

Julia Landon Course Progression

Course	6 th Grade	7 th Grade	8 th Grade
Mathematics	M/J MA 1 Adv	M/J MA 2 Adv (under a 5 FSA Math)	Algebra I Hon (HS Course)
		Algebra I Hon (HS Course~ MUST HAVE FSA Math 5)	Geometry Hon (HS Course)
English Language Arts	M/J LA 1 Adv	M/J LA 2 Adv	M/J LA 3 Adv
Science	M/J CompSci1 Adv	M/J CompSci2 Adv	M/J CompSci3 Adv
			BIO Honors (HS Course)
Social Studies	World History Adv	Civics Adv	US History Adv
Foreign Language		Beg Spanish	Spanish I (HS Course)
Leadership	Critical Thinking		Research 3

To see course descriptions for each of the Core Classes, please visit CPALMS:

<http://www.cpalms.org/Public/search/Course>

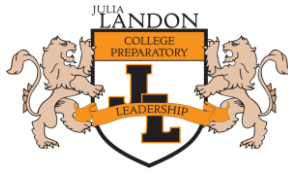
Electives (Can change each year based on budget and teacher certification)

- Band 1/2/3
- Chorus 1/2/3
- Journalism I
- Journalism II (select students)
- Peer Counselling
- Speech and Debate

Elective Course Descriptions

Digital Art and Design

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still and/or animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.



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Critical Thinking

The purpose of this course is to enable students to develop learning strategies, critical-thinking skills, and problem-solving skills to enhance their performance in academic and nonacademic endeavors.

The content should include, but not be limited to, the following:

- strategies for acquiring, storing, and retrieving information
- strategies for oral and written communication
- critical-thinking operations, processes, and enabling skills
- problem-solving skills and strategies
- strategies for linking new information with prior knowledge

Advanced Academics: 6-8 & Career Planning for Gifted Students (Must be staffed Gifted)

This course is designed to enable exceptional students to acquire and apply the skills and abilities needed to enhance academic achievement through experiences which provide enrichment, in-depth learning, and /or accelerated study of academic curriculum requirements. Students who are gifted have learning needs that go beyond what is traditionally offered in the regular classroom. The nature of their abilities, demonstrated or latent, requires differentiated learning experiences and opportunities for them to maximize their potential. Teachers need to develop the depth and quality of their students' experiences while adjusting the pace to meet individual needs.

Major Concepts/Content. The purpose of this course is to provide appropriately individualized curricula for students who are gifted.

The content should include, but not be limited to the following:

- higher-order thinking skills
- independent learning
- application of acquired knowledge
- high-level communication
- career exploration
- leadership
- self-awareness

Chorus I/II

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

Band I/II/III

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



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Journalism I/II

The purpose of this course is to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to become aware of journalism history, careers, ethics use, and management techniques related to the production of journalistic media. Some activities may be required outside of the school day.

Speech and Debate

The purpose of this course is to develop students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings.

Peer Counseling

The purpose of this course is to enable students to develop awareness of self and others. Emphasis will be on acquisition of basic skills for thoughtful planning, peer facilitation, effective communication and making healthy choices. The content should include, but not be limited to, the following: Peer Facilitating, Human Needs, Self-Awareness and Expression, Peer Pressure, Peer and Family Relationships, Conflict Resolution, Goal Setting, Social Skills, Active Listening, Personal Choices, Healthy Lifestyles, Effects of Stress

Research 3-8th grade leadership

The purpose of this course is to enable students to look at global issues that impact today's society. After studying different global issues and doing research on their own, students will create group documentaries that showcase their global issue, with an expert interview, student interviews. Documentaries will be no more than 5 minutes in length. These will be showcased at our Leadership Symposium in May.