



# CHARLES S. RUSHE MIDDLE SCHOOL

2019 - 2020

Name: \_\_\_\_\_  
Last name First name

Pasco Student ID: \_\_\_\_\_

GRADE 7

Middle School Last Attended: \_\_\_\_\_

DUE 2/22/19

\_\_\_\_\_ School City State

**7<sup>th</sup> Grade Requirements:** Teachers must initial for each course requested below:

- |                                    |  |   |
|------------------------------------|--|---|
| _____ M/J Language Arts II         | _____ M/J Language Arts II, Advanced         |   |
| _____ M/J Comprehensive Science II | _____ M/J Comprehensive Science II, Advanced | <u>High School Math Courses (1.0 credits)</u> |
| _____ M/J Civics                   | _____ M/J Civics, Advanced                   | _____ Algebra Honors                          |
| _____ M/J Grade 7 Mathematics      | _____ M/J Grade 7 Mathematics, Advanced      | _____ Geometry Honors                         |

\* **Advanced Course Criteria:** Placement in advanced courses will be based on grades in previous classes, standardized test scores, and teacher recommendations. *A Parent/Teacher Conference is required to move down a level once classes begin.*

**Self-Contained Gifted Classes** - Please disregard this section if your child has not yet qualified for gifted services in Pasco County. Students electing to not take all Gifted courses offered (E/LA, Civics, Science) may not receive an approval for School Choice Placement at CSRMS when selecting 'Self-Contained Gifted' as the reason for requesting placement at CSRMS. Teachers must initial approved courses below:

- |                                      |  |
|--------------------------------------|--|
| _____ M/J Language Arts II, Advanced | _____ M/J Comprehensive Science II, Advanced           |
| _____ M/J Civics, Advanced           | _____ Math course (please list the course/level) _____ |

**Electives** - Rank order 1-5, in order of choice, 1 being top pick:

Semester Courses

- \_\_\_\_\_ 2D Art
  - \_\_\_\_\_ 3D Art
  - \_\_\_\_\_ Culinary Careers
  - \_\_\_\_\_ Exploring Technology
  - \_\_\_\_\_ Finance & Career Planning
  - \_\_\_\_\_ Health Science Professions and Careers
  - \_\_\_\_\_ Physical Education\*
- (PE is required – waivers available)

Year-long Courses

- \_\_\_\_\_ Band
- \_\_\_\_\_ Chorus
- \_\_\_\_\_ Creative Writing
- \_\_\_\_\_ Guitar
- \_\_\_\_\_ Keyboarding
- \_\_\_\_\_ Percussion
- \_\_\_\_\_ Theatre

HS Credit Earning Elective

- \_\_\_\_\_ Spanish I
- \*FSA of 3+ in Math and E/LA required for HS electives

**School Counselor must complete below regarding Accelerated Literacy and Personal, Career, and School Development Skills:**

- \_\_\_\_\_ **Accelerated Literacy:** Required course for students with FSA scores of levels 1 or 2.  
Students not meeting FL Reading Standards may be placed into Accelerated Literacy in lieu of an elective. FSA scores, IRLA data, and previous course progress will be used as factors to determine placement.
- \_\_\_\_\_ **Personal, Career, and School Development Skills:** Required course for students with previous 6<sup>th</sup> and 7<sup>th</sup> grade course failures.

**PE Waiver** - We would like to have one on file in case the schedule does not include PE. All students are required to take at least one semester of Physical Education each year. A completed PE waiver must be on file prior to obtaining a schedule that does not contain PE.

**PE Waiver Statement:** Senate Bill 610 requires the equivalent of one class period per day of physical education for one semester of each year for students in grades 6 – 8. The physical education requirement shall be waived for a student who meets one of the following criteria: a) The student is enrolled or required to enroll in a remedial course, b) the parent requests that the student enroll in another course from among those offered as options by the school district, or c) the student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement.

Parent signature: \_\_\_\_\_

**ALL COURSE REQUESTS ARE SUBJECT TO CHANGE AND AVAILABILITY DUE TO PASCO COUNTY COURSE OFFERINGS, TEACHER ASSIGNMENTS, AND CLASS SIZES. ONCE THE SCHOOL YEAR BEGINS, SCHEDULE CHANGES WILL BE LIMITED. WE STRIVE TO MEET OUR STUDENT'S REQUESTS. PLEASE CHOOSE WISELY.**

Parent Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

**Not attending Charles S. Rushe next year?** Please list the school you plan to attend or the city/state you are moving to:

School/Location: \_\_\_\_\_

# CHARLES S. RUSHE MIDDLE SCHOOL

Full course descriptions can be found through the FLDOE at [qpalms.org](http://qpalms.org). Please see below for brief elective course descriptions.

## Middle School Semester-Long Electives

### **Physical Education / M/J Comprehensive (\*required annually)**

The purpose of this course is to provide a foundation of knowledge, skills, and values necessary for the development of a physically active lifestyle. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

### **2D Art**

Students explore media and techniques used to create a variety of 2-D artworks through developing skills in drawing, painting, printmaking, and collage. Students practice, sketch, and manipulate the structural elements of art. Investigation of artworks from Western and non-Western cultures provide a means for students to expand their understanding and appreciation of the role of art in global culture.

### **3D Art**

Students begin an exploration of the structural elements of art used when creating 3-D forms. Additive and subtractive processes are used to manipulate and construct sculptural or ceramic forms in media that may include, but are not limited to clay, wood, plaster, found objects, and paper maché, with consideration of the workability, durability, cost, and toxicity of the media used.

### **Exploration of Health Science Professions and Career Planning**

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Health Science career cluster. The content includes but is not limited to exploratory activities relating to all health occupational clusters.

### **Exploring Technology and Career Planning**

The purpose of this course is to give students an opportunity to explore the area of production technology and its associated careers. Students will be given the opportunity to solve technological problems using a variety of tools, materials, processes and systems while gaining an understanding of the effects of production technology on our everyday lives.

### **Fundamentals of Culinary Careers and Career Planning**

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Hospitality & Tourism career cluster.

### **Introduction to Finance and Career Planning**

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Finance career cluster. The content includes but is not limited to instruction in elements of the financial industry: planning; management; finance; economics; technical and production skills; underlying principles of technology; labor issues; community issues and health, safety, and environmental issues; risk management liability; and health, life, and disability insurance.

## Middle School Year-Long Electives:

### **Band 2+**

Students with previous band experience build on instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of high-quality band literature. Instrumentalists expand their knowledge of music notation, music theory, sound production, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **Chorus**

Students develop beginning vocal technique and skills, critical and creative thinking skills, and an appreciation of music from around the world and through time. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### **Creative Writing**

The purpose of this course is to enable students to learn and use writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.

### **Guitar**

Students develop basic guitar skills and knowledge, including simple and full-strum chords, strumming patterns, playing/singing simple melodies, foundational music theory, parts of the guitar, and ensemble skills. Beginning guitarists explore the careers and music of significant performers in pop/rock, jazz, blues, classical, country, bluegrass, and hard rock/metal genres. Public performances may serve as a culmination of specific instructional goals. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **Keyboarding**

Students with little or no prior experience develop fundamental piano techniques, learn to read music, apply basic music theory, and explore the role of keyboard music in history and culture. Beginning pianists explore musical creativity in the form of basic arranging and improvisation, and develop analytical listening and problem-solving skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### **Percussion/Instrumental Ensemble**

Students with little or no instrumental ensemble experience develop musicianship and performance skills as they study, rehearse, and perform high-quality ensemble literature in diverse styles. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### **Theatre**

Students learn the basics of building a character through such activities as pantomime, improvisation, and effective speaking using articulation, projection, and breathing. Students also learn the importance of technical theatre and explore the use of such elements as costumes, props, and scenery. Students practice writing for the theatre and explore various theatre roles and functions. Public performances may serve as a culmination of specific instructional goals.

### **Personal, Career, and School Development Skills (Credit Recovery)**

The purpose of this course is to provide students who have been designated as at-risk of dropping out of middle school with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community.

### **Accelerated Literacy (Required Course for students with FSA scores of levels 1 or 2)**

The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.

## High School Electives – 1.0 Credit Earning

### **HS Spanish 1 (HS Credit 1.0) \*FSA of 3+ in E/LA required.**

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