

2023-24

P.K. YONGE

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2023-2024

MIDDLE SCHOOL COURSE GUIDE



Developmental Research School
at the University of Florida

MIDDLE SCHOOL COUNSELING TEAM

Mrs. Devin Bogart

6th-8th Grade School Counselor

- B.S. in Psychology, University of Florida
- M.Ed. in Mental Health Counseling, University of Florida
- Ed.S. in Counselor Education, University of Florida
- Licensed Mental Health Counselor, State of Florida

Mrs. Bogart has worked as a therapist specializing in children, adolescents, and teens in various settings including community hospitals, schools, and private practice. Her experience leading the GLS Campus Suicide Prevention grant at Daytona State College encouraged her passion to provide mental health education in any community that she calls home. It is a privilege helping children use their voice to advocate for their academic and emotional needs.

Mrs. Bogart is the lead contact for our 6th to 8th grade students with their academic and socio-emotional needs.



Contact Mrs. Bogart at:
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352-392-1554

Mrs. Tredina Sheppard

Assistant Principal of Academic Achievement

- B.S. Biology, Lander University, Greenwood, SC
- Educator Preparatory Institute Certificate, Gateway College, Florida
- M.Ed. Educational Leadership, Nova Southeastern University, Florida

Tredina Sheppard joined the P.K. Yonge faculty in 2015 and became the Assistant Principal of Academic Achievement in 2022. Mrs. Sheppard is responsible for supporting high standards of students' academic success. She works with all stakeholders by gathering, analyzing, and synthesizing information to ensure equity in educational opportunities and assist in leading the school's academic advising program. Mrs. Sheppard also serves as the lead for developing a Personalized Education Plan for each student, driven by student academic and career interest inventories.



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6 T H G R A D E

All students enrolled in 6th grade are scheduled into the 6 of the following courses:

M/J Language Arts 1 (#1001010)

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

- Active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- Analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- Writing for varied purposes:
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources (short and longer research) using text-based claims and evidence
- Effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- Collaboration among peers

6 T H G R A D E

M/J 6th Grade Advanced Mathematics (#1205020)

In 6th grade, instructional time focuses on four 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; and (4) developing understanding of statistical thinking.

Students use reasoning about multiplication and division to solve ratio and rate problems about quantities. By viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students connect their understanding of multiplication and division with ratios and rates. Thus, students expand the scope of problems for which they can use multiplication and division to solve problems, and they connect ratios and fractions. Students solve a wide variety of problems involving ratios and rates.

Students use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense. Students use these operations to solve problems. Students extend their previous understandings of number and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers, and in particular negative integers. They reason about the order and absolute value of rational numbers and about the location of points in all four quadrants of the coordinate plane.

Students understand the use of variables in mathematical expressions. They write expressions and equations that correspond to given situations, evaluate expressions, and use expressions and formulas to solve problems. Students understand that expressions in different forms can be equivalent, and they use the properties of operations to rewrite expressions in equivalent forms. Students know that the solutions of an equation are the values of the variables that make the equation true. Students use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations. Students construct and analyze tables, such as tables of quantities that are equivalent ratios, and they use equations (such as $3x = y$) to describe relationships between quantities.

Building on and reinforcing their understanding of number, students begin to develop their ability to think statistically. Students recognize that a data distribution may not have a definite center and that different ways to measure center yield different values. The median measures center in the sense that it is roughly the middle value. The mean measures center in the sense that it is the value that each data point would take on if the total of the data values were redistributed equally, and also in the sense that it is a balance point. Students recognize that a measure of variability (interquartile range or mean absolute deviation) can also be useful for summarizing data because two very different sets of data can have the same mean and median yet be distinguished by their variability. Students learn to describe and summarize numerical data sets, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data were collected.

6 T H G R A D E

M/J Comprehensive Science 1 (#2002040)

The goal of the new framework for science education (NRC, 2012) is for all students to develop an in-depth understanding of core scientific concepts, within the disciplines of physical science, chemistry, earth science and life science, while also developing key skills, such as communication, collaboration, inquiry, and problem solving that will serve them to explain natural phenomena and become inquisitive throughout their educational and professional lives. In addition to these skills the course involves three dimensions: core ideas, crosscutting concepts and scientific practices to help students build their knowledge over the period of three years in middle school.

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. As recommended by The National Science Teachers Association (NSTA), all students at the middle school level will have multiple opportunities every week to explore science laboratory investigations (labs) in order to acquire the skills and knowledge appropriate for this grade level.

6 T H G R A D E

M/J United States History & Career Planning (#2100015)

United States History - Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

Career and Education Planning - results in a completed personalized academic and career plan for the student; emphasizing the importance of entrepreneurship and technology skills; and the application of technology in career fields as appropriate.

The following standards are covered in the course:

- Describe the influences that societal, economic, and technological changes have on employment trends and future training
- Develop skills to locate, evaluate, and interpret career information
- Identify and demonstrate processes for making short- and long-term goals
- Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship
- Understand the relationship between educational achievement and career choices/postsecondary options
- Identify a career cluster and related pathways through an interest assessment that match career and education goals
- Develop a career and education plan that includes short- and long-term goals, high school program of study, and postsecondary/career goals
- Demonstrate knowledge of technology and its application in career fields/clusters

6 T H G R A D E

M/J Computer Science Discoveries (#0200000)

Students will build upon their previously developed technology skills by delving into emerging technologies. The computer science components will focus on building a foundation of understanding in computational thinking and programming languages. This course will provide students with possible pathways and career options, which they can enhance at the high school level.

M/J Comprehensive PE - Grades 6/7 (#1508060)

This course is designed for 6th and 7th grade students. 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 course content provides exposure to a variety of movement opportunities and experiences which includes, but is not limited to, fitness activities, educational gymnastics and dance, and team sports. 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.

6th Grade Electives

M/J Exploration of Engineering Technology (#8600060),

Design and Modeling (DM) provides students opportunities to apply the design process to creatively solve problems. Throughout each unit of study students are introduced to the unit problem in the first activity and are asked to make connections to the problem throughout the lessons in the unit. Students learn and utilize methods for communicating design ideas through sketches, solid models, and mathematical models. Students will understand how models can be simulated to represent an authentic situation and generate data for further analysis and observations. Students work in teams to identify design requirements, research the topic, and engage stakeholders. Some design solutions include having teams design a toy or game for a child with cerebral palsy, fabricate and test it, and make necessary modifications to optimize the design solution.

M/J Studio Art (#0101010)

Students investigate a wide range of media and techniques, from both historical and contemporary perspectives, 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.

6 T H G R A D E

6th Grade Additional Elective Offerings

M/J Band 1 (#1302000)

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.

M/J Musical Theatre 1 (#0400200)

Students with natural and beginning vocal experience will develop musicianship, technical proficiency, and performance skills. Beginning musicians focus on development of skills and techniques through scales, warm-ups, and group literature. Acting and dancing skills for performing arts will also be included in this class.

M/J FIRST® LEGO® League (#8600070L) (not offered in every academic year)

FIRST® LEGO® League introduces science, technology, engineering, and math (STEM) to middle school students, through exciting hands-on learning. Participants gain real-world problem-solving experience through a guided, global robotics program. Students will experiment and grow their critical thinking, coding, and design skills through hands-on STEM learning and robotics. The goal of the class will be to compete as a team in a local FIRST® LEGO® League competition.



7TH GRADE

All students enrolled in 7th grade are scheduled into the 6 of the following courses:

M/J Language Arts 1 (#1001040)

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

- Active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- Analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- Writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources using text-based evidence and reasoning
- Effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- Collaboration among peers

7 T H G R A D E

M/J 7th Grade Mathematics (#1205050)

In 7th grade, instructional time focuses on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) 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; and (4) drawing inferences about populations based on samples.

Students extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems. Students use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships.

Students develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percent as different representations of rational numbers. Students extend addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between addition and subtraction, and multiplication and division. By applying these properties, and by viewing negative numbers in terms of everyday contexts (e.g., amounts owed or temperatures below zero), students explain and interpret the rules for adding, subtracting, multiplying, and dividing with negative numbers. They use the arithmetic of rational numbers as they formulate expressions and equations in one variable and use these equations to solve problems.

Students continue their work with area from 6th grade, solving problems involving area and circumference of a circle and surface area of three-dimensional objects. In preparation for work on congruence and similarity in 8th grade they reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and they gain familiarity with the relationship between angles formed by intersecting lines. Students work with three-dimensional figures, relating them to two-dimensional figures by examining cross-sections. They solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes and right prisms.

Students build on their previous work with single data distributions to compare two data distributions and address questions about differences between populations. They begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences.

7 T H G R A D E

M/J Comprehensive Science 2 (#2002070)

The goal of the new framework for science education (NRC, 2012) is for all students to develop an in-depth understanding of core scientific concepts, within the disciplines of physical science, chemistry, earth science and life science, while also developing key skills, such as communication, collaboration, inquiry, and problem solving that will serve them to explain natural phenomena and become inquisitive throughout their educational and professional lives.

In addition to these skills, the course involves three dimensions: core ideas, crosscutting concepts and scientific practices to help students build their knowledge over the period of three years in Middle School.

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. As recommended by The National Science Teachers Association (NSTA), all students at the Middle School level will have multiple opportunities every week to explore science laboratory investigations (labs) in order to acquire the skills and knowledge appropriate for this grade level.

M/J Civics (#2106010)

The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

M/J Spanish 1, Beginning - Grade 7 (#0708000)

The purpose of this course is to introduce students to Spanish and Hispanic culture and to develop communication skills and cross-cultural understanding. The content includes, but is not limited to: beginning skills in listening and speaking with special attention to pronunciation, introduction to vocabulary, reading and writing, fundamentals of grammar, and fundamentals of culture and history.

M/J Comprehensive PE - Grades 6/7 (#1508060)

This course is designed for 6th and 7th grade students. 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 course content provides exposure to a variety of movement opportunities and experiences which includes, but is not limited to, fitness activities, educational gymnastics and dance, and team sports. 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.

7th Grade Electives

M/J Exploration of Engineering Technology (#8600060),

Design and Modeling (DM) provides students opportunities to apply the design process to creatively solve problems. Throughout each unit of study students are introduced to the unit problem in the first activity and are asked to make connections to the problem throughout the lessons in the unit. Students learn and utilize methods for communicating design ideas through sketches, solid models, and mathematical models. Students will understand how models can be simulated to represent an authentic situation and generate data for further analysis and observations. Students work in teams to identify design requirements, research the topic, and engage stakeholders. Some design solutions include having teams design a toy or game for a child with cerebral palsy, fabricate and test it, and make necessary modifications to optimize the design solution.

M/J Studio Art (#0101010)

Students investigate a wide range of media and techniques, from both historical and contemporary perspectives, 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.

7th Grade Additional Elective Offerings

M/J Band 2 (#1302010)

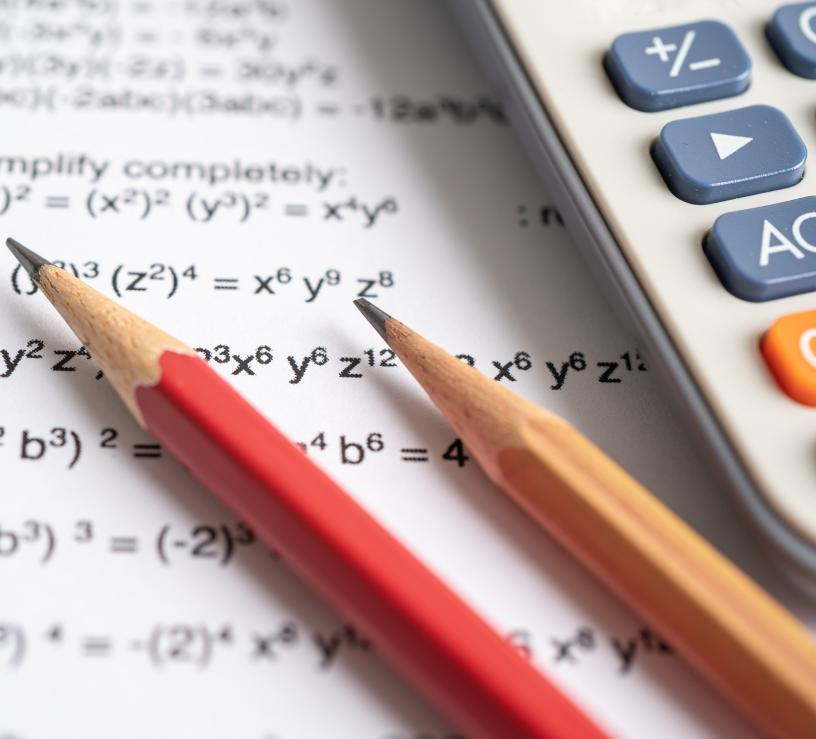
Students with previous band experience build on instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of high-quality band literature. Instrumentalists expand their knowledge of music notation, music theory, sound production, and personal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

M/J Musical Theatre 2 (#0400205)

Students build on previous instruction to strengthen their musicianship, technique, and performance skills. Emerging musicians focus on the development of skills and techniques through preparation of scales, warm-ups, group literature and the opportunity for solo literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. Public and in-class performances will 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. Acting and dancing skills for Performing Arts will also be included in this class.

M/J FIRST® LEGO® League (#8600070L) (not offered in every academic year)

FIRST® LEGO® League introduces science, technology, engineering, and math (STEM) to middle school students, through exciting hands-on learning. Participants gain real-world problem-solving experience through a guided, global robotics program. Students will experiment and grow their critical thinking, coding, and design skills through hands-on STEM learning and robotics. The goal of the class will be to compete as a team in a local FIRST® LEGO® League competition.

A close-up photograph of a handheld electronic calculator lying on top of a worksheet filled with mathematical equations. A red pencil is resting diagonally across the calculator. The calculator has blue and orange buttons for functions like multiplication, division, and square root. The worksheet contains various algebraic expressions involving powers of variables like x, y, and z.

8 T H G R A D E

M/J Language Arts 3 (#1001070)

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

- Active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- Analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- Writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources using text- based evidence and reasoning
- Effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- Collaboration amongst peers

8 T H G R A D E

8th grade Pre-Algebra (#1205070)/Algebra 1 Honors (#1200320), High School Credit: 1.0/

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the earlier middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. 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.

- Unit 1 - Relationships Between Quantities and Reasoning with Equations
- Unit 2 - Linear and Exponential Relationships
- Unit 3 - Descriptive Statistics
- Unit 4 - Expressions and Equations
- Unit 5 - Quadratic Functions and Modeling

M/J Comprehensive Science 3 (#2002100)

The goal of the new framework for science education (NRC, 2012) is for all students to develop an in-depth understanding of core scientific concepts, within the disciplines of physical science, chemistry, earth science and life science, while also developing key skills, such as, communication, collaboration, inquiry, and problem solving that will serve them to explain natural phenomena and become inquisitive throughout their educational and professional lives. In addition to these skills the course involves three dimensions: core ideas, crosscutting concepts and scientific practices to help students build their knowledge over the period of three years in middle school. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. As recommended by The National Science Teachers Association (NSTA), all students at the Middle School level will have multiple opportunities every week to explore science laboratory investigations (labs) in order to acquire the skills and knowledge appropriate for this grade level. NAEP frameworks for Science:

<http://www.nagb.org/publications/frameworks/science-09.pdf>

8 T H G R A D E

Pre-Advanced Placement World History/World Geography (#2109415), High School Credit: 1.0

Students develop multicultural understanding and use geographical concepts and skills to acquire information and systematically apply decision-making processes to real-life situations. They will acquire an understanding of interrelationships between people and their environment. The content should include, but not be limited to the following:

- Study of world cultural regions in terms of location
- Physical characteristics
- Demographics
- Historical changes
- Economic activity
- Land use

M/J Comprehensive PE – Grade 8 (#1508070)

This course is designed for 8th grade students. The purpose of this course is to provide foundational of knowledge, skills, and values necessary for the development of a physically active lifestyle. The course content provides exposure to a variety of movement opportunities and experiences which includes, but is not limited to, fitness activities, educational gymnastics and dance, and team sports. 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.

8TH GRADE

8th Grade Electives

All rising 8th grade students complete an elective course preference form and will be scheduled into elective courses based on their prioritized selections.

M/J Engineering (#8600070)

Students experience units of study focused on collaborative problem-solving to generate solutions to real-world questions. Students choosing engineering will engage in hands-on lab experiences involving the application of science learning and technical skills. Tasks and projects in this course are designed around unique questions and design dilemmas.

M/J Computer Science Discoveries 2 (#0200010)

Students build upon their previously developed technology skills by delving into emerging technologies. The computer science components will focus on building a foundation of understanding in computational thinking and programming languages. This course provides students with possible pathways and career options, which they can enhance at the High School level.

M/J Band 3 (#1302020/1302020S)

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. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

M/J Music Theatre 3 (#0400210)

Student musicians build on previous instruction to develop high levels of musicianship, technique, and performance skills through preparation of more technically challenging scales, warm-ups, group literature, and the opportunity for solo literature. Students use problem-solving, critical thinking, and reflection to demonstrate the skills of disciplined performers. Public performances will 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. Acting and dancing skills for performing arts will also be included in this class.

8 T H G R A D E

8th Grade Electives

M/J Two-Dimensional Studio Art 2 (#0101020)

Students investigate a wide range of media and techniques, from both historical and contemporary perspectives, 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.

M/J Spanish, Intermediate (#0708010)

The purpose of this course is to introduce students to Spanish and Hispanic culture and to develop communication skills and cross-cultural understanding. The content includes, but is not limited to: beginning skills in listening and speaking with special attention to pronunciation, introduction to vocabulary, reading and writing, fundamentals of grammar, and fundamentals of culture and history.

M/J Environmental Science #2002200

Environmental Science is all about the environment in which we live and learning to engage in problem solving using environmental sciences knowledge and science practices. Environmental sciences through applications such as ecosystem management, human-environmental impact, ecology and agriculture, land and resource management, and environmental engineering, are all areas of exploration that may be included in this course. Students will engage in laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving and frequently engage in this inquiry using outdoor spaces as their learning lab.

M/J FIRST® LEGO® League #8600070L (not offered in all years)

FIRST® LEGO® League introduces science, technology, engineering, and math (STEM) to middle school students, through exciting hands-on learning. Participants gain real-world problem-solving experience through a guided, global robotics program. Students will experiment and grow their critical thinking, coding, and design skills through hands-on STEM learning and robotics. The goal of the class will be to compete as a team in a local FIRST® LEGO® League competition.