

Name _____ Student ID Number _____ Date _____

**Gotha Middle School
2024-2025 Course Selection
Grade 7**

Student schedules are developed using student requests; however, not all courses are guaranteed. Course requests are not guaranteed due to availability of individual courses, student interest, class size restrictions and staffing considerations. If you have any questions, you can contact your school counselor.

A-K are assigned to Mrs. Lewis at Michelle.lewis@ocps.net

L-Z are assigned to Mrs. Soper at Christina.Soper@ocps.net

Final grades in 6th grade core classes, FAST PM3 scores and the OCPS Accelerated Course Matrix are used when determining 7th grade course selection. **Courses with an * are High school credit classes and will count towards your high school grade point average.**

Math

	M/J Grade 7 Math
	M/J Grade 7 Math Advanced
	M/J Pre-Algebra
	Algebra I Honors*

Science

	M/J Comprehensive Science 2
	M/J Comprehensive Science 2 Advanced
	Earth Space Science Honors*

English Language Arts

	M/J Lang. Arts 2
	M/J Lang. Arts 2 Advanced
	Cambridge Lower Secondary English 2 (application and recommendation required)

Civics

	M/J Civics
	M/J Civics Advanced

Elective course selection: Rank 1 (highest choice) to 5 (Lowest choice)

Class size is limited and there are no guarantees regarding elective courses selected due to scheduling. Do not pick something you are not willing to take. Schedules will not be changed because you do not like an elective you picked.

PHYSICAL EDUCATION: PE is required unless you fill out a PE Waiver. PE Waivers can be found on the Gotha Website, or can be picked up in the Guidance Office. It must be printed, signed and returned with this course selection form.

Visual and Performing Arts

THEATER: *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. 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. Public performances may serve as a culmination of specific instructional goals.*

_____ **Theater 1:** 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 theater and explore the use of costumes, props, and scenery.

_____ **Theater 2:** Students with previous theater experience continue to study acting, design, and dramatic literature to understand the requirements of preparing plays for the public. Students will explore theater history, study the great American playwrights, examine the cultural and historical contributions to theater, and begin to use the information to

inform and improve their theater knowledge and skills. Students will begin to use the basic elements of theater design through practical application and projects.

_____ **Musical Theater (completed Theater 1):** Students focus on acting, vocal performance, dance, non-dance movement, and staging, used in musical performances. Students explore the evolution of music in theater from ancient Greece to modern Broadway through a humanities approach and representative literature. Music theater students also explore the unique staging and technical demands of musicals in contrast to non-musical plays.

ART

_____ **2D Art I:** 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 help to expand student understanding and appreciation of art in global culture. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

_____ **2D Art 2 (Prerequisite 2D Art 1):** Students with previous Art experience refine techniques used to create a variety of two-dimensional (2-D) artworks through developing skills in drawing, painting, printmaking, and collage. Students manipulate the structural elements of art to promote creative risk-taking in 2-D artwork.

_____ **3D Art 1:** Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instruction includes content in green or industrial design, sculpture, ceramics, or building arts. Media may include clay, wood, plaster, and paper maché. Student artists consider the relationship of scale through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places.

BAND: *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.*

_____ **Beginning Band:** 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.

_____ **Intermediate Band:** 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.

_____ **Jazz Band (recommendation required):** Students with little or no small vocal or instrumental ensemble experience develop musicianship and performance skills as they study, rehearse, and perform high-quality ensemble literature in diverse styles.

CHORUS: *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.*

_____ **Beginning Chorus:** 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.

_____ **Intermediate Chorus:** Students build on previous choral experience to expand vocal, technical, musical, and ensemble skills through rehearsal, performance, and study of high-quality choral literature. Singers focus on increasing knowledge of music theory, music literacy, and aesthetic response.

_____ **Show Chorus (recommendation required):** Students with little or no small vocal or instrumental ensemble experience develop musicianship and performance skills as they study, rehearse, and perform high-quality ensemble literature in diverse styles.

GUITAR: *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.*

_____ **Guitar 1:** Students with little or no experience 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.

_____ **Guitar 2:** Students with previous guitar 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.

ORCHESTRA: *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.*

_____ **Beginning Orchestra:** Students with little or no experience develop basic orchestra 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.

_____ **Intermediate Orchestra:** Students with previous orchestra 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.

PIANO (KEYBOARD)

_____ **Keyboard I:** Students with little or no experience develop basic piano 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.

_____ **Keyboard II:** Students with previous piano 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.

Academic Electives

INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) ESSENTIALS

_____ Information & Communications Technology (ICT) Essentials 1: This course introduces students to core concepts associated with computers and their use. The content includes hands-on opportunities to explore various software applications. Students will be able to identify computer components and their functions, demonstrate knowledge of different operating systems, demonstrate an understanding of Internet safety and ethics, demonstrate proficiency using the Internet to locate information, demonstrate proficiency in using word processing software, demonstrate proficiency in using presentation software, demonstrate proficiency in using graphics software and demonstrate appropriate use of email.

_____ Information & Communications Technology (ICT) Essentials 2: (*Must have taken ICT 1*) This course builds on the previous course and provides greater depth and more complex concepts and the skills/knowledge to master these concepts. Students will be provided opportunities to extend their skills with various software applications by creating more complex documents and using more complex functions. Students will be able to demonstrate knowledge of safety and privacy practices for online communication, develop and apply fundamental spreadsheet skills, develop and apply database skills, demonstrate skill in using video editing software and equipment, demonstrate proficiency in using audio editing software, and demonstrate proficiency locating, gathering, and preparing textual, graphical, and image-based web content.

SPANISH *HS Credit Course* Prerequisite: Level 3 or above on FSA Reading

_____ Spanish 1: Students will develop communicative skills and an understanding of the Spanish language and culture. Emphasis is placed on proficient communication in the Spanish language, as well as an introduction into reading, writing, culture, connections, comparisons, and communities.

_____ **PROJECT LEAD THE WAY (STEM): "Magic of Elections"**

Through hands-on projects, students explore electricity, the behavior and parts of atoms, and sensing devices. They learn knowledge and skills in basic circuitry design, and examine the impact of electricity on the world around them. The capstone project is focused on Digital Electronics.

_____ **FUTURE PROBLEM SOLVERS (recommendation required)**

This course provides competitive and non-competitive components for Future Problem solving - a curriculum focused on the six-step problem solving model which teaches critical and creative thinking, problem solving, and decision making. Students may also choose to take part in Scenario Writing or Scenario Performance categories on top of the six-step problem solving process. ***Fees apply as this course leads to competitions that require entry fees.***

_____ **Global Perspectives (application and recommendation required)**

Students study global topics that are relevant to them such as the environment, education and keeping healthy. The program taps into the way students enjoy learning, including group work, seminars, projects and working with other learners around the world.