

Pembroke Pines Charter West Middle

A National Blue Ribbon School of Excellence



**PEMBROKE PINES
JAGUARS**



Curriculum Guide

Pembroke Pines Charter Middle School West Campus



Home of the Jaguars

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Governing Body

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Michael A. Hernandez, Vice-Mayor

Thomas Good, Jr., Commissioner

Maria Rodriguez, Commissioner

Jay Schwartz, Commissioner

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Maddy Exposito, Registrar— mmexposito@pinescharter.net

John Fisher, Building Manager— jofisher@ppines.com

Vision & Mission

Vision

All children will achieve educational excellence and become productive citizens in a diverse and ever-changing society.

Mission

Pembroke Pines Charter Middle School is committed to providing a high quality education in a safe and supportive environment that fosters lifelong learners. In partnership with parents and community, the school promotes a culture of achievement that maximizes the potential of all children empowering them to become positive contributors to society.

Core Beliefs

We believe that:

- Each student should have the opportunity to reach his/her fullest potential.
- The charter school should actively promote the development of the whole child.
- All charter school students should be educated in an environment that is safe, orderly, and drug free.
- All children possess the ability to become critical thinkers and apply problem-solving skills in real world situations.
- All charter school students have the right to be treated in a respectful manner.
- The entire school community should learn and work in an environment with high academic standards.
- All charter students should be educated by highly qualified professionals.
- All charter school students and staff should be provided with the necessary resources to achieve.
- Education is the joint responsibility of family, school, and students; community partnerships and volunteerism are vital to our mission.



Community, Character, and a Challenging Curriculum

Principal's Message

Dear Students and Parents:

Welcome to PPCS West Middle! We are honored to have you join our school family, where we maintain a collective belief that all children will achieve educational excellence and become productive citizens in a diverse and ever-changing society. It is our belief that the purpose of education is to provide the opportunity for each child to grow to his/her full potential. With that in mind, the curriculum is designed to meet the needs of the Pembroke Pines Charter Middle School's diverse student population.

This curriculum guide outlines available course selections and placement requirements for the upcoming school year. All 6th grade students are required to take Language Arts, Math, Science, and Social Studies. In addition, all 6th grade students are required to take Reading. Placement in classes that have pre-requisites is based on a variety of considerations, including input from faculty, performance in previous classes, and standardized test scores. Additionally, we offer the Cambridge Program for all advanced students through their ELA and Science classes. We also offer a variety of elective pathways for students to explore, earn Industry Certification credential, as well as several high school credit options.

Various clubs and organizations are provided to supplement the instructional program, reinforce leadership skills, and teach students the importance of service to the community. In addition, major sports are available to students.

Thank you for taking the time to thoroughly review this curriculum guide. Should you have questions, please do not hesitate to call our office. We look forward to even bigger and better accomplishments with you as our partners in education.

Best wishes for a successful school year.



Michael Castellano
Principal



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Course Selection Notes

- ◆ Check the grade level prerequisites for each course selected.
- ◆ Academic course selection is done through Focus based on standardized test scores and teacher recommendation. Elective requests are completed by the students via Focus along with a course card with parent signature. Teachers make recommendations for the next course and level based upon pre-requisite criteria.
- ◆ Parents and students will view the academic recommendations and elective requests in Focus.
- ◆ Course selections are final unless latest FAST/ EOC scores require changes to be made.

Administrative Procedural Guidelines

By following daily organized procedures, students at Pembroke Pines Charter Middle School West Campus will be provided an education in an optimum academic environment that is conducive to learning. Please adhere to the following:

- Students will be permitted to use the school phones if they are ill or before and after school for transportation purposes. Students are not permitted to use the school phones to call home due to forgotten lunch money, homework, PE clothing, class projects, etc. Classes will not be interrupted if parents deliver forgotten items to the administrative offices. Students may have cell phones on silent and check them between classes.
- Students arriving to school after 8:45 a.m. must sign in at the front desk and will be marked tardy.
- Early request for dismissal will only be granted prior to 2:45 pm (even on rainy days).
- Students are permitted to ride only their assigned bus. Students requesting to ride a bus other than the one assigned must bring a note from their parent the day prior to the effective date.
- Students are expected to follow the dress code at all times while on campus.
- Students are responsible for keeping up with their personal property (i.e., P.E. clothing, electronic devices, musical instruments, or projects). These items cannot be maintained in the office.
- Students may bring lunch from home or purchase it through the school's lunch program. Students may **not** bring food into the cafeteria from outside vendors such as McDonald's, Burger King, Pizza Hut, etc. Delivery of food items is not permitted to students during school hours.

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Guidance Department

The Pembroke Pines Charter Middle School West Campus Guidance Department works with students, parents and the community to provide students with a positive and supportive learning environment. Our doors are open to all students and their parents to deal with issues of personal safety, career choices, academic and enrichment programs. In an effort to meet the needs of all of our students, our guidance counselor provides expert assistance to our students and school community in the following areas:

- personal and emotional issues
- individual and group counseling
- scheduling issues
- conflict resolution
- setting appropriate education goals
- progress reports and grade concerns
- tutorial needs
- transitioning from grade levels
- consultation and collaboration with school staff, parents, and guardians and community agencies
- all standardized and state-wide testing

The Exceptional Student Education (ESE) Department is able to service students receiving special education. We proudly provide ESE services through academic support facilitators, licensed speech and language pathologists, occupational therapists, school psychologists, and gifted-certified teachers.

Progress Monitoring Plan

There are certain skills that students must learn at each grade level to be promoted at the end of the school year. If a student is not working on grade level, a Progress Monitoring Plan (PMP) will be developed in consultation with the parent. The PMP is intended to help students master the skills and concepts expected at their grade level.

A student who has been given a PMP in reading, writing and/or mathematics may have his/her regular curriculum suspended in areas other than reading, writing, and mathematics in order to provide intensive academic instruction.

A set of criteria is in place at each grade level and subject area for a Progress Monitoring Plan. For further information and an explanation of criteria for the PMP, please contact your child's classroom teacher or the curriculum specialist at the school.

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Good Cause Criteria

Students will be given multiple opportunities to show that they have mastered the skills they need to in order to be promoted. Identified students who are English Language Learners (ELL) may be able to be promoted if they meet certain requirements. For more specific information about good cause options for promotion, please contact the school counselor

Middle School Promotion Criteria

Grading Scale	Passing Grades																		
A = 90-100 B+ = 87-89 B = 80-86 C+ = 77-79 C = 70-76 D+ = 67-69 D = 60-66 F = 0-59	<p>Students must pass the four core courses (*Math, Science, Language Arts, and Social Studies*) with a minimum of D average earned for the year. See two examples below.</p> <table border="1"> <thead> <tr> <th>Example</th> <th>1st Quarter</th> <th>2nd Quarter</th> <th>3rd Quarter</th> <th>4th Quarter</th> <th></th> </tr> </thead> <tbody> <tr> <td>Student A</td> <td>Math B</td> <td>Math F</td> <td>Math C</td> <td>Math D</td> <td>Pass</td> </tr> <tr> <td>Student B</td> <td>Sci D</td> <td>Sci F</td> <td>Sci F</td> <td>Sci C</td> <td>Fail</td> </tr> </tbody> </table> <p>*Civics, Algebra, Geometry and Biology students must also pass End-of-Course exam to meet promotion criteria. This criteria is subject to change based on FDOE Legislative Reform. Results of the EOC count as 30% of students' year long grade.</p>	Example	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter		Student A	Math B	Math F	Math C	Math D	Pass	Student B	Sci D	Sci F	Sci F	Sci C	Fail
Example	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter															
Student A	Math B	Math F	Math C	Math D	Pass														
Student B	Sci D	Sci F	Sci F	Sci C	Fail														

Community, Character, and a Challenging Curriculum

Florida Standards (BEST Standards)

The Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards will provide the foundation for teaching and learning. These represent a coherent progression of learning expectations designed to prepare K–12 students for college and career success. The standards define the knowledge and skills students should have in their K–12 education, emphasize learning goals, describe end-of-year expectations, and focus on results.

The Pembroke Pines Charter West Middle School, like all of Broward County schools, completed the full implementation of the B.E.S.T. standards during the 2022-2023 school year. Students will be assessed on these standards at the end of each school year in Writing, Reading and Mathematics.

Below is more information on the B.E.S.T standards:

Complete ELA/Reading BEST Standards: <https://www.fldoe.org/core/fileparse.php/18736/urlt/ELASStandards.PDF>

Complete Math BEST Standards: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/best/ma/mathbeststandardsfinal.pdf>

Florida Department of Education F.A.S.T. testing information: <https://www.fldoe.org/accountability/assessments/k-12-student-assessment/best/>



Cambridge International Secondary 1

The Pembroke Pines Charter Cambridge Curriculum is an expansion of the high-performing, “A” rated, Pembroke Pines Charter School System. Our middle school students, grades 6-8, will have the opportunity to engage in the *Cambridge Advanced Program*. After successful completion of 8th grade, PPCMS students will automatically matriculate into Pembroke Pines Charter High School with the option to take course towards the AICE Diploma track the following school year.

The Cambridge Advanced Curriculum, modeled after Cambridge’s Secondary 1 standards, is a progressive curriculum to prepare students to enter the upper-level Cambridge courses, including the high school distinction of the AICE Diploma. The AICE Diploma will give students a competitive edge into their university of choice. The Cambridge Secondary I program is aligned to Florida’s academic standards.

Students who achieve an A/B average in their ELA classes and earn a level 4 or higher on FAST reading will be enrolled in the Cambridge Advanced Program and are expected to maintain an A/B average in the courses. Students in the Cambridge Advanced Program at the middle school campuses will be highly-motivated learners who are seeking a rigorous curriculum to prepare them for upper-level coursework in high school. **The program at the West Middle School Campus will offer Cambridge Secondary courses in 6th, 7th and 8th grade Language Arts . Students who qualify for advanced ELA courses will automatically be enrolled in Cambridge courses.**

Life Skills Wellness (Homeroom) Each period one and period two class has an additional 30 minutes built in daily.

With the support of their teachers, students will have a new understanding and appreciation of their place as individuals within school, community, nation and the world, and will be able to apply cooperative, writing, listening and speaking skills in all areas of the curriculum. Students engage in relevant group discussions, collaborative work , and sustained silent reading . Additionally , many of the Florida Department of Education health mandates are presented.

TYPICAL DAILY BELL SCHEDULE
Rotating Odd/Even Block Schedule

BLOCK 1	Homeroom	8:45 - 9:15
	Instruction	9:15 - 11:00
A LUNCH - 6th Grade		11:06 - 11:36
BLOCK 2 <i>(after A LUNCH)</i>		11:40- 1:25
BLOCK 2 <i>(Before B LUNCH)</i>		11:06 -11:59
B LUNCH – 7th/8th Grade		12:01 - 12:31
BLOCK 2 <i>(After B LUNCH)</i>		12:34 - 1:25
BLOCK 2 <i>(Before C LUNCH)</i>		11:06 - 12:51
C LUNCH – 8th/7th Grade		12:55 - 1:25
BLOCK 3		1:30 - 3:15
DISMISSAL		3:15

Community, Character, and a Challenging Curriculum

School Discipline Plan

The Pembroke Pines Charter Schools have a mandatory uniform dress code policy. We believe that students have the right to attend a safe and secure school where the focus is on academic achievement.

Students must:

- dress appropriately for school by following the approved uniform dress code, wearing an ID badge visibly and in good condition. This makes it easy to identify visitors, which helps to keep our school safe.
- arrive to class on time. Instruction begins promptly when the bell rings. Be prepared with class materials.
- walk in the corridors. Running and horseplay create potential for injuries and disruption.
- keep hands, body and objects (H-B-O) to oneself. Doing so prevents injury and disruption.
- be courteous. Be respectful toward staff and peers.
- leave candy and gum at home. Gum and candy are prohibited on campus because they may cause damage to school property.
- follow the Pembroke Pines Charter School Acceptable Technology Usage Guidelines
- follow rules in the **Broward County Code of Conduct**. Unacceptable behaviors outlined in the Code of Conduct will be subject to disciplinary actions.

These rules are designed to reinforce the mission of the Pembroke Pines Charter Schools and the Broward County Code of Student Conduct.

Dress Code Policy

It is the intent of the school program that students be dressed and groomed in an appropriate manner that will not interfere with, or distract from, the school environment or disrupt the educational process. Clothing should follow the dress code established for the Charter Schools. All students must wear ID badges.

The dress code policy is a condition of admission into the Pembroke Pines Charter Schools. Uniforms must be purchased through our vendor Planet T and must contain the approved Pembroke Pines Charter School logo. Uniforms, including pants, may not be altered.

School Lunch Service

Students can bring their own lunch or purchase lunch from the cafeteria for \$2.65 dollars. The cafeteria also provides a full breakfast for \$1.20 dollars every morning from 8:00 - 8:45am. Each lunch period lasts 30 minutes. Students must sit with their 3rd or 4th period class and remain seated until dismissal by an administrator. (Please note that these prices are subject to change as determined by Food Services.). Students who qualify can receive either free or reduced breakfast for \$0.30 cents and lunch for \$0.40 cents.

Community, Character, and a Challenging Curriculum

Course Descriptions

Language Arts

Language Arts 6-8: An integrated educational experiences in the language arts strands of reading, writing, speaking and listening. The curriculum focuses on literary analysis, writing evidence-based arguments, summarizing and responding to literature with textual evidence, while integrating vocabulary building, and grammar enrichment. Students will be exposed to all genres of literature, including fiction and nonfiction. Students will read self-selected literature and take quizzes to assess comprehension and reach a point goal each quarter. Students will use print and online resources to conduct research.

Cambridge (Advanced) Language Arts 6-8 Grade: Language arts instruction is provided at all three grade levels and students must meet specific criteria to qualify for the class. The advanced track focuses on increased rigor aimed at encouraging the skills of independent research and investigation, the use of initiative and creativity, and the application of skills and knowledge. The course is centered on instruction at an accelerated pace; it is compacted and highly integrated with a strong emphases on literary-based critical thinking, reading, and writing. Students are expected to be able to read independently and complete themed-based projects as assigned.

Reading

Grades 6* all students take reading (Critical Thinking or Intensive Reading)

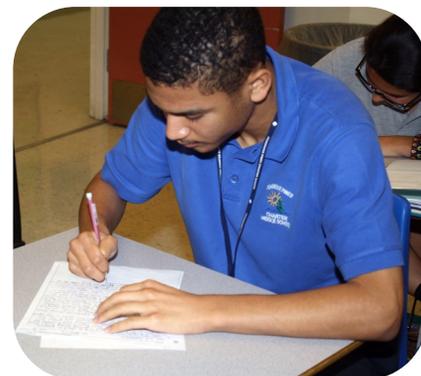
Grade 7-8– levels 1,2,3 take reading

Pembroke Pines Charter Middle School implements a critical thinking program that combines the Florida Standards and our charter school objectives of meeting both the specific and diverse needs of our student body. This means implementing a curricular program that addresses the school-wide goals while paying particular attention to individual students' needs.

All 7th and 8th grade students who scored at **Level 3 on the State Reading Assessment** are required to take Reading. Through the use of complex texts from across the curriculum, students develop analytic skills for success in all areas of the curriculum. In addition, students will enhance their own reading interests through continuous use of the library. Instruction is differentiated to meet the individual needs of each student.

Intensive Reading: Students who scored **at the lowest quartile as determined by the FLDOE (level 1 and 2)** are required to attend Intensive Reading classes which focus specifically on improving their performance in the following areas:

- ⇒ Phonics
- ⇒ Fluency
- ⇒ Vocabulary
- ⇒ Comprehension
- ⇒ Phonemic Awareness



Community, Character, and a Challenging Curriculum

Mathematics

Math 6 and Math 7: This course continues development of mathematical concepts that can be used to solve a variety of real-world and mathematical problems. The course will emphasize obtaining fluency of grade level specific B.E.S.T. Standards.

Math 6 and Math 7 Advanced: This course continues development of mathematical concepts and processes that can be used to solve a variety of real-world and mathematical problems. There is emphasis on obtaining fluency of grade level specific B.E.S.T. Standards as well as continuing on to the B.E.S.T. Standards of the succeeding year. Sixth grades students will cover all of 6th grade B.E.S.T. standards and 1/2 of the 7th grade standards; 7th grade students cover the remainder half of the 7th grade standards and all of the 8th grade standards; 8th graders cover the Pre-Algebra standards, but at a faster and more rigorous pace. Students who meet expectations could qualify for Algebra I in 8th grade.

GEM 6 (Pre-Algebra) GEM 6 is available for students who have met established criteria. The course is designed to prepare the student for Algebra I Honors. Students will cover the B.E.S.T. Standards of 6th grade as well as those in 7th grade. There will be emphasis on strengthening and developing skills and concepts needed for success in Algebra I Honors. Students MUST maintain an A/B average to continue on to Algebra I Honors. A student may be exited from this course/program if he or she does not demonstrate success within the first five weeks of the school year.

Math 8 (Pre-Algebra): The course is designed to prepare the student for Algebra I in high school. Students will cover the 8th grade B.E.S.T. Standards. There will be emphasis on strengthening and developing skills and concepts needed for success in Algebra I.

Algebra I Honors Grades 7 and 8: Algebra I Honors is a high school credit course designed to give rigorous in-depth study of algebraic concepts and the processes that can be used to solve a variety of mathematical and real word problems. Students will also be engaged in obtaining fluency in the B.E.S.T. Standards for both 7th and 8th grade. The students will be administered the Broward County Midterm and final exams as well as the State End-of-Course (EOC) Algebra which students must pass to continue on to Geometry Honors. In addition, this class is a requirement for high school graduation. A student may be exited from this course/program if he or she does not demonstrate success within the first five weeks of the school year.

Geometry Honors Grade 8 only: Geometry Honors is a high school credit course designed to give an in-depth study of the mathematical properties of measurement and the relationships of geometric concepts. During this course the students will also continue to develop and gain fluency in the 8th grade B.E.S.T. Standards. The Broward County midterm and final exam will be administered at the end of the 1st and 2nd semesters as well as the State End-Of-Course (EOC) Geometry exam. Geometry is a course required for High School graduation. Prerequisites for this course include an A or B average in Algebra I Honors, passing of the Algebra I EOC exam and teacher recommendation.

Special Note: The grades earned in both Algebra I Honors and Geometry Honors will be listed on the student's High School transcript and calculated into his/her overall high school GPA. For students who earn C, D, or F grades, the forgiveness policy allows the replacement of the first grade with a grade of C or higher.

Community, Character, and a Challenging Curriculum

Social Studies

World History Grade 6: World History begins with an in-depth, chronological study of the development of the ancient civilizations including Rome, Greece, Egypt, China and India. Using a multidisciplinary approach, students will focus on critical reading, writing and thinking skills. All 6th graders will participate in a mini National History Day project to support research development and prepare them for the NHD competition that occurs in American History.

Civics Grade 7: Civics is a study of the principles, functions, and organization of government; the origins of the American political system; the roles, rights, and responsibilities of United States citizens; and methods of active participation in our political system. This course also involves a strong geography and economic component to support the civic instruction. Students will take a state end-of-course (EOC) exam required for promotion to high school, which counts for 30% of the students' yearly grade.

American History Grade 8: American History is a chronological study of the beginning of our country through the Civil War and Reconstruction. Students will acquire the ability to view history from multiple perspectives. This course will cultivate an understanding of the impact of ideas, people, and events that have influenced the development of the United States. Students will complete a career exploration unit that includes an individual portfolio component. Students will also participate in the Broward County History



Community, Character, and a Challenging Curriculum

Science

6th Grade Comprehensive Science The 6th grade comprehensive science curriculum aligns to the Florida Department of Education's Next Generation Sunshine State Standards and Reading Standards for Literacy in Science. Students are provided with hands-on learning opportunities through lab activities and virtually by conducting experimental inquiry requiring the evaluation of empirical evidence.

6th Grade Cambridge Science The Cambridge science course is designed for our advanced learners. The purpose of this course is to provide students with the opportunity to make real-life connections through scientific inquiry. Instruction will give students an in-depth analysis of comprehensive science, which includes life, physical, and earth-space topics. Students will examine the nature of matter, laws of energy, energy transformations, matter, waves, motion, and forces. This course will provide increased rigor requiring students to recognize that science involves creativity, and objectivity not just in designing scientific experiments, but also in developing explanations that support the evidence. Hands-on learning and virtual labs are incorporated into instruction to meet the diverse needs of all the learners. Students will discover how science affects their lives. Students will be required to participate in the Science Fair.

7th Grade Comprehensive Science The 7th grade comprehensive science curriculum aligns to the Florida Department of Education's Next Generation Sunshine State Standards and Reading Standards for Literacy in Science. Students are provided with hands-on learning opportunities through lab activities and virtually by conducting experimental inquiry requiring the evaluation of empirical evidence.

7th Grade Cambridge Science The Cambridge science course is designed for our advanced learners. The purpose of this course is to provide students with the opportunity to make real-life connections through scientific inquiry. Instruction will give students an in-depth analysis of comprehensive science, which includes life, physical, and earth-space topics. Students will examine the nature of matter, laws of energy, energy transformations, matter, waves, motion, and forces. This course will provide increased rigor requiring students to recognize that science involves creativity, and objectivity not just in designing scientific experiments, but also in developing explanations that support the evidence. Hands-on learning and virtual labs are incorporated into instruction to meet the diverse needs of all the learners. Students will discover how science affects their lives. Students will be required to participate in the Science Fair.

8th Grade Comprehensive Science The 8th grade comprehensive science curriculum aligns to the Florida Department of Education's Next Generation Sunshine State Standards and Reading Standards for Literacy in Science. Students are provided with hands-on learning opportunities through lab activities and virtually by conducting experimental inquiry requiring the evaluation of empirical evidence. Students will take the annual FSSA Science Exam in May each year.

8th Grade Cambridge Science The Cambridge science course is designed for our advanced learners. The purpose of this course is to provide students with the opportunity to make real-life connections through scientific inquiry. Instruction will give students an in-depth analysis of comprehensive science, which includes life, physical, and earth-space topics. Students will examine the nature of matter, laws of energy, energy transformations, matter, waves, motion, and forces. This course will provide increased rigor requiring students to recognize that science involves creativity, and objectivity not just in designing scientific experiments, but also in developing explanations that support the evidence. Hands-on learning and virtual labs are incorporated into instruction to meet the diverse needs of all the learners. Students will discover how science affects their lives. Curriculum will also focus on preparing students for the Pre-AICE curriculum track at the high school. Students will take the annual FSSA Science Exam in May each year. Students will be required to participate in the Science Fair.

Biology I Honors: The course focuses on the study of the development of cells and life matter, as well as on the significance of genetics and study of major organs and tissues in all living species. Students will be exposed to the understanding of the scientific theory behind evolution and natural selection, as well as DNA analysis. Students are expected to perform experiments, collect data, and analyze findings in the content area and identify materials needed to perform high level experimentation. **Biology I Honors is a high school credit class. Students taking the course will have to complete a EOC exam at the end of the year which is also a high school graduation requirement.**

Community, Character, and a Challenging Curriculum

Electives

Computer Applications Certification Pathway (2 year commitment to complete the certification)

Grade 7: Semester 1 Computer Applications in Business 1 (82002200) Semester 2 Computer Applications in Business 2 (82002100)

This course is designed to provide instruction in intermediate keyboarding, intermediate word processing, intermediate electronic presentation, intermediate computer hardware, intermediate Internet, introductory spreadsheet, and business applications skills. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment. The 7th grade class will focus on developing expertise in using Microsoft Word and Power Point. Students will be also able to test for Microsoft Office Specialist Certification, which offers an advantage by providing industry standard evidence of skills mastery.



Grade 8: Computer Applications in Business 3/Digital Info Tech (8207310M) This is a **High School credit** class that will focus on developing expertise in using Microsoft Excel as well as having the opportunity to test for Microsoft Office Certification. This course is designed to provide instruction in advanced keyboarding, advanced word processing, advanced electronic presentation, advanced computer hardware, intermediate Internet, introductory spreadsheet, and business applications skills. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.

Speech & Debate

Intro to Debate (6th) Wheel (01010400) This course explores a range of public speaking skills, including the *foundational* extemporaneous speaking. Additionally, students are introduced to basic researching, argumentation, questioning, refutation and rebuttal skills through the debate disciplines. The skill focus includes the development of techniques in diction, articulation, enunciation, floor management, body language eye contact and projection. Students will create and deliver orations, write arguments and evaluate peer performances. Overall, students learn to value having a safe environment and platform from which they can become better public speakers.

Speech and Debate 2 (7th) (1007010) The purpose of this course is to develop grade 7 students' awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings. This course includes learning and practicing various speech formats as well as formal and informal public speaking techniques for varied audiences. Students will use writing and research skills to support the selected topics and points of view.

Debate (8th) Annual High School Credit Class (1007330M) This course reviews the delivery skills learned in extemporaneous speaking and applies those skills to a wide range of public speaking, including: Oratories, Interpretations, Declamations, Spoken Word and Poetry and Commentary. Additionally, students cement their argumentation skills of argumentation, questioning, refutation and rebuttal through Public Forum debates. The skill focus maintains the techniques in diction, articulation, enunciation, floor management, body language, eye contact and projection. Students will also analyze pieces of literature, create and deliver orations, write arguments and evaluate peer performances. Overall, students learn and value having a safe environment and platform from which to share their voices in addition to increasing their public speaking skills. Students in this class will prepare to compete at local and state competitions.

Physical Education

PE Annual-Grade 6: This is a year long physical education course offered to 6th graders that is in introduction to individual and team sports. Students will participate in various sports and lead-up games that will enhance skill development and overall physical fitness. Students will be taught the value of participation in physical activities and how sports can provide an opportunity for personal enjoyment, challenge, self-expression, and social interactions. Students will reflect on the following essential questions: What role does cooperation play in physical activities/sport? How does movement affect performance? Why is physical fitness important? What characteristics define a good teammate?



PE Annual-Grade 7/8: This year long physical education course offered to students is an intermediate review, demonstration, and application of the various skills related to individual and team sports. The course will focus on technique, strategy, and rules/regulations. Students will learn that positive decision-making about fitness contributes to a healthy lifestyle. Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful. Students will reflect on the following essential questions: How can individual differences enhance a team's performance? Why is measuring physical fitness important? Why are rules and sportsmanship necessary in a game? How does your movement affect performance and outcome of one's performance?

6th grade Wheel: This is an introductory 9-week course offered to 6th graders. Students will be introduced to health related fitness activities. Students will learn the importance of a proper warm-up and stretching routine. Students will participate in activities that will challenge their cardiovascular system and test their muscular strength and endurance. They will engage in a physical fitness test that will test the following areas: Muscular strength and endurance-push-ups and sit-ups, Cardiovascular endurance- mile run, Flexibility-sit and reach, Agility and quickness-shuttle run, Speed-40 yard dash, Students will also be exposed to several individual and team sports.



Community, Character, and a Challenging Curriculum

Media (Yearbook, Web Design, Television Production)

Grades 7-8: Media encompasses TV production, web design, yearbook, media literacy and online safety. TV Production students deliver the daily news on closed-circuit television to the school, and create a video Yearbook. Yearbook Publishing is for students interested in photography and graphic design using DSLR, Adobe Photoshop and In Design software. Maintaining the school website is a part of media classes and allows students to promote school events on our website. All media classes are year long and selection in 7th grade does not guarantee placement in 8th.

Spanish (grades 7&8) High School Credit Courses

Spanish 1: This is a high school credit course. This class introduces students to the Spanish language and enables them to communicate almost immediately. This class also has a county administered midterm and final exam that make up 25% of the 2nd and 4th quarter grades respectively. **Special Note: The grades earned in Spanish 1 will be listed on the student's high school transcript and calculated into his/her overall high school GPA.**

Spanish 2: This is a high school credit course for students who have successfully taken and passed Spanish 1. This class also has a county administered midterm and final exam, that make up 25% of the 2nd and 4th quarter grades respectively. **Special Note: The grades earned in Spanish 2 will be listed on the student's high school transcript and calculated into his/her overall high school GPA.**

STEM/ Robotics

Grade 6 STEM Annual Course This is course is designed for students interested in coding, engineering, robotics, and STEM. Research, writing, and application of the scientific method are included in this course.

Grade 7 Introduction to Robotics Annual Course: The objective of this course is to introduce students to the field of Robotics and stimulate their interests in science and engineering through the participation of the entire engineering design process. This course covers a variety of multidisciplinary topics necessary to understand the fundamentals of designing and building robots. During this course, students will be required to gradually complete the design and construction of a robot using the Vex IQ Robotic System kit and following the constraints and objectives for competing on the final project demonstration. There is a supply fee associated with this course.

Grade 8 Robotics This is an annual course designed for students interested in robotics and STEM. It will expose students to the more complex components of robotics such as programming, coding, building, assembling, driving, and data tracking. Students participate in competitions. There is a supply fee/ competition fee associated with this course.



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Art

Beginning Visual Art/Quarter Wheel Grade 6: An exploration of the basic elements of art is covered in nine weeks in the first year of middle school. Students engage in projects in which they learn about line, shape, form, value, color, space, and texture. Each project covers the basics of one or two elements and introduces students to new media while they create two dimensional artwork. Students develop skills in observation and reflection, and explore art appreciation.

Exploring Art Annual Visual Art Grade 6: This is a year-long studio art course.

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.

Intermediate Annual Visual Art Grade 7: This is a year-long intermediate studio art course that allows students to complete projects involving the elements of art learned in their first year, while also being introduced to the principles of design: rhythm, pattern, movement, contrast, balance, unity, and emphasis. Students continue using art materials introduced in 6th grade while also being exposed to many new mediums for both two and three dimensional art. They learn about diverse artists and styles of art, both historical and contemporary. Students develop skills in self and peer critique, and personal reflection, while creating original, expressive and thoughtful artworks. ***This course is the prerequisite for the 8th grade high school credit course.***

Advanced Annual Visual Art Grade 8: This is a year-long studio art course that allows students to explore art making at an advanced level. Students complete projects in which they practice both the elements of art and principles of design learned in previous art classes in order to apply them in creating meaningful works of art. Students explore art media more in depth while creating both two and three dimensional artworks, and are given more choice in subject matter and media. They study a diverse body of works and styles of art, and learn to reflect on and refocus their work using specific criteria, leading to successful visual expression of their thoughts, ideas, and emotions. There is focus on the artist in society, and on careers in the arts.

High School Credit Visual Art Grade 8: This is a high school level studio art course. Students complete projects in which they refine both the elements of art and principles of design learned in previous art classes in order to apply them to meaningful works of art. Students will learn to work independently as they explore a diverse range of artists, and create artworks with a strong element of choice in subject matter and media. Through self-reflection and peer critique, students learn to revise and improve their work while developing critical thinking skills and persistence. There is focus on the artist in society, and on careers in the arts. ***This course earns 3 elective credits for high school, and requires the completion of a midterm and a final. Required prerequisite: Intermediate Annual Visual Art Grade 7***

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Band– performances, home practice, band polo shirt , and instrument rental required for all annual band class.

Exploring Music / Quarter Wheel Grade 6: Students explore the essential elements of 20th- and 21st-century music in America (e.g., jazz, rock, soul, blues) and global cultures (e.g., Latin, Bollywood, European, Asian, world drumming). Students reflect on the significance of social influences and historical events on the development of music. Participants focus on the creation, use, and performance of music; and the modes of listening, distributing, and gaining access to music.

Band 1– Beginning Band: This class is offered to 6th and 7th graders who want to learn how to play a wind, brass, or percussion instrument. No prior music experience is required to take band. Students will learn everything about their instrument and how to read and perform music. Students are required to participate in 3-4 after school performances throughout the year. Advanced notice will be given for performance dates.

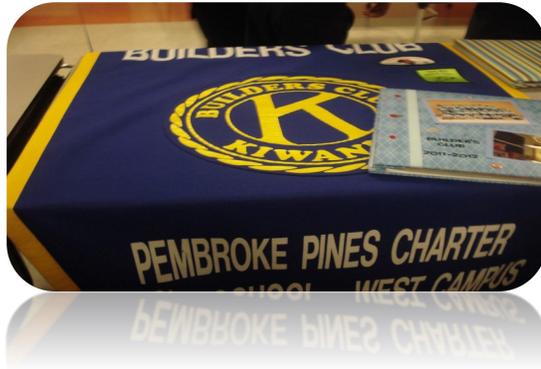
Band 2 – Woodwinds Band 2 Woodwinds is a continuation of Beginning Band for 7th and 8th grade students who have specialized in the woodwind instruments. The focus changes from learning *how* to play an instrument, to learning about music through the performance of slightly more advanced literature. Band 2 students are *required* to participate in 2-3 after school performances throughout the year. Band 2 students also participate in the district concert band performance assessment when the instrumentation of the class is viable. In this case, there will be one required after school rehearsal. Band 2 students are encouraged to participate in the district solo performance assessment. Students in this ensemble will also have the opportunity to participate in the National Anthem Band and audition for the All County Band and the All State Band.

Band 3 – Brass Band 3 Brass is a continuation of Beginning Band for 7th and 8th grade students who have specialized in the brass instruments. The focus changes from learning *how* to play an instrument, to learning about music through the performance of slightly more advanced literature. Band 3 students are *required* to participate in 2-3 after school performances throughout the year. Band 3 students also participate in the district concert band performance assessment when the instrumentation of the class is viable. In this case, there will be one required after school rehearsal. Band 3 students are encouraged to participate in the district solo performance assessment. Students in this ensemble will also have the opportunity to participate in the National Anthem Band and audition for the All County Band and the All State Band.

Instrument Technique (Percussion) Instrument Technique is a continuation of Beginning Band for 7th and 8th grade students who have specialized in the percussion instruments. The focus changes from learning *how* to play an instrument, to learning about music through the performance of slightly more advanced literature. Percussion students are *required* to participate in 2-3 after school performances throughout the year. Percussion students also participate in the district concert band performance assessment when the instrumentation of the class is viable. In this case, there will be one required after school rehearsal. Percussion students are encouraged to participate in the district solo performance assessment. Students in this ensemble will also have the opportunity to participate in the National Anthem Band and audition for the All County Band and the All State Band

Clubs and Activities

Students are invited to participate in a variety of clubs and extra-curricular activities. The following clubs support our academic programs and provide students with additional enrichment.



The Young Artists Workshop

The Young Artist Workshop is an excellent opportunity for students to enhance their knowledge of art history and visual arts. Participants explore the visual arts not only as a method of expression, but also as a potential career choice. Students participate in numerous art competitions and shows.

Drama Club

Drama Club is a wonderful way for students to express themselves through the media of the theater. This club performs theater games, do improvisations, create characters, and write and perform skits for each other. Each year, the drama club puts on a performance.

Student Government

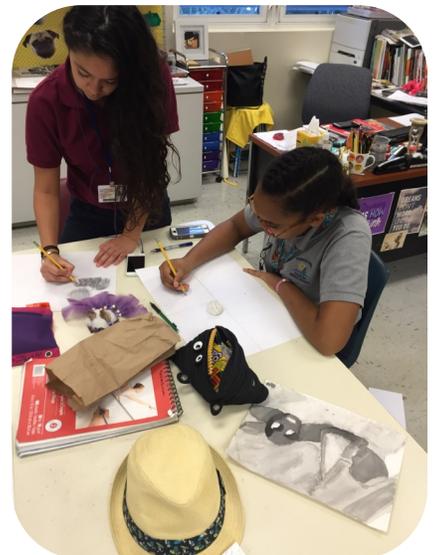
The Student Government is a student's first experience with working as a group to make decisions for the student body. Council members communicate student concerns to administration. They participate in many community and school service projects. The office of President, Vice President and Treasurer are filled by 8th graders.

Math Club

Math Club is an organization that prepares students of all levels to compete in the BCCTM County math competitions. Students are coached to tutor their peers for FSA practice and/or homework.

Chess Club

Chess Club is an opportunity to learn and practice critical and abstract thinking, logic and analysis in a fun format.



Clubs and Activities



Reading Club

The Reading Club emphasizes the importance of literacy and the value of imagination. Many readers become writers, so discussions of plot, character and conflict makes the meetings educational. Special events include breakfasts and Barnes & Nobles Night.

Relay For Life

Relay for Life is a club where students come together to celebrate those who have survived cancer, remember those we've lost, and fight back against a disease that touches too many lives. Students will raise funds throughout the year to benefit the American Cancer Society and will participate in an 18 hour walk-a-thon celebration.

Multicultural Club

The Multicultural Club is designed to foster understanding among the diverse populations of students at Pembroke Pines Charter Middle School.

National Junior Honor Society

The purpose of the National Junior Honor Society is to create enthusiasm for scholarship, stimulate a desire to render service, and promote leadership. This prestigious organization is the leader among student organizations that promote appropriate recognition for students who reflect outstanding accomplishments in the areas of academics, character and service. A 3.75 GPA is required. Students participate in service projects. 6th and 7th grade students are invited to apply every Spring for the following school year.

* Clubs and Organizations are subject to availability and sponsorship by a teacher



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First Priority

First Priority is a student initiated and led faith based Christian club that meets weekly after school.

Robotics

Robotics club is an extracurricular program dedicated to inspiring and developing our young pioneers into these and other technology based education and career paths. Our Mission is to develop student interest in the science, technology, engineering, and mathematical fields. Member of the PPPCMS Robotics Club will learn to work together and solve intricate and complex challenges, through competition, in order to foster and develop critical thinking and problem solving skills.

Dance Marathon

This service club focuses on fundraising for the Children's Miracle Network by way of a schoolwide Dance Marathon.

Modern Movement

Dancers and Performers learn routines, experience personal fitness, and participate in school wide performances.

Debate

Speech and Debate Club is both an academic and a service-oriented organization through which students actively engage in the world around them to develop sophisticated knowledge about a wide range of current events and complex ideas. Our organization not only helps students increase their speaking, thinking and listening skills, but it also affords them the opportunity to engage in civic-minded activities. Through their participation in Speech and Debate Club, students become better prepared to articulate their ideas and concerns in today's fast-paced, global society.

