

# TERRACE COMMUNITY MIDDLE SCHOOL

## 2015-2016 CURRICULUM GUIDE



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, Florida State Standards and supports the Next Generation Florida Sunshine State Standards.

Terrace Community Middle School  
SDHC #6606  
11734 Jefferson Rd.,  
Thonotosassa, FL 33592  
813-987-6555  
fax 813-324-8974  
<http://www.tcmstornadoes.com>



# Welcome to the TCMS Family!

## 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.

## **2015-2016**

## **Curriculum Guide**

Language Arts  
Mathematics  
Science  
Social Studies  
Electives  
ESE Services  
Assessments



## What is a Charter School?

Charter School	Traditional School District
<ul style="list-style-type: none"> <li>Legislated</li> <li>District monitored</li> <li>Run privately under the Sunshine Law</li> <li>Complete control of curriculum and instruction</li> <li>Complete control of its management</li> <li>Complete control of its finances</li> <li>Fully accountable to the Department of Education, State Board of Education, Legislature and Governor</li> </ul>	<ul style="list-style-type: none"> <li>Legislated</li> <li>District controlled</li> <li>Run by a publicly elected school board under the Sunshine Law</li> <li>Complete control of curriculum and instruction</li> <li>Complete control of its management</li> <li>Complete control of its finances</li> <li>Fully accountable to the Department of Education, State Board of Education, Legislature and Governor</li> </ul>

- **Back to Basics Approach**
- **High expectations and rigor with abundant support**
- **Florida State Standards:**  
<http://www.floridastandards.org/Standards/FLStandardSearch.aspx>
- **Modified Department of Defense Curriculum**  
<http://www.dodea.edu/curriculum/>



## 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, Florida State Standards and supports the Next Generation 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. Core 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.

### Introduction to the Language Arts Curriculum

TCMS offers one, comprehensive advanced level Language Arts course for each grade level. Reading instruction is a component of the TCMS Language Arts program through a novel-based curriculum. In keeping with our Back to Basics Mission, we follow the Florida Standards and a modified DoDEA curriculum. Members of the Language Arts Department Team work very hard to ensure student success on the new Florida Standards Assessment Writing and Reading Tests. Our unique department is marked by a balance of tradition and innovation. For the student who is motivated, committed, always tries their best, and advocates for themselves by asking questions and searching for understanding, the Language Arts program here at TCMS is the right path for you.

Our curriculum is unique and innovative in many ways. For example, our program uses provided consumable workbooks, student magazines, and novels that are purchased by families, along with class sets of Literature Anthologies. All of these materials allow students to maximize their interaction with the written word, help them to develop a higher level of vocabulary, and strengthen their understanding of grammar skills. Combinations of fiction and non-fiction feature articles are used to encourage students to use active reading strategies like annotating, predicting, making inferences, and connections. In addition, students learn to analyze literature and draw conclusions about the author's purpose. TCMS also believes in showcasing student talents and encourages students to be active readers and writers whenever possible through various writing competitions, reading competitions such as Battle of the Books, and student publications.

Writing is taught by closely following the Florida Standards. Students are introduced to the process of writing effectively for each individual task: Explanatory or Argument/Persuasive. A major focus is on evidence based writing. Students are taught to read text, search for evidence, and use that text support in their writing to develop and support arguments. TCMS utilizes holistic scoring rubrics for all writing assessments. During the school year, writing workshops are offered to prepare students for upcoming written assessments. Furthermore, we teach each student the process of research, note taking, outlining, and citing references for a culminating research paper project which is embedded in the Language Arts coursework. Students learn to synthesize their research into an effective paper which will prepare them for higher levels of learning.

TCMS has highly educated, motivated, energetic, and positive Language Arts teachers who approach instruction at each level with the goal that our students will leave TCMS prepared to enter high school honors, AP and college-level English study. Toward that end, we guide our students to become self-directed learners, critical thinkers, and creative, effective communicators.

All of the teachers in the Language Arts Department value student learning, skill mastery, and creativity more than standardized test scores. However, TCMS students continue earning top scores on Florida Reading & Writing Assessments. Not surprisingly, TCMS graduates hold an excellent reputation among the area high school admissions counselors. Our students continue to celebrate literacy through producing work demonstrating success in reading, writing, listening, and speaking.

*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*

**6th Grade Advanced Language Arts 10010200**

The transition to higher standards may take some getting used to for entering 6<sup>th</sup> grade students. On average, students will spend 30 minutes each night on homework, reading or studying for Language Arts. Parental support (time management & organization) is often critical to student success since students will need time to study and will need regular Internet access (at home or a local public library). Also, many handouts will be needed for class and at times it will be the responsibility of the student to print the required materials at home.

TCMS sixth grade students will read a minimum of **four** novels/anthology collection independently, in groups or as a whole class study. The literary genres covered include Science Fiction/Fantasy, Poetry, Folklore; Epics & Mystery. All students are expected to read novels on their own time – not in class. Furthermore, they will be expected to begin working on writing explanatory and argument essays. The final drafts of these papers must be typed and formatted correctly.

Students will be introduced to the basic concepts of word study, including word structures (prefixes, roots & suffixes), grammar skills, and context clues. Vocabulary building will be incorporated into the curriculum through the soft text *R.E.V. It Up*. Teachers also draw upon a variety of material, including the *Prentice Hall Writing and Grammar Workbook* as well as the Prentice Hall Literature text, *Timeless Voices, Timeless Themes* textbook. These texts provide direct and relevant vocabulary, writing, and grammar instruction through reading short stories and related critical thinking exercises. These stories and challenging exercises will encourage students to broaden their SAT vocabulary base and will allow students to continue to utilize reading comprehension and writing skills. Students are also expected to work towards mastering 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 units include:

Literature/Reading:

- *Gathering Blue* by Lois Lowry : supports the Science Fiction/Fantasy unit taught, skills covered: plot diagram, conflict types, protagonist/antagonist; *Seedfolks* by Paul Fleischman: skills covered: setting & mood, characterization, stereotypes, cross-curricular project with math; *Black Ships Before Troy* by Rosemary Sutcliff: skills covered: setting & mood, foreshadowing, symbolism, characterization; *The Westing Game* by Ellen Raskin– mystery elements, characterization, setting & mood; Writing: diagnostic writing samples; explanatory paragraphs; explanatory essays and argument essays using textual support and creating outlines, poetry unit, writing folktales (narrative)

**6<sup>th</sup> Grade Reading 17001001**

Students in 6<sup>th</sup> grade will engage in individual, small group, and whole class reading experiences and share their thoughts and interpretations through class discussion and written assignments. Students use resources they select as well as those selected by the classroom teacher. Reading selections are drawn from literature anthologies, novels, writing/grammar books, content textbooks, magazines, electronic media, and newspapers. The curriculum also emphasizes both active listening skills and effective work habits: study skills, effort, persistence, and collaboration.

Evidence of student achievement can be observed through student work, classroom assessments, Reading Inventory, benchmark assessments and the Florida Standards Assessment. Advanced level students will learn to become independent readers. Students who are independent readers demonstrate the ability to:

- be self-motivated
- set goals for reading
- organize information gathered
- know when and how to apply reading strategies
- use appropriate strategies based on the type of text or the subject matter
- search efficiently through multiple sources of information to gain knowledge
- direct their own learning
- use inquiry skills
- communicate findings coherently
- learn independently
- synthesize viewpoints

**7th Grade Advanced 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. Parental support will continue to be critical to student success since students will need time to study and will need Internet access (at home or a local public library). Also, many handouts will be needed for class and it will be the responsibility of the student to print the required materials at home.

**7th Grade Advanced Language Arts 10010505 (cont.)**

In grade 7, students will read **five** novels all of which will be studied as a whole class. Students will also have independent reading novels to read and use for writing activities throughout the school year. All students are expected to read chapters in the class novels for homework; however, some chapters will be read aloud in class and used for close reading activities. Students will work on writing to support claims in an analysis of a topic or text and continue the work began in 6<sup>th</sup> grade to achieve mastery in writing explanatory and argument essays. The final drafts of these papers must be typed and formatted correctly.

Students will continue to build upon the basic concepts of word study, including word structures (prefixes, roots & suffixes), grammar skills, and context clues. Vocabulary building will be incorporated into the curriculum through the novels and the 7<sup>th</sup> grade edition of the soft-text *R.E.V. It Up*. Students will also be working on developing stronger grade-level listening, speaking and viewing skills. This will mean working in groups, making speeches, listening respectfully and actively, and analyzing movies and other forms of multi-media.

Traditional seventh grade Language Arts units include:

- Reading and studying the classic novel, *The Outsiders*, by S.E. Hinton and examining the themes of divided communities, preserving childhood innocence, self-sacrifice, honor, and individual identity; Students will learn about actual events that took place during the Revolutionary War in the city of New York while reading *Chains* by Laurie Halse Anderson. This is a historical fiction novel in which the reader traces Isabel, the protagonist, and her struggles to undo the chains that bind her into slavery; A short story unit using class anthologies and online sources covering the elements of a story, figurative language, common themes and poetic devices; Learning about the use of allegory where an author takes an event in history and uses fictional characters to expose the truth behind our human existence. Students will be reading and studying the history of Stalin and the Russian Revolution alongside the reading of George Orwell's novel, *Animal Farm*. This unit focuses on the different types of government, dangers of corruption with too much power, the use of propaganda, and intertwines with examining text carefully to discover author's bias and point of view; A non-fiction unit will be introduced while reading *Soul Surfer* by Bethany Hamilton with Sheryl Berk and Rick Bundschuh. Students will be examining the themes of perseverance and learning how to move forward when an obstacle comes in your way. Students will also study how reading a firsthand account of an experience can have a powerful effect on the reader. Students will be introduced to the works of William Shakespeare by learning about his life, his famous sayings, sonnets and learning about the structure of a comedy while reading his wonderful, comedic play *Much Ado About Nothing*; Extensive units on Explanatory, Argument, and Narrative writing; Throughout the novel based curriculum, a strong emphasis is placed on non-fiction informational text as a supplement to each novel. Examples of these texts include editorials, feature articles, biographies, maps, manuals, instructions, political cartoons, etc. Much of the focus of the reading material is also cross-curricular with History content.

**8th Grade Advanced Language Arts 10010805**

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. Parental support will continue to be critical to student success since students will need time to study and will need Internet access (at home or a local public library). In eighth grade, students will read a minimum of **five** novels. Students also refine their literary analysis skills and advance their study of poetic structure.

All students will be expected to craft and write strong explanatory and argument essays in grade 7 and continue with this essential skill in grade 8. Students will also work towards strengthening their persuasive writing skills to prepare for the "on-demand writing season," as students must write for magnet, IB and preparatory school admissions. E Eighth grade students also complete an argument based, cross-curricular research paper. The final draft must be typed and correctly formatted MLA style.

Students will be expected to have mastered the basic concepts of word study, including word structures (prefixes, roots, and suffixes), grammar skills, and context clues. The workbook *Grammar for Middle School: A sentence composing approach* By Don and Jenny Killgallon is utilized. Vocabulary building will be incorporated into the curriculum through the 8<sup>th</sup> grade edition of the soft-text *R.E.V. It Up*. This in-class activity workbook provides relevant SAT vocabulary instruction through pictures and related critical thinking exercises. In addition, eighth grade Language Arts activities also include media productions in response to literature.

Within this curriculum students are expected and encouraged to master grade-level listening, speaking and viewing skills. This will mean collaborating in groups, making speeches, listening respectfully and actively, completing individual and group projects and analyzing movies and other genres of multi-media.

**8th Grade Advanced Language Arts 10010805 (cont)**

Traditional eighth grade Language Arts units include:

- Novels:
  - Surviving Antarctica* by Andrea White and *Legend* by Marie Lu: Topics/Themes explored: dystopian society, friendship/teamwork, roles of boys vs. girls, roles of class/ crossing class boundaries; Literary techniques (foreshadowing, irony, personification, plot, flashback)
  - Chasing Lincoln's Killer* by James L. Swanson: Topics/Themes explored : Historical Non-fiction, Series of historical events in chronological order, Ideology, and perseverance
  - A Separate Peace* by John Knowles: Topics/Themes explored: jealousy, envy between friends, loss of innocence, acceptance of others/tolerance, and War.
  - Play: *A Midsummer Night's Dream* by William Shakespeare: Topics/Themes explored: introduction to Shakespeare/biography, infatuation vs. love, meter/rhyme, iambic pentameter, poetry, and sonnet.
- Writing: Explanatory and Persuasive elements of writing: MLA research paper, grammar usage, spelling, mechanics, and vocabulary usage
- Reading comprehension: context clues, main idea, author's purpose, cause and effect, structure/organizational patterns

**Literacy Across the Curriculum**

At TCMS, all teachers are committed to teaching literacy.

Teachers are required to receive reading training each year to add to their teaching techniques and to refresh their reading instruction skills.

In addition, all teachers are required to implement reading strategies during classroom instruction. The continued reinforcement of reading strategies provides continuity in the classroom and gives students strategies they can apply in all disciplines.

**Academic Support**

All Language Arts teachers provide diagnostic testing in reading to students at the beginning of each year. Based on this diagnostic testing and/or prior year FSA English/Language Arts scores, students who demonstrate specific reading challenges are selected for the TCMS 7th period intensive tutoring program for individual/small group reading instruction once a week. These students are monitored by their tutor and, monthly, by their Grade Level Administrator. During Skills 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        |

Based on students' needs and interests, teachers utilize materials (fiction and non-fiction) into this tutoring program. In addition to after school tutoring, these students are provided extra help throughout the school day by TCMS academic tutors. These small groups meet every week in order to practice and reinforce basic skills.

Furthermore, in order to strengthen and implement advanced reading and writing skills, additional support for students is provided by all Language Arts teachers in every grade level before the regular school day.

### Introduction to the Mathematics Curriculum

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 only one track in 6<sup>th</sup> and 7<sup>th</sup> grade. The end result is a student who is well prepared to master a high school Algebra I Honors or Algebra 1 curriculum in the 8<sup>th</sup> grade after passing successfully through Advanced 6<sup>th</sup> and 7<sup>th</sup> grade math programs.

The TCMS math curriculum follows a modified Department of Defense curriculum (DODEA) and the Florida Standards for Math. During the three years attending TCMS, a student will have extensively covered the 10 strands that DODEA schools request.

TCMS students, when compared to district or even state averages, score significantly higher on mathematics sections of assessments in each grade level.

The goal of the TCMS mathematics program is to increase the students' mathematical prowess through the use of innovative, quantifiable educational strategies with the hidden agenda of becoming a dedicated life-long learner.

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### 6<sup>th</sup> Grade Mathematics Advanced 12050205

The 6<sup>th</sup> grade math program at TCMS is equivalent to an advanced 6<sup>th</sup> grade math program at any other public middle school in Hillsborough County. The curriculum focuses on 6 critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; (4) developing understanding of statistical thinking; (5) developing understanding of and applying proportional relationships; and (6) developing understanding of operations with rational numbers and working with expressions and linear equations.

### 7<sup>th</sup> Grade Mathematics Advanced 12050505

Students in the 7<sup>th</sup> grade math classes at TCMS are enrolled in an advanced 7<sup>th</sup> grade math program. They are expected to work hard and begin to foster independent learning skills to help master the concepts presented in this class. The curriculum focuses on 5 critical areas: (1) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; (2) drawing inferences about populations based on samples; (3) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (4) grasping the concept of a function and using functions to describe quantitative relationships; and (5) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

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## 8th Grade Algebra I Honors 12003205/Algebra I 12003104

Students in the 8<sup>th</sup> grade math program at TCMS are taught the high school level Algebra I or Algebra I Honors curriculum. This rigorous, high school equivalent math course demands the best the student has to offer. Students must work hard at their grades each quarter and successfully pass a semester exam and the state End of Course Exam to qualify for a full high school credit. The Algebra curriculum focuses upon linear models, quadratic equations, exponential relationships, descriptive statistics, and polynomials. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

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

### Algebra I Honors/Algebra I High School Credit

Students in the 8<sup>th</sup> grade at TCMS are eligible for high school math credit. The requirements for a student to pass the first semester course are as follows:

- The averaged letter grade for the first semester is based upon 70% from the first and second quarter averaged letter grade and 30% from the first semester exam. First semester credit is a prerequisite for second semester credit. Students must earn at least 3 quality points per semester.

***Effective the 2011-2012 school year, a student enrolled in Algebra I for high school credit or Algebra I Honors for high school credit must pass the state End of Course Exam (EOC) administered in May. The EOC must be passed as determined by the state grading system for the student to earn their high school credit. It is possible that a student can pass the overall course, but not pass the EOC. That student would have to enroll in a summer make up EOC workshop or contact the high school where they will enroll in 9<sup>th</sup> grade to take the make-up exam offered the following December.***

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.

### Contests

The TCMS math program is recognized county-wide as entering top level students into various math competitions. The school's math club team competes in charter school math league winter and spring tournaments and has placed at the top of these competitions. Both the school and the individual students have numerous trophies from these events. TCMS also 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 a 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 also participates in the AMC-8 (American Mathematics Competition) contest that is open to the top 10 students in each grade level.

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### Introduction to the Science Curriculum

The TCMS science curriculum is a hands-on curriculum designed to promote higher level and critical thinking while at the same time empowering students to become a lifelong science learner. Each course is designed to develop students' skills through inquiry based learning strategies. Independent study and research assignments which require students to design, conduct and communicate their research are incorporated at each grade level.

While most public schools offer multiple levels of Comprehensive Science at each grade level, TCMS dedicates each grade to a science discipline. TCMS offers one track in each grade: Earth/Space Advanced (6<sup>th</sup> grade), Life Science Advanced (7<sup>th</sup> grade), Physical Science Honors (8<sup>th</sup> grade – available for high school credit).

The TCMS science curriculum follows a modified Department of Defense curriculum (DODEA) and also incorporates the Next Generation Sunshine State Science Standards (NGSS). The science department will also fully implement the Florida College Readiness Standards at all grade levels. In 8<sup>th</sup> grade TCMS students take the Science FCAT 2.0 according to state mandate. TCMS students traditionally score significantly higher and have a higher percent proficiency on the FCAT 2.0 Science section when compared to the district and state averages.

### TCMS Fast Facts

- Thirteenth consecutive grade of A
- Named "100 Best Bets for Public Charter School Education" in the country by the Center for Educational Reform, Washington, D.C.
- Named "Top 50 Combination Schools," ranking 9<sup>th</sup> in the state
- Class of 2008 ranked #1 in the District in Science, Math, Reading, and Writing
- 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students place in the top of the District for Reading, Writing, Math and Science scores.
- 2007 and 2014 Department of Education National Blue Ribbon School of Excellence

### 6<sup>th</sup> Grade Earth/Space Science Advanced 20020500

The purpose of this course is to provide an in-depth study of Earth/Space Science. Course work will include exploratory experiences and lab activities and provide content enrichment to challenge creativity and ongoing study of scientific inquiry. The 6<sup>th</sup> grade teachers have broken the curriculum into various topics. Teachers cover these topics at an accelerated pace and teach for mastery. Students are expected to work hard and develop independent learning skills to help master the concepts presented in this class. The content shall include, but not be limited to:

Semester I: Minerals, Rocks, Plate Tectonics, Earthquakes, Volcanoes, Weathering and Erosion, and Geologic time.

Semester II: Oceans, Weather, Earth's Atmosphere, Galaxies, Stars, The Solar System, Earth-Moon-Sun relationships.

### 7<sup>th</sup> Grade Life Science Advanced 20020800

The 7<sup>th</sup> grade curriculum provides an in-depth study of life science through a laboratory enriched, hands-on approach. Students master the content of areas such as biology and ecology in stimulating classroom, lab and field settings. Many tasks are in the form of science research and inquiry. Teachers also incorporate reading and writing skills into their classrooms with various labs, research projects and reports. The teachers have broken the curriculum into the following sections: Lab Safety and Scientific Method, Cells, Cell Cycle (Mitosis), Genetics, Taxonomy, Ecosystems, Food Webs and Chains, Evolution, Anatomy, and Organs. The 7<sup>th</sup> grade teachers cover these topics at an accelerated pace and teach for mastery. Students are expected to work hard, study every night and continue to foster independent learning skills to help master the concepts presented in this class.

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**8<sup>th</sup> Grade Physical Science Honors Course 20033205**

Students in the 8<sup>th</sup> grade science program at TCMS are taught the high school level Physical Science Honors Curriculum. This rigorous high school equivalent science course meets the requirements for graduation under the Florida Academic Scholars Program. This course is inquiry based and students are expected to build science knowledge by formulating questions, making predictions, conducting experiments, analyzing and interpreting data and drawing conclusions. Hands-on laboratory experiments are an integral part of this course. The main focus of the curriculum will be on the chemical and physical sciences including but not limited to: volume and mass, conservation of mass, characteristic properties of matter, mixtures, compounds and elements, the periodic table, radioactivity, force and motion, Newton's Laws, energy and energy transfers, and waves.

**Physical Science Honors Credit**

Quarters 1 and 2 will count for 75% and the semester exam will count for 25% of the overall semester grade. Second semester credit will be determined by using quarters 3 and 4 (75%) and the second semester exam score (25%). Students must earn 3 quality points each semester to earn HS credit (this includes the semester exam). Students are not permitted to change the level of their course once the school year has begun. Students who do not meet the requirements (*at least 3 quality points*) to receive high school credit **will not** have the option to move into a MJ3A Advanced 8th grade science course. The grades earned in Physical Science Honors will transfer with the student on their high school transcript if the student enrolls in a public high school and will affect the high school GPA.

**Field Trips, Out of Classroom Experiences**

TCMS science students participate in a number of educational, hands-on field trips each year. They also compete in a variety of science competitions at the local and state level throughout the year.

Students in 6<sup>th</sup> grade attend Nature's Classroom, located in Hillsborough County, for three consecutive days to take part in hands-on environmental science studies related to one of Florida's unique ecosystems, the Hillsborough River. While at Nature's Classroom they have the opportunity to handle and care for animals, canoe the Hillsborough River, conduct invertebrate surveys and orienteering.

Seventh grade students have the opportunity to attend a three day local or regional marine science trip. The local trip focuses on Exploring the Tampa Bay ecosystem and wildlife. Kayaking, snorkeling, animal collections and water quality investigations are activities students can expect on this trip. The regional trip, through World Strides, is a three day overnight trip. Students will be able to work alongside biologists in Key Largo and learn about ongoing research with sharks, sea turtles, and a variety of marine wildlife. Students will also be able to learn about marine mammals in their natural habitat.

**Competitions**

TCMS students are also encouraged to participate in competitions that include (but are not limited to):

- \* Hillsborough County Regional Science Fair
- \* American Water Works Association Model Water Tower Competition (AWWA)
- \* USF Young Innovator Competition
- \* Florida Junior Solar Sprint (part of the UCF Energy Whiz Olympics)
- \* MATE ROV Regional Competition
- \* USF toothpick bridge competition
- \* Planetary Lander Egg Drop Competition

Over the years TCMS science students have met these challenges and placed:

- \* 3<sup>rd</sup> and Best Theme at the AWWA Water Tower competition
- \* 4<sup>th</sup> overall at MATE ROVE
- \* 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and Honorable Mention at the Regional Science Fair
- \* Honorable Mention and 4<sup>th</sup> place Florida State Science Fair
- \* Finalist in the USF Innovator Competition
- \* 1<sup>st</sup> Place Overall and 3<sup>rd</sup> Place efficiency USF Toothpick Bridge Competition
- \* 2<sup>nd</sup> place in the Planetary Lander Egg Drop Competition

## Introduction to the Social Studies Curriculum

Welcome to the TCMS Social Studies Department!

We provide a challenging instructional program based on the Florida Standards Assessment (FSA). This engaging historical approach will require students to hone their critical thinking skills by wrestling with questions that are endemic to the human experience. Why do some civilizations succeed when so many others fail? How should power be distributed in society? What is freedom and how should it best be preserved? We study history not just to learn about the past, but instead to learn about who we are and about the society in which we live.

As students matriculate throughout TCMS, they will be exposed to content rich non-fiction, informational text and academic vocabulary. In addition, reading and writing will be focused on providing evidence from the text presented. Students will be required to exhibit grade level speaking and listening skills such as explaining and defending their viewpoint, elaborating on others' viewpoints, and using evidence from the text to support their ideas.

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### **6th Grade Geography: Asia, Oceania, Africa Course 21030305** **Focus: Geography/Prehistory/Ancient History through the Middle Ages**

The 6<sup>th</sup> grade social studies curriculum focuses on ancient civilizations from prehistory through the Middle Ages. The students will be able to identify the 6 Essential Elements of Geography as well as how ideas and religion are spread. Students will also be able to articulate how social, economic, and political structures have influenced human history. Perhaps most important, students learn history by studying the lives of everyday people: their problems, their successes, and their preoccupations. Such an approach to historical pedagogy allows for some creative projects. For example, students will learn about Egyptian burial practices by performing their own mummification ceremony on frozen chickens. After their first year at TCMS, students will be well prepared for the challenges and discoveries that await them in 7<sup>th</sup> grade.



### 7th Grade Civics Course

#### Course 21060200

##### Focus: Citizenship and Civic Concepts.

In 7<sup>th</sup> grade, students begin their study of civics. It's in this year that they will be introduced to laws, institutions, and Americana that form the backbone of our nation. Students will read, many for the first time, the Declaration of Independence and the Constitution and explore the ideas, passions, and motives that inspired our founders to put pen to paper and fight for their freedom. It is a freedom the generations long past and those yet unborn are charged with defending. It is our charge today and the reason why the state of Florida has mandated that all 7<sup>th</sup> graders become proficient in governance. Perhaps more than any other discipline, civics requires students to take an active role in their learning. Indeed, civics extends far beyond the constitution. It is on the streets of our cities, on the nightly news, in classrooms across American that our country's path is debated and decided. As a result, students need to take part in this debate. In 7<sup>th</sup> grade for example, students will familiarize themselves with the question of immigration, formulate their ideas, and then be able to defend it with evidence. The path to citizenship begins in Social Studies. It begins by learn the history and understand the documents that created America. It begins by joining the greater discussion. In 7<sup>th</sup> grade, students learn what it means to be an American.

At the end of the course, students will take the Civics EOC exam. This exam will count for 30% of their Semester 2 grade.

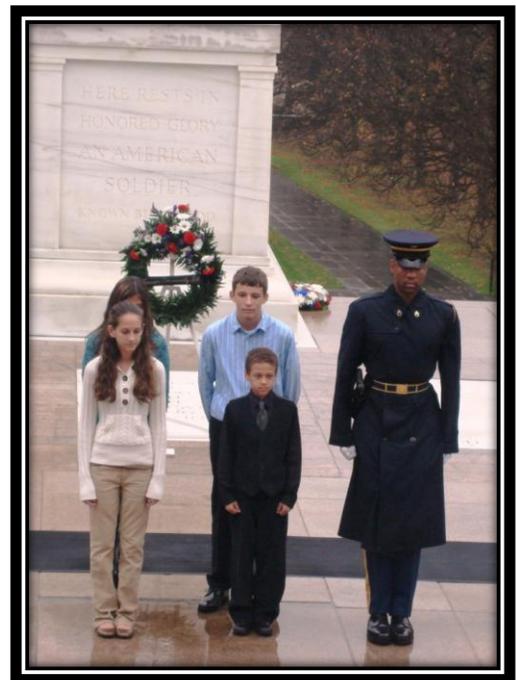
### 8th Grade Advanced Honors U.S. History & Career Planning

#### Course 21000250

##### Focus: Exploration through the Modern Era

In their last year at TCMS, students will begin their study of American History. At this level, students are introduced to the political, geographic, and the socioeconomic forces that have shaped our country. Students will also continue their education of American Civics, which will ultimately help prepare them for the roles and responsibilities required of every American citizen. To help bring this information to life, students will engage in debates, hear lectures, and perform reenactments of historical events. Eighth grade students will also focus on document based questioning, which will require them to read and comprehend a primary or secondary source and then extrapolate the larger historical meanings from the reading. Such skills will enable students to make a smooth transition to the high school AP or IB courses.

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.



### Field Trips and Out of Classroom Experiences

In addition to the in-class curriculum, students will have the opportunity to participate in a truly amazing trip to Washington DC or Tallahassee. For those students going to our nation's capital, they will visit Fords Theater, the White House, and visit many important and historical monuments. Students will also participate in a culminating project which will require them to research the life of a fallen soldier. Thus, the students will not simply be visiting the Vietnam Memorial. Instead, such research will allow them to reflect on the personal sacrifices others have made, sacrifices that have made our country into what it is today. For students going to Tallahassee, they will tour the new and old capitol, participate in a community service project, visit the Florida Supreme Court, tour the Florida History Museum and visit Mission San Luis. Students will also do a culminating project which will enable them to synthesize the role the first permanent European settlement had in our history.

### Introduction to the Elective Curriculum

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 instruction and literacy strategies, complementing academic classes as well as utilizing differentiated instruction to help meet each student’s fullest potential. Florida Literacy standards are infused throughout each teacher’s curriculum to support reading and writing in the classroom.

The TCMS elective curriculum currently includes: Art, Drama, Music, Physical Education, Spanish, STEM 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, baseball and flag football is available as an after school enrichment.

### Physical Education

Sixth Grade	Course 1508600A/B
Seventh Grade	Course 1508700A/B
Eighth Grade	Course 1508700A/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.

### Health

The TCMS Health program is implemented into each grade level within each student’s Physical Education requirement. Age appropriate topics which will be covered are, but not limited to, nutrition, fitness, hygiene, character education, peer pressure, etc. These topics offer a fundamental foundation of health information in order to promote positive lifestyle choices.

#### HEALTH EDUCATION PROGRAM OBJECTIVES

- Encourage active participation in a variety of classroom activities, which include individual and group projects, discussion, lecture, quizzes, and technology based activities.
- Develop competence in decision making skills that help students select positive lifestyle choices including, but not limited to nutrition, character, peer pressure, fitness, hygiene, etc.
- Promote appropriate physical, emotional, social concepts of individual health decisions along with the understanding and respect for differences among people facing challenges.
- Provide students with opportunities to learn health-related fitness concepts while participating in enjoyable activities that enhance healthy fitness levels.
- Introduce a fundamental foundation of health information in order to promote positive lifestyle choices.

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### Art

#### **Sixth Grade M/J Art 1 Course 01010050**

This will be a semester long course that incorporates two-dimensional, hands-on activities.

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

Course Materials Fee \$10.00

**Seventh Grade M/J Art 2 Course 01010050**

Materials Fee: \$10.00

Prerequisites: None

This is a semester long course that incorporates two-dimensional, hands-on activities

Students will:

- 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 M/J Art 3 Course 01010350**

Materials Fee: \$10.00

Prerequisites: None

This is a semester long course that incorporates two-dimensional, hands-on activities.

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

**Spanish/ Foreign Language****Sixth Grade M/J Introduction to Foreign Language (Spanish) Course 07080000**

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.

Semester long course. No Fee for 6<sup>th</sup> grade.**Seventh Grade Introduction to Foreign Language (Spanish) Course 07080100**

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: \$13.00 (workbook)

**Eighth Grade Spanish I Honors High School Credit Course 07083400**Prerequisites: Upon recommendation of Language Arts teachers and test scores/ Based on student's performance in the 7<sup>th</sup> grade Spanish course (B or higher)

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, and 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: \$17.00 (workbook)

**Music Program****Band 1 Course 13020000**

**TCMS BAND 1** is designed for students who are new to the band or students with limited music backgrounds. Students will learn musical notation and the technique for playing their instrument. Students will select instruments during the first quarter to be played throughout the year. This is a great ensemble for students to begin their musical experiences. This is a year-long course for 6<sup>th</sup>, 7<sup>th</sup> or 8<sup>th</sup> grade students.

Course Fee: Instrument rental cost, concert dress cost as necessary and \$15 materials fee

**M/J Band 2 1302010****Prerequisite: Band 1**

TCMS Band 2 is designed for students with some previous band experience. This course will build on instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of high-quality band literature. Instrumentalists expand their knowledge of music notation, music theory, sound production, and personal and group rehearsal strategies. 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 is a year long course for 7<sup>th</sup> and 8<sup>th</sup> grade students.

Course Fee: Instrument rental cost, concert dress cost as necessary and \$15 materials fee

**Band 3 Course 13020200**

**TCMS BAND 3** is the advanced ensemble for students with more than one year of instrumental music experience (on a band instrument). Students must demonstrate strong technical capacity on their instrument and the ability to read music. Band 3 plays moderate to advanced middle and high school concert literature with a full range of instrumentation. Students are placed in Band 3 by director placement or by audition in the prior spring/summer. This is a year-long course for 7<sup>th</sup> or 8<sup>th</sup> grade students (6<sup>th</sup> grade students may be admitted by audition).

Course Fee: Instrument rental cost, concert dress cost as necessary and \$15 materials fee

**Chorus 1 Course 13030000****Chorus 2 Course 13030100****Chorus 3 Course 13030200**

**TCMS CHORUS** is the vocal course for all choral students at TCMS, regardless of level or experience. The mixed chorus sings a variety of literature from standard vocal repertoire, jazz, popular and musical theatre. Students also learn basic music theory and sight singing. In the spring the mixed chorus has the opportunity to participate in the TCMS Spring Musical. This is a year-long course for 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students. No audition is necessary.

Course Fee: \$10 *Sheet Music*, concert dress cost as needed

**Guitar 1 Course 1301060**

TCMS Guitar 1 is designed for students with little to no experience on the guitar. Students will 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. 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 is a semester long course for 7<sup>th</sup> and 8<sup>th</sup> grade students.

Course Fee: Instrument rental cost, \$15 materials fee, and cost of supplies/ repairs needed to/ for instruments.

**Technology****6<sup>th</sup> Grade Business Keyboarding Course 82002200 (Technology 1)**

This course is designed to provide a basic overview of current business information systems and trends, and to introduce students to the basics and foundations required for today's business environments. Emphasis is placed on developing proficiency with touch keyboarding and fundamental word processing applications, so that they may be used as communication tools for enhancing personal and work place proficiency in an information-based society.

In this course, students will learn how to type on the computer keyboard; identify the basic tools of social media and how to use them; and to understand the proper use of social media tools for maximum effect. Students will experience introductory electronic presentation, develop soft skills for business applications and to recognize pitfalls to avoid when using social media. The students will also be introduced to input and output devices, internet use and safety, basic document formatting using word processing, basic file management and the utilization of desktop publishing software. The students will complete lessons that include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, and knowledge of many aspects of Technology careers.

This class will focus on skills that will help the student in middle school and beyond. **Computer Applications in Business 1 & Career Preparations** will help students develop academic, social and self-management strategies, and organizational skills they will need to succeed. This course teaches students to set realistic goals and to integrate what they learned in this course in real world situations. Group activities and hands-on projects make this an exciting part of the class. This is a semester long course.

#### **7<sup>th</sup> Grade Computer Applications in Business Course 82002100 (Technology 2)**

This course is designed to identify the basic tools of social media and how to use them. The students will develop and understanding of the proper use of social media tools for maximum effect, and to recognize pitfalls to avoid when using social media. Instruction is designed to provide an understanding of the advances being made in technology today and in the future.

Students will learn how to manipulate documents for a variety of course projects. Emphasis will be placed on real world applications of the software presented. The content includes the development of soft skills for business applications. A review of internet safety, research strategies, and copyright laws will be integrated into assignments as they apply. Students will also learn how to apply critical thinking for problem solving scenarios, and they will be able to use their creativity by applying all the tools learned in this course. The students will also use multimedia technology that will enhance the students' creativity while real world applications will be emphasized. Group activities and hands-on projects are an essential component of this course. This is a semester long class.

#### **Emerging Technology in Business 3 - 8th Grade Course 82070100**

This course is designed to teach emerging technology and the effects of its application on society. Instruction is designed to provide an understanding of the advances being made in technology today and in the future.

This program offers a sequence of project-based assignments that provide coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in Technology. The content includes but is not limited to practical experiences in game/simulation conceptualization, design, storyboarding, 2D/3D animation design, production and implementation issues.

This course will enable students to apply knowledge and skills in computer applications to the design, presentation, and evaluation of specified projects. This course is designed to enable students to develop basic knowledge of the functions, capabilities, applications, and social implications of the Internet. This program involves students in constructing objects to gain manipulative skills and technical knowledge. The 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. The students will be using the design process to formulate solutions to a range of design challenges. 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. Group activities and hands-on projects are an essential component of this course. This is a semester long course and it is also a **½ credit high school elective class**.

Materials Fee: \$10.00

#### **8<sup>th</sup> grade STEM Technology 20030304**

Prerequisites: None

This course is designed to foster a learning environment in which students are guided to produce original ideas, objects, and structures according to certain specifications using concepts and skills from math, science, and technology. Students will learn and implement the Engineering Design Process while creating original products. Group activities and hands-on projects are the backbone of this course. Projects include but are not limited to toothpick bridges, water towers, egg drop competitions and solar cars.

Materials Fee: \$10.00

## Exceptional Student Education/ Gifted Education Services

Terrace Community Middle School is assisted by the district with the identification, evaluation, and placement of Exceptional Education and Gifted students in the Least Restrictive Environment. The ESE program is committed to providing appropriate Exceptional Student Education and Gifted services, which includes maximizing student participation in the general education classroom's advanced and honors courses, thereby allowing students to remain in the least restrictive environment to the greatest extent possible. This model is intended to ensure that ESE and Gifted services are in addition to, and are affected by, the general education classroom curriculum, not separate from it.



**WHEN INITIALLY CONSIDERING TCMS AS A MIDDLE SCHOOL CHOICE, PARENTS OF STUDENTS WITH AN IEP ARE ENCOURAGED TO CONTACT THE ESE SPECIALIST SO THEY MAY DISCUSS THEIR CHILD'S NEEDS, AND WHETHER TCMS IS AN APPROPRIATE SCHOOL CHOICE.**

### ESE SERVICES

The level of service and support needed to meet a student's IEP goals and objectives determines ESE service delivery option. The IEP team will convene a meeting with parents of newly enrolled ESE students at the beginning of the school year in order to discuss the individual needs of their child, ESE services currently provided at TCMS for mildly disabled students include:

#### Consultative Services

Consultative services are available to ESE students with an IEP who are working on, or close to grade level, are organized, and function well independently. ESE and regular education teachers meet face-to-face on at least a monthly basis to monitor appropriate progress towards academic skills, grade maintenance, and instructional/testing accommodation implementation. Students participate in the regular education classroom advanced and honors curriculum.

#### Direct Instruction Services

Students receiving this level of support exhibit needs that require a higher degree of specialized academic instruction in the area of curriculum. These supports include direct instruction provided in an exceptional education environment. Students are pulled from electives for this service.

For students performing below grade level in reading, math, or writing, ESE services provide direct instruction utilizing the following curriculum: Learning Strategies, SRA Corrective Reading, Summer Success Math, and Just Writes/PEP Writes programs offered by ESE certified teachers. Students are pulled from elective classes for intensive, remedial small group instruction. The IEP team will meet with parents of incoming ESE students to discuss their needs, and if necessary, revise IEPs to reflect placement as appropriate.

#### Learning Strategies

The Learning Strategies course is interwoven with the remedial reading, math, and writing curriculum.

The purpose of the Learning Strategies course is to present instruction that enables students to acquire and utilize strategies that enhance more independent learning in an educational setting.

The curriculum includes strategies for acquiring and storing knowledge, oral/written expression, problem solving, linking new and prior knowledge, self-monitoring comprehension strategies, test-taking skills, time management, organization, social skills, and self-advocacy.

- **Reading Curriculum**

The SRA Corrective Reading Series is a structured, direct instruction reading approach. Students receive daily practice with identifying words, understanding letter-word relationships, improving reading fluency rates, and answering oral and written comprehension questions. This program provides continuous data on student performance through ongoing mastery tests and individualized reading checkouts. Daily documentation of their lesson performance, via graphing data, allows students to see their reading skills grow and improve.

- **Math Curriculum**

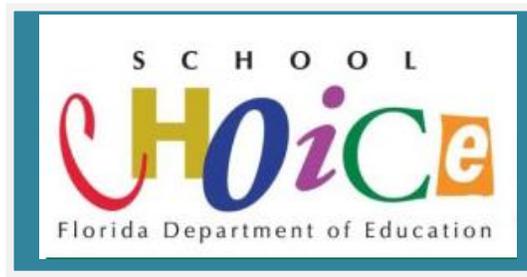
The math remedial program, Summer Success, is comprised of five key elements: Number Names, Games, Practice, Make & Take, and Assessment. Each element aligns with grade level standards. This program offers a variety of activities, including a mixture of group instruction and individual practice for previewing, learning, and reviewing math skills and concepts. Students graph their progress throughout the year. In addition to the Summer Success curriculum, supplemental materials addressing current math skills being taught in the regular education class are presented in relationship to the student's current functioning grade level, so basic foundation skills are reinforced and commensurate with the student's ability.

- **Writing Curriculum**

The primary writing curriculum is 'Just Writes' and 'PEP Writes', along with the use of additional supplemental material.

- **Speech and Language Therapy**

Weekly Speech and Language therapy is provided through a privately contracted Beth Ingram speech pathologist, who visits the school on a weekly basis. Students are pulled from electives for small group therapies.



### **Gifted Services**

The need for accelerated, advanced course work for gifted students is provided in the regular education classroom through the 'Back to Basics' curriculum. Instruction and strategies are differentiated through content, process, and product. Teachers engage students with fast-paced, challenging lessons, with expectations for student achievement set at the highest standard.

6th and 7<sup>th</sup> grade offers advanced content courses, with 8<sup>th</sup> grade offering advanced Language Arts and Social Studies, as well as Algebra 1 Honors, Physical Science Honors, and Spanish Honors for high school credit. TCMS teacher contracts stipulate that all teachers sign 'intent to earn' gifted endorsement.

Please refer to individual grade level/subject area curriculum guides for more information on advanced and honors courses that are part of the 'Back to Basics' academic program.

## 2013- 2014 TCMS Assessment Summary

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### Semester Exams (High school credit)

TCMS offers high school credit courses in 8<sup>th</sup> grade. These courses are Algebra I Honors, Algebra 1, Physical Science Hon, Spanish I, and Business Technology. In order for a student to receive high school credit, they must earn the minimum average of "C" for each semester. The semester grade consists of the course grades for 1<sup>st</sup> and 2<sup>nd</sup> quarter (75%) and the semester exam (25%) for Science, Spanish, and Technology. For Algebra 1 and Algebra 1 Honors, the semester grade consists of the course grades for 1<sup>st</sup> and 2<sup>nd</sup> quarter (70%) and the semester exam (1st semester) or End of Course Exam (2<sup>nd</sup> semester) (30%)

### TCMS Writes

TCMS students participate in TCMS Writes. TCMS Writes is a writing assessment that serves as a practice test for the Florida Standards Writing Assessment. This assessment is scored based on the scoring rubric used for the ELA Writing Assessment and gives students exposure and meaningful practice for the Writing Assessment. For 8<sup>th</sup> grade students who are interested in high school magnet programs, including the IB program, they must take the Hillsborough Writes offered through Hillsborough County.

### Florida Standards Writing Assessment

The Florida Standards Writing Assessment is administered to all Florida public school students in Grades 3-10. The assessment measures students' proficiency in writing evidence based responses to assigned topics within a designated time period.

### FCAT 2.0 Science (Next Generation Sunshine State Standards)

The Florida Comprehensive Achievement Test 2.0 (FCAT Science 2.0) is administered annually to all Florida public school students in Grades 5 and 8. The FCAT measures student proficiency of the benchmarks contained in the Next Generation Sunshine State Standards. The FCAT 2.0 supports and provides an objective measure of the State Standards as the foundation for curriculum and instruction for all Florida public schools. FCAT 2.0 results serve as the data for determining the school grades that the DOE assigns and reports annually.

### End of Course Exam (EOC) Algebra I

The End-of-course Exam (EOC) for Algebra I will be administered in May 2016. The EOC is a computer-based, criterion-referenced assessment that measures the Florida Math Standards for specific high-school level courses.

### End of Course Exam (EOC) Civics

The End-of-course Exam (EOC) for Civics will be administered in May 2016. The EOC is a computer-based, criterion-referenced assessment that measures the Next Generation Sunshine State Standards for the middle school Civics course.