors Course 12003200

Students in the 8th grade math program at TCMS are taught the high school level Algebra I Honors curriculum. This rigorous, 9th grade equivalent math course demands the best the student has to offer. Out of the six levels of math offered to 8th graders in the district, this course is at level five: only Geometry Honors is higher. Students must work hard at their grades each quarter and successfully pass a semester exam to qualify for high school credit. The teachers have broken the curriculum into the following sections:

Semester I- Operations with Real Numbers/ Probability and Statistics/ Statistical analysis/ Geometry/ Properties of Algebra/ Algebraic Equations and Inequities (1 and 2 Variables)/ Solving, Identifying and Using Formulas/ Inequalities/ Graphing Inequalities

Semester II- Scientific Notation/ Positive and Negative Exponents/ Graphing Algebraic Equations/ Polynomials/ Solving Quadratic Equations/ Functions/ Radical Equations/ Discriminants

Students will have many opportunities to express their problem solving abilities through writing, collaboration, and projects.

Contests

The TCMS math program is recognized county-wide as entering top level students into various math competitions. The school's math league team competes in the winter and spring tournaments and places very highly against the other schools. Both the school and the individual students have numerous trophies from these events. TCMS fields a MathCOUNTS team that is composed of students from all grade levels. This allows for a well-balanced team from year to year. MathCOUNTS students compete in regional competition and have even made it to the state level! The MathCOUNTS team also works towards the silver and gold level recognition for our school. Each year, the school participates in the AMC-8 contest. The top three scores receive awards and the top scorer is recognized on the school plaque located in the trophy case.

This math that we learn in school

Could someday be a tool

To help us in our jobs each day.

Math makes our brain cells grow,

Our teacher told us so.

With math, we'll always

find a way!

| Grade | (FL) | (District) | (TCMS) |
|-------|------|------------|--------|
| 6 | 1699 | 1688 | 1898 |
| 7 | 1820 | 1820 | 1951 |
| 8 | 1903 | 1903 | 2022 |

2008-2009 Comparison of Math Development Scale Scores in the state, district and at TCMS.

Algebra I Honors High School Credit

Students in the 8th grade at TCMS are eligible for high school math credit. The student must have a "C" average or better as determined by the following:

-The sum of the point values of each quarter's letter grade in the semester, together with the point value of the semester exam, then averaged out. High school semester credit is given at a C or higher average. First semester credit is a prerequisite for second semester credit.

-Additionally, the student must make no lower than a 50% or the district's qualifying minimum score on the semester exam to earn high school credit. If high school credit is not earned, a middle school math grade will be recorded for that student.

Students who do not make high school credit for math in a semester will have their transcript retroactively changed to a lower level math course. A grade adjustment will be made to their scores, reflecting the projected grade that the student would have made if the student would have been actually enrolled in the lower level math course for the semester. If the student is moved to an advanced 8th grade math on the report card, then the student will repeat Algebra I in the 9th grade. TCMS only teaches one level of 8th grade math, the Alg I H curriculum. Any student, who receives a course adjustment from on the report card, must still complete the work for the second semester, with the grade adjustment for the difficulty level. Most students find that they are well prepared for Algebra I by 9th grade and experience success in the class at that time.

Algebra I or Algebra I H credit is a prerequisite for the International Baccalaureate program in the District. The student must successfully complete both semester one and two of the math class for credit in order to attend this program in high school.





Terrace Community Middle School

Introduction to the Science Curriculum

Curriculum Highlights

- 1 **The Nature of Science**
- 2 **6th Grade Earth/
Space Science**
- 2 **7th Grade Biological/
Environmental Sciences**
- 2 **8th Grade Physical/Chemical
Sciences**
- 3 **Field Trips**
- 4 **Physical Science Honors High
High School Credit**

Welcome to the TCMS Science Department!! Each grade level in our department focuses on one SSS Content Area. Each course is designed to include activities that develop students' critical thinking skills through inquiry based learning strategies. Science learning is increased through independent study and research assignments which require students to design, conduct and communicate their investigations.

Each teacher works collaboratively within their department and grade level team to enhance cross-curricular activities and thematic-interdisciplinary learning. Reading and writing strategies, such as outlining, the use of graphic organizers, and research papers are incorporated into each class to support the language arts department.

Communication with our department/grade level team, administrators and students' families is essential to a successful science program.

At TCMS our Science Program **celebrates the basics:**

- *Enjoying and getting good at knowing how to search for information in the "fascinating world of science"*
- *Increasing science learning and independent research*
- *Expanding the whole group's skills-locating and processing science information*
- *Active problem solving, tracking down information or explanations for events or processes in the natural world*
- *Real-world investigations & Applications*

Comparison of Eighth grade Science FCAT SSS Mean Scale Scores 2007, 2008 and 2009

| Year | (FL) | (District) | (TCMS) |
|------|------|------------|--------|
| 2007 | 298 | 300 | 352 |
| 2008 | 305 | 304 | 368 |
| 2009 | 305 | 307 | 360 |

TCMS ranked eighth in the state for Science for 2009.

DODEA Science Mission Statement for:

Students will become active problem-solvers engaged in learning science by designing, conducting, and communicating their own investigations, using technology to assist in collection, analysis, and communication of data. They will become scientifically literate citizens who enjoy and appreciate science in the 21st century.

Teachers will collaborate, take risks, and build on an ever-expanding repertoire of significant and meaningful standards-based lessons and investigations, whereby the teacher acts as a facilitator to inspire independently inquiry-initiated research, competently utilizing technology, and giving students ownership of their education.

6th Grade Earth and Space Sciences- SSS Content Area: Earth/Space Sciences

Course 20020500

6th Grade Text: Science Explorer: Florida Earth Science, Prentice Hall (ISBN 0-13-250815-x)

*An education isn't how much
you have committed to memory,
or even how much you know.
It's being able to differentiate
between what you know and
what you don't.*

Anatole France

Major Concepts/Content: : The purpose of this course is to provide an in-depth study of Earth Science/Space. The topics offered are as follows:

Content Area I: minerals, rocks, plate tectonics, earthquakes, volcanoes, weathering and erosion, geologic time, energy resources.

Content Area II: mapping, fresh water, oceans, weather, weathering and erosion, energy resources.

Space Science: the formation/types of galaxies, stars, constellations, the solar system, the lunar cycle.

Coursework will include exploratory experiences and lab activities, provide content enrichment to challenge creativity in the form of open-ended activities and ongoing study of research methodology and scientific inquiry.

Approach: Sixth grade science is offered through a unique coordinated teaching strategy that allows students to benefit from their teachers' professional expertise. Earth Science content is divided into two major concept/content areas. These major areas are presented at the same time during the first semester. At the beginning of the second semester, teachers exchange classes and cover their major areas with these students. The last 4 to 5 weeks of classes is set aside for a co-taught, Interactive Space Science Program.

Themes included will be: systems, diversity and variation, stability and change, probability and prediction, energy and matter, cause and effect, models and theories, structure and function, scale and time, matter and energy, scientific method, and scientific habits of mind.

The content shall include, but not be limited to: geology, astronomy and forms, water cycle, matter and energy, fossils and the earth's crustal movements.

Benchmarks

- | | |
|---------------------|-----------------------------------|
| A. Nature of Matter | D. Energy |
| B. Force & Motion | E. Processes that Shape the Earth |
| C. Earth & Space | F. Nature of Science |

7th Grade Biology- SSS Content Area: Life/Environmental Sciences

Course 20020800

7th Grade Text: Science Explorer: Life Science (2005 edition), Prentice Hall (ISBN 0-13-190119-2)

*The important thing is not to stop
questioning. Curiosity has its own
reason for existing. One cannot
help but be in awe when he
contemplates the mysteries of
eternity, of life, of the marvelous
structure of reality.*

*It is enough if one tries merely to
comprehend a little of this mystery
every day. Never lose a holy
curiosity.*

~Albert Einstein

Major Concepts/Content: The purpose of this course is to provide an in-depth study of Life/Environmental Science content, processes and applications of concepts of life. Coursework will include exploratory experiences and lab activities, and will provide content enrichment to challenge creativity in the form of open-ended activities and ongoing study of research methodology and scientific inquiry. Inquiry based learning is an essential part to this learning experience.

Themes to be included will be: diversity and variation, probability and prediction, energy, systems and cycles, cause and effect, models and theories, structure and function, scale and time, scientific inquiry, and application. A study of marine, fresh water and terrestrial ecosystems is included. **The content shall include, but not be limited to:** scientific method and selected areas such as taxonomy, cells, viruses, bacteria, protists, fungi, plants, animals, life cycles, genetics, anatomy, population biology, conservation and biological diversity.

Various Benchmarks from the following SSS Strands are included in this course of study:

- | | |
|---------------------------------------|--|
| A. Nature of Science | D. How Living Things Interact with their Environment |
| B. Classification of Living Organisms | E. Patterns of Structure and Function in Living Things |
| C. Processes of Life | F. Process and Importance of Genetic Diversity |

8th Grade IPS- Physical Science Honors 20033200

8th Grade Text: Introductory Physical Science, Science Curriculum, Inc.
(ISBN 1-882-057-25-2)

Equipped with his five senses, man explores the universe around him and calls the adventure Science.
Edwin Powell Hubble

Meets Science requirements for graduation; Florida Academic Scholars Program science requirement

Major Concepts/Content: The purpose of this course is to provide opportunities to investigate the theories and ideas associated with holistic view of the earth and physical sciences in a way that is relevant, useable and consistent with the Sunshine State Standards in Science. Students construct science knowledge by formulating questions, making predictions, planning and conducting experiments, making observations, classifying, interpreting and analyzing data, drawing conclusions and communicating. Laboratory experiments that include inquiry, experimental design, technology, measurement, and safe use of laboratory materials are an integral part of this course. The Introductory Physical Science Program (IPS) comprises the majority of this course.

The content should include but not be limited to the following

- A: Nature of Matter B: Energy
- C: Force & Motion D: Processes that Shape the Earth
- E: Earth & Space G: How Living Things Interact with their Environment
- H: Nature of Science
- **IPS Science Program of study**



Field Trips

Students participate in a number of educational, hands-on field trips/excursions each year. Some recent trips include: Lowry Park Zoo Manatee "Nite Sites", water quality testing, biological diversity studies and nature hikes, Upper Tampa Bay/Snake Key Estuarine Ecology field trip.

Students in 6th grade attend Nature's Classroom for 3 consecutive days to take part in hands-on animal and environmental science studies.

Seventh grade, students have the opportunity to attend Marine Lab in the Florida Keys for a 3 day, 2 night study on Marine Biology and Ecology. This summer school adventure includes: lab studies, snorkeling in the sea grasses, mangroves, and coral, and reef, as well as other fun activities.

Physical Science Honors High School Credit

This is a 9th grade level course. Students in the 8th grade at TCMS are eligible for high school science credit. The student must have a "C" average or better as determined by the following:

- Score a 70% or better for each semester with each quarter and semester exam weighted equally.
- Score the minimum qualifying score or better on each semester exam.

If all requirements are not met, then the student will not receive high school credit for the course. Failure to earn this credit in the first semester automatically removes the opportunity to receive high school credit in the second semester, as the first ½ credit is a prerequisite for the second ½ credit. This protects the student's high school GPA. TCMS offers only one level of 8th grade Science, the Physical Science Honors curriculum. Any student who is removed from the class on the report card must still complete the work for the second semester, with the grade adjustment for the difficulty level. Most students find that they are well prepared for PSH or other science class by 9th grade and experience success in the class at that time.



Terrace Community Middle School


Introduction to the Social Studies Curriculum


Curriculum Highlights


- 1 **Introduction to Social Studies**
- 1 Sunshine State Standards
- 2 6th Grade Curriculum
- 2 7th Grade Curriculum
- 2 8th Grade Curriculum
- 3 Washington DC Trip

Our department seeks to provide a challenging curriculum that: compares and discriminates, solicits higher level thinking, lends itself to thoughtful discussion, looks to MANY resources, engages ALL students, and grades, measures, and evaluates. All this is achieved while integrating the Sunshine State Standards and the Department of Defense educational standards. Our **History Alive!** curriculum empowers educators across the nation to teach social studies with a passion and to bring learning alive to a diversity of learners. It brings history to life and achieves consistent, positive classroom results while still being mindful of educational standards.

| SUNSHINE STATE STANDARDS <i>(Revised 09/20/06)</i> | GRADE 6 | GRADE 7 | GRADE 8 |
|---|------------|------------|------------|
| Strand A: Time, Continuity, and Change | | | |
| Standard 1: Student understands historical chronology and the historical perspective | X | X | X |
| Standard 2: Student understands the world from its beginnings to the time of the Renaissance | X | | |
| Standard 3: Student understands Western and Eastern civilization since the Renaissance | | X | |
| Standard 4: Student understands U.S. history to 1880 | | | X |
| Standard 5: Student understands U.S. history from 1880 to the present day | | | X |
| Standard 6: Student understands the history of Florida and its people | | | X |
| Strand B: People, Places , and Environments [Geography] | | | |
| Standard 1: Student understands the world in spatial terms | X | X | X |
| Standard 2: Student understands the interactions of people and the physical environment | X | X | X |
| Strand C: Government and the Citizen [Civics and Government] | | | |
| Standard 1: Student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in the American constitutional government | X | X | X |
| Standard 2: Student understands the role of the citizen in American democracy | | | X |
| Strand D: Economics | | | |
| Standard 1: The student understands how scarcity requires individuals and institutions to make choices about how to use resources | X | X | X |
| Standard 2: Student understands the characteristics of different economic systems and institutions | X | X | X |

| TCMS Curriculum 6-8 | DOD Curriculum 6-8 | SSS standards 6-8 & Hillsborough District Course Descriptions | Differentiated Instruction | Department Goals 6-8 | TCMS Curricular and Instructional Program |
|---|---|--|---|--|---|
| <p>Course No.: 21030304</p> <p>Course Title: World Geography/ Prehistory/ Ancient History through the Middle Ages</p> <ul style="list-style-type: none"> ❖ geography skills, including 5 themes, stressed throughout course ❖ all ten DOD standards and Florida Social Studies Strands A-D are covered by course content <p style="text-align: center;">***</p> <p>Added Units/Activities (sampling only):</p> <ul style="list-style-type: none"> *Lat/Long Project *Creating own Civilization *Archaeology Dig *Egyptian Mummification & plays * Chinese New Year Celebration *Norooz Persian New Year *Epic of Gilgamesh (all 6th Depts.. participate) * Major Research paper (SS & LA collaborate) <p>National Geographic Geography Bee, grade 6th thru 8th</p> | <p>According to course description DOD curriculum covers the geography skills component and standards 1 – 10, i.e.</p> <p>1)Citizenship; 2)Culture; 3)Time, continuity and change; 4)Space and place; 5)Individual development and identity; 6)Individuals, groups, and institutions; 7)Production, distribution and consumption; 8)Power, authority, and governance; 9)Science, technology, and society; and 10)Global connections.</p> <p style="text-align: center;">***</p> <p>Partial Course Description: Ancient & Medieval Civilizations. Lessons relative to early civilizations to middle ages. Students learn geography skills. Students compare ancient civilizations and cultures, locate geographic features. The learn ways that historical events have influenced national and global settings.</p> | <p>According to course description, SDHC covers SSS Strand B, People, Places, and Environments (Geography) & PARTIAL coverage of Strand A (History, Time, Continuity, and Change, and Strand D, Economics</p> <p>***</p> <p>Partial Course Description: M/J Geography: Asia, Oceania, and Africa. Grade 6 begins the systematic observation and analysis of the world using the 5 themes of geography...with major units of study being Africa, Asia, Southwest Asia/Middle East, Oceania and Antarctica.</p> <p>BASED ON COURSE DESCRIPTION</p> | <p>Course content, activities and assessments geared toward to top 25%.. However, instruction is differentiated to meet the needs of all students. Remediate through tutoring and other alternatives.</p> | <p>Work collaboratively with the Language Arts Department to set up a non fiction reading tutoring schedule for the bottom 1/3 according standardized testing and classroom assessments</p> <p>*continue and enhance cross-curricular activities</p> | <p>History Alive! course materials from the Teachers Curriculum Institute. Program built on Theory-Based Active Instruction:</p> <ul style="list-style-type: none"> *Multiple intelligences & its 6 teaching strategies (H. Gardner) *Cooperative interaction (E. Cohen) * Spiral Curriculum (J. Bruner) <p>History Alive! Textbook: <i>The Ancient World</i></p>  |

| TCMS Curriculum 6-8 | DOD Curriculum 6-8 | SSS standards 6-8 & Hillsborough District Course Description | Differentiated Instruction | Department goals 6-8 | TCMS Curricular and Instructional Program |
|---|--|---|---|---|---|
| <p>Course No.: 21030400 (Advanced Honors)</p> <p>Course Title: World Geography & European History from the Renaissance to Present</p> <ul style="list-style-type: none"> ❖ geography skills, including 6 essential elements of geography, stressed throughout course ❖ all ten DOD standards and Florida Social Studies Strands A-D are covered by course content ❖ e-PEP Career Education (State of Florida) <p style="text-align: center;">* * *</p> <p>Added Units/Activities (sampling only)</p> <ul style="list-style-type: none"> *TCMS UN Model: Based on Model UN including adopt a country *Odyssey of the Mind *Explorers v. Conquerors *United States Geography postcard project *Renaissance research project | <p>According to course description DOD curriculum covers the geography skills component and standards 1 – 10, i.e.</p> <p>1)Citizenship; 2)Culture; 3)Time, continuity and change; 4)Space and place; 5)Individual development and identity; 6)Individuals, groups, and institutions; 7)Production, distribution and consumption; 8)Power, authority, and governance; 9)Science, technology, and society; and 10)Global connections.</p> <p style="text-align: center;">***</p> <p>Partial Course Description: World Geography: students cover geography of the world/students explore causes, consequences, and possible solutions to global issues</p> | <p>According to course description, SDHC covers SSS Strand B, People, Places, and Environments (Geography) & partial coverage of Strand A, Time, Continuity, and Change, and Strand D, Economics</p> <p>***</p> <p>Partial Course Description: M/J EUROPE AND THE AMERICAS, REGULAR, ADVANCED, ADVANCED (“HONORS”) Grade 7 completes the systematic observation and analysis of the world using the 5 themes of geography...with major units of study being North America, Latin America & the Caribbean, Eastern and Western Europe.</p> | <p>Course content, activities and assessments geared toward to top 25%.. However, instruction is differentiated to meet the needs of all students. Remediate through tutoring and other alternatives.</p> | <p>See 6th Grade</p> <p>*Adopt a country</p> <p>*foster cross curricular activities</p> | <p>See 6th Grade</p> <p>History Alive! Textbook: The Medieval World And Beyond</p>  |

| TCMS Curriculum 6-8 | DOD Curriculum 6-8 | SSS standards 6-8 & Hillsborough District Course | Differentiated Instruction | Department goals 6-8 | TCMS Curricular and Instructional Program |
|--|---|--|---|--|---|
| <p>Course No.: 21000200 (Advanced Honors)</p> <p>Course Title: U.S. History: Exploration through the Modern Era. Unit on Florida History included.</p> <ul style="list-style-type: none"> ❖ - geography skills, including 5 themes, stressed throughout course ❖ all ten DOD standards and Florida Social Studies Strands A-D are covered by course content <p>*****</p> <p>Added Units/Activities (Sampling only)</p> <ul style="list-style-type: none"> *8th Grade Trip to Washington D.C. *8th Grade Florida trips to Tallahassee, Florida Holocaust Museum, etc. (collaborative with all core subjects) *Reenactments of the Revolutionary, Civil, WWI and Vietnam Wars * Cross curricular reading with language Arts: To Kill a Mockingbird and Hiroshima * Research Paper on Social Injustices | <p>According to course description DOD curriculum covers the geography skills component and standards 1 – 10, i.e.</p> <p>1)Citizenship; 2)Culture; 3)Time, continuity and change; 4)Space and place; 5)Individual development and identity; 6)Individuals, groups, and institutions; 7)Production, distribution and consumption; 8)Power, authority, and governance; 9)Science, technology, and society; and 10)Global connections.</p> <p>*****</p> <p>Partial Course Description: United States History Pre-Columbian to 1877 In depth history of the United States. Students use key concepts to show connections among patterns of historical change and continuity. Students analyze influence of various forms of public opinion on development of public policy</p> | <p>According to course description, SDHC covers SSS Strand A, Time, Continuity and Change, Strand B, People, Places, and Environments (Geography); Strand C, Government and the Citizen (Civics and government) and Strand D, Economics.</p> <p>Partial ADVANCED course description: M/J United States History, Advanced. Student understands development of US from exploration through Reconstruction with special emphasis on Florida’s role in that development.</p> | <p>Course content, activities and assessments geared toward to top 25%.. However, instruction is differentiated to meet the needs of all students. Remediate through tutoring and other alternatives.</p> | <p>See 6th Grade</p> <p>*Participate in National History Fair</p> <p>*continue and enhance cross curricular activities</p> | <p>See 6th Grade</p> <p>History Alive! Textbook:</p> <p>The United States.</p>  |

8th Grade Washington DC Class Trip



We can't think of a better place to celebrate and experience history than Washington DC. Students discover U.S. History and government in one of the most powerful cities in the world, Washington, D.C. Each student will feel, hear, see, and understand American history through themes of personal risk, commitment, sacrifice, and national values. Students become players in the dramatic history of America while exploring the Capitol building and the Smithsonian Museums. They learn to appreciate the true meaning of conflict and sacrifice at the Vietnam, Korean, and Iwo Jima Memorials. Designed to enhance social studies curriculum, students will gain a deeper understanding of our history, the consequences of choices, and of their role in our continuing American story. Action-packed days are accompanied by fun and educational evening activities.

According to Howard Gardner’s revolutionary theory, every student is intelligent – just not in the same way. Because everyone learns in a different way, the best activities tap more than one kind of intelligence.

Gardner has described these seven intelligences:

verbal-linguistic, logical-mathematical, visual-spatial, body-kinesthetic, musical-rhythmic, interpersonal, and intrapersonal.



Terrace Community Middle School

Introduction to the Elective Offerings

Welcome to the TCMS Elective Department!

The TCMS Elective department is composed of highly qualified, dynamic and forward-thinking instructors who implement the "back to basics" approach TCMS was founded upon into its elective component. The elective department utilizes cross curricular strategies, complementing academic classes as well as differentiated instruction to help meet each student's fullest potential.

The TCMS elective curriculum currently includes: Art, Music, Physical Education, Spanish, Research and Technology.

Currently, several clubs are offered throughout the school year to compliment the elective program. In addition, a competitive sports program, including basketball, soccer, track/field, volleyball, and flag football is available as an after school elective.

Curriculum Highlights

- 1 Introduction to Electives
- 2 Art 6-8
- 3 Music
- 4 Introduction to Photography
- 5 Physical Education /Team Sports
- 6 Foreign Language: Spanish
- 7 Technology 6-8 and Research

Art

Sixth Grade

Course 01000000: M/J Art 1

This is a semester long course that incorporates both two and three-dimensional, hands-on activities and consumption of art materials. Students will:

- Discover a variety of sources of inspiration for visual art
- Begin to develop a general understanding of the various artists acquire and transform ideas into visual form
- Explore appropriate media, technology, forms and methods for visual expression
- Develop skills for using appropriate tools, technology, materials and techniques
- Begin to apply their understanding of the elements of art and the principles of design when discussing, analyzing, developing and reflecting on works of art
- Challenge themselves to solve visual art problems in a variety of new ways

Seventh Grade

Course 01000100: M/J Art 2

This is a semester long course that incorporates both two and three-dimensional, hands-on activities and consumption of art materials.

- Continue to determine and explore appropriate media, technology, forms and methods for visual expression
- Purposefully use the elements of art and the principles of design in their work
- Reflect on and examine the intentions, development and interpretations of their own and their peers' works of art
- Discover how the elements of art and the principles of design may be used differently in various cultures
- Generate ideas for art works and manipulate these ideas to achieve meaning and personal expression

Eighth Grade

Course 01010200: M/J Art 3

This is a semester long course that incorporates both two and three-dimensional, hands-on activities and consumption of art materials. Students will:

- Continue to extend their understanding of the elements of art through exploration and analysis
- Critically examine and purposefully use the elements of art and the principles of design in their work
- Continue to discover a variety of sources of inspiration and use the sources as starting-points for personal expression
- Demonstrate an understanding of the various ways artists acquire and transform ideas into visual form
- Continue to challenge themselves to take risks and develop an awareness of problem-solving as basic and essential to the creative process
- Hone skills of observation and image-making in order to become more aware of the detailed information and stimuli in the visual environment



Sixth Grade

Course 13020000: M/J Band 1

Prerequisites: None

The purpose of this course is to enable students to develop fundamental skills on wind or percussion instruments through the refinement and performance of middle school band literature.

The context will include, but not be limited to, the following: technical skills, individual and ensemble techniques, music literacy, elements and characteristics of music, improvisation, composition and arranging, performance analysis, role and influence of instrumental instruments and musicians, connections between music and other subject areas, instrument care and maintenance and responsible participation in music activities.

Special note: This course requires students to participate in extra rehearsals and performances beyond the school day. Students are expected to provide their own instrument.

Year long course.

Course activity fee: \$20

Course 13021100: M/J Instrumental Ensemble 1 (Jazz Band)

Prerequisites: By audition, 0 period elective (before school)

The purpose of this course is to enable students to develop fundamental skills on wind and rhythm instruments through the refinement and performance of middle school jazz band literature.

Special note: This course requires students to participate in extra rehearsals and performances beyond the school day. Participation in the FBA District Jazz Festival is expected. Students are expected to provide their own instrument.

Year long course.

Course activity fee: \$10

Course 0600000A: Chorus

Prerequisites: None

The purpose of this course is to enable students to develop fundamental vocal musicianship, technical skills, and aesthetic awareness through the study and performance of varied middle/junior high choral literature. The content should include, but not be limited to, the following:

- vocal production: choral performance techniques and music literacy.
- elements and characteristics of music -improvisation, composition, and arranging performance analysis
- role and influence of choral music and musicians -connections between music and other subject areas
- responsible participation in music activities

This is a semester long class.

Seventh Grade

Course 13020100: M/J Band 2

Prerequisites: Band 1 or approval of instructor

The purpose of this course is to enable students to further develop fundamental skills on wind or percussion instruments through the refinement and performance of middle school band literature.

The content will include, but not be limited to, the following: technical skills, individual and ensemble techniques, music literacy, elements and characteristics of music, improvisation, composition and arranging, performance analysis, role and influence of instrumental instruments and musicians, connections between music and other subject areas, instrument care and maintenance and responsible participation in music activities.

Special note: This course requires students to participate in extra rehearsals and performances beyond the school day. In addition, participation in federated Florida Bandmasters Association events such as: Solo/Ensemble, All-County, All-State and Concert Band MPA assessment is possible. Students are expected to provide their own instrument.

Year long course.

Course activity fee: \$20

Course 13021100: M/J Instrumental Ensemble 1 (Jazz Band)

Prerequisites: By audition, 0 period elective (before school)

The purpose of this course is to enable students to develop fundamental skills on wind and rhythm instruments through the refinement and performance of middle school jazz band literature.

Special note: This course requires students to participate in extra rehearsals and performances beyond the school day. Participation in the FBA District Jazz Festival is expected. Students are expected to provide their own instrument.

Year long course.

Course activity fee: \$10

Course 0600010A: Chorus

Major Concepts/Content. The purpose of this course is to enable students to develop fundamental vocal musicianship, technical skills, and aesthetic awareness through the study and performance of varied middle/junior high choral literature. The content should include, but not be limited to, the following:

- vocal production: choral performance techniques and music literacy.
- elements and characteristics of music -improvisation, composition, and arranging performance analysis
- role and influence of choral music and musicians -connections between music and other subject areas
- responsible participation in music activities

This is a semester long class.

Eighth Grade

Course 13020200: M/J Band 3

Prerequisites: Band 2 or approval of instructor

The purpose of this course is to enable students to further develop fundamental skills on wind or percussion instruments through the refinement and performance of middle school band literature.

The content will include, but not be limited to, the following: technical skills, individual and ensemble techniques, music literacy, elements and characteristics of music, improvisation, composition and arranging, performance analysis, role influence of instrumental instruments and musicians, connections between music and other subject areas, instrument care and maintenance and responsible participation in music activities.

Special note: This course requires students to participate in extra rehearsals and performances beyond the school day. In addition, participation in federated Florida Bandmasters Association events such as: Solo/Ensemble, All-County, All-State and Concert Band MPA assessment is expected. Students are expected to provide their own instrument.

Year long course.

Course activity fee: \$20

Course 13021100: M/J Instrumental Ensemble 1 (Jazz Band)

Prerequisites: By audition, 0 period elective (before school)

The purpose of this course is to enable students to develop fundamental skills on wind and rhythm instruments through the refinement and performance of middle school jazz band literature.

Special note: This course requires students to participate in extra rehearsals and performances beyond the school day. Participation in the FBA District Jazz Festival is expected. Students are expected to provide their own instrument

Year long course.

Course activity fee: \$10

Introduction to Photography



Seventh and Eighth grade

Course 01020000: Introduction to Photography

Semester I: Yearbook

Yearbook is a course in which students plan, design, and publish TCMS's yearbook. In this class:

1. Students will work effectively in a cooperative classroom environment.
2. Students will develop journalistic writing skills.
3. Students will develop photography, layout and design skills.
4. Students will develop organizational skills by meeting deadlines.
5. Students will develop a journalism portfolio of their work.
6. Students will develop effective critiquing and communication skills by completing end of cycle assignments.
7. Students will develop leadership skills by taking advantage of editor opportunities when available. Advertising, sales, and book promotion will also be emphasized.

This is a semester long course.

Semester II: Photography & Journalism

Students will be introduced to the fundamentals of photography and photo multimedia production through introductory instruction in digital photography, digital photo and graphics manipulation, basic web page design, online photo mixing, and multimedia presentation using PowerPoint 2000. Designed within this curriculum, students will also document important events of the school and post them to a school web page. Infused into the daily curriculum will be the basics of copyrighted content, information ethics and technology responsibility.

Students will also learn the basic forms of journalistic writing, design and layout. They will be able to work independently, take responsibility for their work, and meet deadlines. They will also produce a school newspaper and may produce a magazine of student works.

Video production will also be emphasized in this class. It introduces the basics of video production utilizing a personal camcorder and basic video editing. Students study video technologies, basic equipment operation, video composition, basic lighting and audio production planning, and visual storytelling. Students work in groups to create video projects within our school community.

This is a semester long course

Physical Education



Sixth through Eighth Grade

| | |
|----------------------|-------------------------------|
| Sixth Grade | Course No.: 1501100A/B |
| Seventh Grade | Course No.: 1501110A/B |
| Eighth Grade | Course No.: 1501120A/B |

M/J Comprehensive PE 1, 2 and 3

Prerequisites: None

The purpose of this course is to develop competence in the following: physical fitness, body-management skills, throwing and catching skills, skills related to striking with the body, skill related striking with objects and strategies. The content should include, but not be limited to the following: skill-related components of physical fitness, evaluation of physical activities in terms of fitness value, principles of exercise and training, development and application of critical thinking skills, development of group leadership and group membership skills, development and application of competitive and cooperative skills, and fitness activities.

Semester long course.

Activity fee: \$10 uniform fee (as needed)

Spanish/ Foreign Language

Bienvenido

Sixth Grade **M/J Introduction to Foreign Language 1(Spanish)** **Course 07000000**

Prerequisites: None

The purpose of this course is to introduce the basics of Spanish Language to students. They will be exposed to basic vocabulary, listening and speaking skills where they will acquire the basic foundation of the Spanish Language. Emphasis is placed on the development of listening, writing, speaking and reading skills. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course. This is a semester long class.

Course Activity Fee: n/a

Seventh Grade **Introduction to Foreign Language 2 (Spanish)** **Course 07000100**

Prerequisites: None

The purpose of this course is to enable students to begin to acquire proficiency in Spanish through a linguistic, communicative and cultural approach to language learning. The basic introduction of Spanish will include various units where the student will demonstrate effect listening, speaking, reading and writing skills. The student will also be introduced to applied grammar. Cross curricular understanding is fostered and real-life applications are emphasized throughout the course. While not required, it is an excellent preparatory class for students interested in taking Spanish 1 Honors in the eighth grade.

Semester long course.

Course activity fee: \$10.00

Eighth Grade **Spanish I** **Course 07083400**

Prerequisites: Upon recommendation of Language Arts and test scores

The purpose of this course is to enable students to continue the proficiency in Spanish through a linguistic, communicative and cultural approach to language learning. The student is introduced to various sections of the language where they will be able to communicate using learned vocabulary dealing with general topics such as: greetings, family, weather expressions, home setting, pastimes, food items, leisure activities, sports, places in the community, ordering in a restaurant, map skills, locations, shopping and much more. The student will be able to interpret many aspects of grammar, reading, speaking, listening and writing skills. The student will also elaborate and write short essays on numerous topics. Cultural activities and cross-curricular activities will play a major role. Skits will be presented to portray real-life Hispanic situations. The student will be able to identify many pictures and will be able to increase his or her listening skills through video and language drills.

Year long course for high school credit.

Course activity fee: \$13.50



Sixth Grade Course Title: Personal Careers and School Development Course 05000000

This class will focus on skills that will help the student in middle school and beyond. The units included are typing, organization, computer applications, personal and academic development, and career/consumer education. Students will learn how to type on the computer keyboard. Development of speed and accuracy is integral to the course. Students are also introduced to input and output devices, Internet use and safety, basic formatting of documents using word processing and desktop publishing software. Basic file management and appropriate selection of software applications will be addressed.

Personal development will help students develop academic, social and self-management strategies plus the organizational skills they need to succeed. They will set realistic goals and integrate the use of real world situations within this personal and academic development unit. Basic projects such as learning how to balance a checkbook, saving for the future, and setting long-term financial goals will also be included within the consumer education component.

Career education is designed to help students explore career options and begin to make career plans. Group activities, hands-on projects and guest speakers make this an exciting part of the class. This is a semester long course.

Course Title: Research I Course 1700000A

The purpose of this class is to develop skills in research and to give students the opportunity to have additional support with their other classes if needed. One of the main objectives of this class is to support and guide students with developing skills to find useful resources and information, note taking, outlining, summarizing and the development of complex research skills.

This course is also designed to improve critical thinking skills. It exposes students to the logic and process of research aimed at producing a synthesis of information based on what students find, read, understand, and create through communication of their research in their daily work and long term assignments. Students will also learn how to read and understand data and statistics within their research. Topics include how to use library resources and how to glean useful information from a variety of print and non-print sources as well as internet and multimedia sources. This is a semester long course.

Seventh Grade Course Title: Critical Thinking Course 1700100A

Students will learn basic computer application skills needed for the use of word processing, creation of spreadsheets, and creating and managing databases including how to edit, format, change, and manipulate documents for a variety of school and personal projects. Typing instruction will be provided for students who need it. Emphasis will be placed on real world applications of the software presented. A review of internet safety, research strategies, and copyright laws will be integrated into assignments as they apply. Students will also learn how apply critical thinking for problem solving scenarios and will be able to use their creativity by applying all the tools learned in this class. The use of multimedia technology will enhance student creativity while real world applications will be emphasized. This is a semester long class.

Course Title: Research II Course 17000010A

(This class is called Research II because it is a 7th grade class; Research I is not a prerequisite.)

The purpose of this class is to develop skills in research and to give students the opportunity to have additional support with their other classes if needed. One of the main objectives of this class is to support and guide students with developing skills to find useful resources and information, note taking, outlining, summarizing and the development of complex research skills.

This course is also designed to improve critical thinking skills. It exposes students to the logic and process of research aimed at producing a synthesis of information based on what students find, read, understand, and create through communication of their research in their daily work and long term assignments. Students will also learn how to read and understand data and statistics within their research. Topics include how to use library resources and how to glean useful information from a variety of print and non-print sources as well as internet and multimedia sources. This is a semester long course.

Eighth Grade

Course Title: Computer Applications (Design Technology)

Semester I

Course 0200020

The purpose of this course is to enable students to apply knowledge and skills in computer applications to the design, presentation, and evaluation of specified projects. This 8th grade program involves students in constructing objects to gain manipulative skills and technical knowledge. Such skills, though still important, are balanced by an increased focus on the design process; i.e. the way in which students conceive, develop, and plan their technology solutions. From the very beginning students will be using the design process to formulate solutions to a range of design challenges. Concepts include, but are not limited to, aeronautics, bridges, structures, drafting (CAD), planning, marketing, testing prototypes, and robotics.

Course Title: Exploring the Internet (Audio/Visual Technology)

Semester II

Course 0200060

The purpose of this course is to enable students to develop basic knowledge of the functions, capabilities, applications, and social implications of the Internet. In this 8th grade program, students will learn to communicate via photography, computer presentations, public speaking, and audiovisual productions. Recording, speaking, and production techniques will be taught; as well as to operate audiovisual and media-related equipment. Projects may include digital videos, slide shows, web design, and flash animation. Students will plan, evaluate, and demonstrate appropriate use of technology in the area of multimedia and interactive communications.

Course Title: Research III

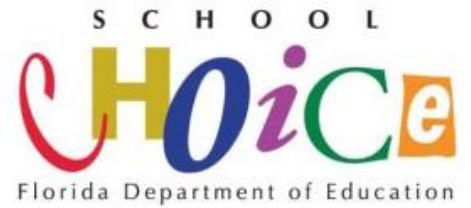
Course 1700020A

(This class is called Research III because it is an 8th grade class; Research I and II are not prerequisites.)

The purpose of this class is to develop skills in research and to give students the opportunity to have additional support with their other classes if needed. One of the main objectives of this class is to support and guide students with developing skills to find useful resources and information, note taking, outlining, summarizing and the development of complex research skills.

This course is also designed to improve critical thinking skills. It exposes students to the logic and process of research aimed at producing a synthesis of information based on what students find, read, understand, and create through communication of their research in their daily work and long term assignments. Students will also learn how to read and understand data and statistics within their research. Topics include how to use library resources and how to glean useful information from a variety of print and non-print sources as well as internet and multimedia sources. This is a semester long course.

Terrace Community Middle



Exceptional Education Student Education Services

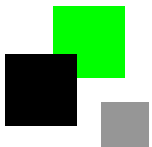
Terrace Community Middle School Exceptional Student Education services is assisted by the district with the identification, evaluation, and placement of Exceptional Education students in the Least Restrictive Environment.

TCMS is committed to providing a continuum of Exceptional Student Education services. Services include maximizing student participation in the general education classroom's accelerated and honors courses, thereby allowing students to remain in the least restrictive environment to the maximum extent possible. This model is intended to ensure that ESE services are in addition to, and are affected by, the general education classroom curriculum, not separate from it.

TCMS is a school of choice, geared towards students seeking a very academically accelerated and rigorous curriculum that is up to a year above grade level.

ESE programs presently in place for MILDLY disabled students include:

- A privately contracted Speech Pathologist offering Speech and Language therapy resource services on a weekly basis, as well as consultative services.
- Monthly consultative services for Gifted and grade level functioning ESE students who remain in the general education classroom for the maximum extent possible. The consultative service model consists of the ESE teacher conducting at least monthly meetings with each grade level team in order to monitor, discuss, and document the satisfactory academic progress of Gifted and ESE students towards EP/IEP goals. Consult also ensures appropriate implementation of instructional and testing accommodations as documented on the IEP.
- A 3 hour per week resource program providing direct instruction in SRA Corrective Reading for comprehension / decoding, or Summer Success Math for ESE students who are below grade level in these subject areas. **Students are pulled from electives for this service.**
- IF YOU HAVE A STUDENT WITH AN IEP, IT IS EXTREMELY IMPORTANT THAT YOU CONTACT THE ESE SPECIALIST SO WE MAY DISCUSS YOUR CHILD'S ESE NEEDS, AND WHETHER TCMS IS AN APPROPRIATE SCHOOL CHOICE. THE IEP TEAM WILL CONVENE WITH PARENTS TO DETERMINE THE MOST APPROPRIATE ESE PLACEMENT.



Gifted

ALL GIFTED STUDENTS PARTICIPATE IN THE ESE CONSULTATIVE PLACEMENT MODEL.

All newly enrolled gifted students at TCMS are placed on the consultative model. THE CHANGE IN GIFTED SERVICE DOES NOT AFFECT THE GIFTED STATUS OF YOUR CHILD. Students continue to meet eligibility for the gifted program.

At the beginning of the year, parents are invited to attend an Education Plan revision meeting. At this meeting, the student's gifted status and placement will be changed to consultative, and if necessary, education plan goals will be revised to reflect the change in service.

A gifted student's need for advanced course work is met through the 'Back to Basics' curriculum that offers engaging and challenging work, with expectations for student achievement set at the highest standard. As part of their TCMS contract, all teachers sign intent to earn gifted endorsement.

BETH MURPHY, ESE SPECIALIST 987-6555 X 3112
