

Name \_\_\_\_\_ Student ID Number \_\_\_\_\_ Date \_\_\_\_\_

**Gotha Middle School  
2024-2025 Course Selection  
Grade 8**

**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 Mrs. Lewis at [Michelle.Lewis@ocps.net](mailto:Michelle.Lewis@ocps.net)

Final grades in 7th grade core classes, FAST PM3 scores and the OCPS Accelerated Course Matrix are used when determining 8<sup>th</sup> grade course selection. **Courses with an \* are High school credit classes and will count towards your high school grade point average.**

## Math

	M/J Pre-Algebra
	Algebra I Honors*
	Geometry Honors*

## Science

	M/J Comprehensive Science 3
	M/J Comprehensive Science 3 Adv.
	Physical Science Honors*

## English Language Arts

	M/J Lang. Arts 3
	M/J Lang. Arts 3 Advanced
	Cambridge Lower Secondary English 3 (Cambridge Application Required)

## U.S. History

	M/J US History
	M/J US History Adv.

**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.

**Theater 3:** Students continue to build skills and knowledge as they explore aspects of theater. Students explore theater history, study the great American playwrights, examine the cultural and historical contributions to theater, and improve their theater knowledge and skills. Students learn about and 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 1:** 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.

\_\_\_\_\_ **Advanced 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.

\_\_\_\_\_ **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.

\_\_\_\_\_ **Advanced 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.

\_\_\_\_\_ **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.

\_\_\_\_\_ **Guitar 3:** 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.

**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.

\_\_\_\_\_ **Advanced 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.

## **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.

\_\_\_\_\_ **Keyboard III:** 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	
_____	<b>JOURNALISM</b> Students will practice and develop fundamental skills with writing (grammar, vocabulary, techniques, and styles), collaboration, public speaking, and production. Students will also study ethics and skills related to writing, yearbook production, and journalistic media.
_____	<b>CREATIVE WRITING</b> Students will develop and use writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.
_____	<b>DIGITAL INFORMATION TECHNOLOGY **HS Credit Class**</b> Students will be provided an overview of current business and information systems, trends, and skills for today's business and academic environments, with an emphasis on developing fundamental computer skills.
_____	<b>SERVICE LEARNING</b> Students will be introduced to service-learning and civic responsibility. Students will be taught academic, personal, and career skills through structured service projects that meet real school and/or community needs. Course work includes public speaking, reading novels, writing, and collaborative work with peers by studying and presenting solutions for societal issues.
<b>SPANISH *HS Credit Course*</b> Prerequisite: Level 3 or above on FSA Reading  _____ <u>Spanish 1</u> : 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.  _____ <u>Spanish 2** (completed Spanish 1)</u> : This course reinforces the fundamental skills acquired by the students in Spanish 1. Students will develop increased listening, speaking, reading, and writing skills as well as cultural awareness. Emphasis is placed on reading, writing, and oral communication.	
_____	<b>PROJECT LEAD THE WAY (STEM): "Automation of Robots"</b> Students are given the opportunity to combine mechanisms with input and output devices to automate the mechanisms. Construction and programming skills are layered, and projects and the problem provide students the opportunity to connect their learning throughout the lessons in the unit. Students take on the role of interns, and work in teams to identify design requirements and create prototypes to meet the needs of clients. They also explore different aspects of automation and robotics, and experience how solving real-life problems involves the teamwork of mechanical engineers, software developers, and electrical engineers.
_____	<b>RESEARCH I &amp; 2 FUTURE PROBLEM SOLVERS</b> Students will be provided competitive and non-competitive components for Future Problem Solving, which is a curriculum focused on the six-step problem solving model that teaches critical and creative thinking, problem solving, and decision making. In addition, students may also choose to take part in Scenario Writing or Scenario Performance categories. <b>*Fees apply as this course leads to competitions that require entry fees.</b>
_____	<b>CAMBRIDGE GLOBAL PERSPECTIVES (application required for new students)</b> 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.