

RANDALL MIDDLE SCHOOL

ELECTIVE SELECTION GUIDE 2022-23



All students will have four core classes each year: Language Arts, Math, Science, and Social Studies. Florida Law also stipulates that all students will have a Physical Education experience unless parents specifically request one of the available waiver options; information on this is provided on the course selection sheets. Most students will have two electives on their schedule unless selected to participate in a remedial option, based on their academic/testing performance. Per district policy, all students must maintain seven annual courses per year.

Questions may be directed to the following:

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Guitar 1:

Students with little or no experience develop basic guitar skills and knowledge, including simple and full-strum chords, strumming patterns, playing/singing simple melodies, foundational music theory, parts of the guitar, and ensemble skills. Beginning guitarists explore the careers and music of significant performers in pop/rock, jazz, blues, classical, country, bluegrass, and hard rock/metal genres. 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.

Guitar 2 (Prerequisite: Guitar 1 and teacher approval):

Students with previous experience expand on basic guitar skills and knowledge, adding simple and full-strum chords, barre and power chords, and strumming patterns; adding more complex lead sheets and 1st-position chromatics; and building ensemble skills. Guitarists transfer between tablature and standard notation, study the work of significant musicians, and explore electric guitars, basses, and amplifiers. 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.

M/J 3-D Studio Art 2:

Students explore spatial relationships to create utilitarian forms or aesthetic structures. This course may include, but is not limited to, content in green or environmental design, sculpture, or ceramics. Students will examine subordinate and dominant components and implied line, and the processes and techniques for substitution may include draped, molded, or soft forms. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Students use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

3-D Studio Art 2 (High School Credit: Prerequisite: M/J 3-D Studio Art 2 and teacher approval):

Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Processes and techniques for substitution include wheel-thrown clay, glaze formulation and application, or extruded, cast, draped, molded, laminated, or soft forms. Media may include, but are not limited to, clay, wood, metal, plaster, paper maché, and plastic with consideration of the workability, durability, cost, and toxicity of the media used. 3-D artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

Chorus 1 (6th Grade)

Chorus 2 (7th Grade)

Chorus 3 (8th Grade)

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

Band 1 (6th Grade)

Band 2 (7th Grade)

Band 3 (8th Grade)

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

Orchestra 1 (6th Grade)

Orchestra 2 (7th Grade)

Orchestra 3 (8th Grade)

Students who have little or no experience on violin, viola, cello, bass, or harp explore high-quality music literature written or transcribed for string orchestra. Study includes the development of foundational instrumental ensemble techniques, performance skills, music literacy, and aesthetic awareness. 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.

Exploring Technology (7th Grade)

Exploring Production Technology (8th Grade)

The purpose of this course is to give students an opportunity to explore the areas of technology and associated careers available in technical fields. Students will be given the opportunity to solve technological problems while gaining an understanding of the effects of technology on our everyday lives. Students will build bridges, towers, basic motorization and explore aerodynamics. The course also guides students through various aspects of manufacturing and production for STEM careers.

Principles of Entrepreneurship (8th Grade, High School Credit):

Students use their entrepreneurial skills and mindset to evolve an innovative solution to a problem into a validated business opportunity. Students will prepare to take an industry certification exam to receive additional HS credit. Course is considered rigorous and will explore careers within the Marketing/Entrepreneurship Career Cluster.

Fundamentals of Marketing Occupations (7th Grade):

Beginning with a broad overview of the Marketing, Sales and Service career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Marketing, Sales and Service career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills and participate in hands-on activities.

Beginning Spanish (7th Grade)

Spanish 1 (8th Grade, High School Credit, no prerequisite)

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.

Spanish 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

Fundamentals of Agricultural Systems (7th Grade)

Agricultural Foundations (8th Grade, High School Credit, No Prerequisite)

Agricultural Communications 2 (8th Grade, High School Credit, Co-Enrollment in Ag Foundations and/or Teacher Approval)

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Agriculture, Food and Natural Resource career cluster. The content includes but is not limited to agricultural literacy, importance of agriculture, the role of science, math, reading, writing, geography, history, and technology in agriculture, plants and animals, and sources of consumer goods from agriculture. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures.

Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, plants/animals, materials and technology appropriate to the course content and in accordance with current practices.

Foundations/Communication: This course is designed to develop competencies in the areas of agricultural history and the global impact of agriculture; career opportunities; scientific and research concepts; biological and physical science principles; environmental principles; agriscience safety;

principles of leadership; and agribusiness, employability, and human relations skills in agriscience. Laboratory-based activities are an integral part of this course. Communication course will include high levels of independent work. These include the safe use and application of appropriate technology, scientific testing and observation equipment. Communication will focus on practices, political trends, and current topics of interest within the Agricultural Career Cluster.

Fundamentals of Culinary Careers (7th Grade)

Nutrition and Wellness/Principles of Food Preparation (8th Grade, High School Credit, no prerequisite)

The content includes but is not limited to the development of leadership skills, communication skills, and employability skills; resource management; exploration of careers in the culinary field; the importance of health and safety.

The content includes but is not limited to selection, preparation, service and storage of foods. It allows students to use technology to practice meal management techniques directed toward nutritional food choices based on the life cycle. This course will provide an awareness of consumer issues relating to health and wellness, including but not limited to: budgeting, food selection, eating disorders/healthy eating, food handling, basic recipes, and food handling/contamination.

Digital Discoveries (in Society) (7th Grade)

Digital Discoveries in Society is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. In addition to fundamental computer information, the content includes but is not limited to digital technologies associated with problem solving, computer components, internet safety and ethics, web development, animations and games, basic programming techniques, and physical computing.

AVID (Advancement via Individualized Determination)

Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction that utilizes a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.

The 7th grade AVID elective course builds upon the foundational components of the AVID philosophy. Students will refine short- and long-term goals and, as a result, begin to understand the value in taking charge of their actions. They will start working on intrapersonal and interpersonal skills as well as formal and informal speech. Students will complete self-evaluations and peer evaluations related to reading, writing, organization, and speaking. In broadening their writing practice, students will begin considering audience, purpose, and form in their writing. Students will take an active role in their learning, understanding the roles of all members in assignments and collaborative lessons. They will expand their knowledge base regarding note-taking in relation to studying and test preparation.

Journalism 2 (7th Grade, Application Only)

Journalism 3 (8th Grade, Application Only)

Journalism is a course that aligns with construction and completion of our school yearbook. Yearbook is a course that combines graphic design, photography, and creative writing. Throughout the year, students work on pieces that are ultimately compiled into a yearbook for the school. Students are charged with high levels of independent work and must demonstrate the high levels of ethics/leadership. Candidates are chosen based on applications that include references from current staff.

Orientation to Careers and Technical Occupations (8th Grade, Application Only)

Students chosen for a variety of tasks on-campus to explore employability and customer service skills. Coordination and instruction to supplement experiences. Students must demonstrate high levels of reliability to be chosen for this course/positions, including: ethics, leadership, reliability (attendance/personal motivation).

M/J Intensive Reading 2 (7th Grade)

M/J Intensive Reading 3 (8th Grade)

Based upon state standards, any student determined deficient in reading will be provided targeted and/or intensive reading instruction immediately after identification. The student's reading proficiency must be reassessed by district-approved assessments or through teacher observation at the beginning of the next school year. The student will continue to be provided targeted and/or intensive reading instruction until the reading deficiency is remedied.

M/J Research 3 (8th Grade, Paired with Algebra 1 Honors)

The purpose of this course is to enable students to develop advanced knowledge and skills in the research process; the course is utilized as an academic support for students in Algebra 1 Honors who may need additional academic support for success, as demonstrated by grades or diagnostic data (Florida Standards Assessment or other measurement tool). Students are automatically chosen for this based on academic need from the prior year.