Key Largo School

Curricular Offerings

OVERVIEW

The Monroe County School Board Curriculum incorporates the strands, performance standards, and benchmarks that delineate student performance standards as defined by the Florida Department of Education Florida Standards and/or Next Generation Sunshine State Standards. ([Florida Statute §1003.4156] and State Board of Education Rule 6A-1.09401)

Promotion from middle school requires that a student successfully complete the following courses:

1. Three courses in mathematics (middle school or higher);
2. Three courses in English (middle school or higher);
3. Three courses in science (middle school or higher);
4. Three courses in social studies (middle school or higher), including a civics course that includes the study of federal, state, and local governments; the structures and functions of the legislative, executive and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of the Confederation, the Declaration of Independence and the U.S. Constitution;
5. One course in Career and Education Planning (students will develop a personalized academic and career plan);
6. One class period per day for one semester of physical education for each year he/she is enrolled in a middle school.

    a. Medical Exemption: Principals may exempt a student from physical education only after meeting with the student‘s parents and/or guardians, consulting with the physical education staff and receiving written verification that the exemption is necessary for validated medical reasons.

    b. Academic Exemption: A principal may exempt a student from the physical education requirement for the following reasons:

        1. If academic courses required in Florida Statute and/or the requirements of the student‘s IEP do not leave a class period available during a middle school year for enrollment in physical education.
        2. The student is enrolled in a remedial course.
        3. The student‘s parent indicates in writing to the school each year that:
            a. The parent requests that the student enroll in another course from among those courses offered as options by the school; or
            b. The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

If you have any questions regarding your middle school student’s instructional requirements please refer to the MCSD Student Progression Plan.

COURSE OFFERINGS
GRADE 8
2020-2021

LANGUAGE ARTS III
This course provides students with a higher application of the writing process. A mature prewriting, drafting, and the revising process will be developed. Emphasis will be placed on literature, vocabulary building, research, and communication skills.

ADVANCED LANGUAGE ARTS III
The purpose of this course is to provide grade 8 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

PHYSICAL SCIENCE
This course is designed to explore the physical world and introduce chemistry and physics in a hands-on, discovery-based manner. Extensive lab work, student-centered activities, real-life applications, utilizing the scientific method and the process of science will be the focus throughout the course. Featured topics include: The Nature of Science, Matter, The periodic table, Chemical Reactions, Waves, Light, Energy, Forces and Motion.

PHYSICAL SCIENCE HONORS
This course is designed to be a high school science class and therefore moves at a faster pace while covering more material than the regular physical science class. As an introduction to chemistry and physics, this class requires students to complete hands-on/discovery-based projects and complete extensive lab work, utilizing the scientific method and the process of science. Featured topics include: The Nature of Science, Matter, The periodic table, Chemical Reactions, Waves, Light, Sound, Electricity, Energy, Forces, Motion, and Machines.

WORLD HISTORY
The primary content for this course pertains to the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

ADVANCED WORLD HISTORY
The purpose of this course is to offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation of the world's earliest civilizations, such as the ancient and classical civilizations of Africa, Asia, and Europe, in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through

participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

PRE-ALGEBRA

In Grade 8, instructional time will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

ALGEBRA I HONORS

The purpose of this course is to develop the algebraic concepts and processes, which can be used to solve a variety of real-world and mathematical problems. This course is designed for the mature mathematics student with teacher advisement. The content will include variables, structure and properties of the real number system, first-degree equations and inequalities, relations and functions, graphs, systems of linear equations and inequalities, integral exponents, polynomials, factoring, rational algebraic expressions, irrational numbers, radical expressions, and quadratic equations.

PHYSICAL EDUCATION

The purpose of this course is to develop competence in a) physical fitness, b) body-management skills, c) throwing and catching skills d) skills related to striking with the body, e) skills related striking with objects.

COURSE OFFERINGS
GRADE 7
2020-2021

LANGUAGE ARTS II

This course systematically follows and builds upon the strength of the previous curriculum and the techniques employed in the innovative delivery of instruction that is found at Key Largo School. Students will continue in the traditions of literature, writing, vocabulary building, and communication skills. They also will be advancing in their mastery of research skills, and use technology.

ADVANCED LANGUAGE ARTS II

The purpose of this course is to provide grade 7 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

LIFE SCIENCE

The purpose of this course is to provide a study in exploratory experiences and hands-on, lab activities in the concepts of life, earth/space, and the physical sciences. Students will work independently and in cooperative learning groups to discover more about such topics as the human body, cell structure and function, matter and energy, ecology, astronomy, and space science.

ADVANCED LIFE SCIENCE

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. The National Science Teachers Association (NSTA) recommends that at the middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the middle school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (NRC 2006, p. 77; NSTA, 2007).

CIVICS

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.

ADVANCED CIVICS

The purpose of this course is to offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation of Civics in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects

GENERAL MATH II

The purpose of this course is to complete the transition from arithmetic skills to higher-level mathematical content. Emphasis will be placed on problem-solving strategies, ratio and proportion, graphical and algebraic mathematical models, equivalent forms, statistical methods and probability concepts, geometry, estimation and measurement.

ADVANCED MATH II

The purpose of this course is to complete the transition from arithmetic skills to higher-level mathematical content. Emphasis will be placed on problem-solving strategies, ratio and proportion,

graphical and algebraic mathematical models, equivalent forms, statistical methods and probability concepts, geometry, estimation, and measurement. This is an advanced course and moves at a faster pace.

ALGEBRA I HONORS
The purpose of this course is to develop the algebraic concepts and processes, which can be used to solve a variety of real-world and mathematical problems. This course is designed for mature mathematics students with teacher advisement. The content will include variables, structure and properties of the real number system, first-degree equations and inequalities, relations and functions, graphs, systems of linear equations and inequalities, integral exponents, polynomials, factoring, rational algebraic expressions, irrational numbers, radical expressions, and quadratic equations.

PHYSICAL EDUCATION
The purpose of this course is to develop competence in a) physical fitness, b) body-management skills, c) Throwing and catching skills d) skills related to striking with the body, e) skills related striking with objects.

COURSE OFFERINGS
GRADE 6
2020-2021

LANGUAGE ARTS I
This course is designed to continue the mastery of English language concepts and skills from the elementary grade instruction. This first course in middle grades education will feature: literature; expanded writing assignments; opportunities to apply the skills of reading, listening, public speaking, and critical thinking in real-world simulations; career exploration and practical applications.

ADVANCED LANGUAGE ARTS I
The purpose of this course is to provide grade 6 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

EARTH/SPACE SCIENCE
The purpose of this course is to provide the first year of a sequential three year course of study in exploratory experiences and activities in concepts of life, earth/space, and physical sciences.

EARTH/SPACE SCIENCE
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. The National Science Teachers Association (NSTA) recommends that at the middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations are defined

by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the middle school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (NRC 2006, p. 77; NSTA, 2007).

UNITED STATES HISTORY

The purpose of this course is to enable students to understand the development of the United States within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social and employment settings.

ADVANCED UNITED STATES HISTORY

The purpose of this course is to offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation of United States History in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

GENERAL MATH I

The purpose of this course is to provide the transition from arithmetic skills to higher-level mathematical content. Emphasis will be placed on problem-solving, numbers in a variety of equivalent forms, algebraic mathematical models, statistical methods and probability concepts, geometric relationships, estimating and measuring.

ADVANCED MATH I

The purpose of this course is to provide the transition from arithmetic skills to higher-level mathematical content. Emphasis will be placed on problem-solving, numbers in a variety of equivalent forms, algebraic mathematical models, statistical methods and probability concepts, geometric relationships, estimating and measuring.
This is an advanced course and moves at a faster pace.

PHYSICAL EDUCATION

The purpose of this course is to develop competence in: a)physical fitness, b)body-management skills, c)throwing and catching skills, d)skills related to striking with the body, e)skills related striking with objects, and f)strategies

Middle School
ELECTIVES
2020-2021

Electives are academic offerings that require commitment, focus, and time dedication. Electives are selected based on intent but have academic requirements similar to Core Courses.

STUDIO ART: M/J 2-D Studio Art (Entry Level Art)
This course is designed to increase creativity using both traditional and non-traditional materials for art-making purposes. Students enrolled in this course begin with in-depth lessons on the fundamental elements and principles of art and design and complete a sequence of projects geared toward student's interests. Students will focus on craftsmanship and demonstrating art-making techniques, working both independently and collaborating with their peers. Students are engaged in school beautification projects, set-up of schoolwide art displays, and the annual fine arts festival. Students will work through the four-step art critique process to receive peer feedback and learn to self-evaluate their work.
Advanced Section: 2-D Studio Art 1- Adobe Photoshop Certification Course (0101010)
High School Credit Course ***(Teacher Recommendation Required)*** *<Monroe /> COMPUTE$ course (see pages 13-14)

VIDEO PRODUCTION: M/J Introduction to Arts, A/V Technology and Communication and Career Planning- IC3 Bundle Certifications (Entry Level AV) (8209360)
*<Monroe /> COMPUTE$ course (see pages 13-14)
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 Digital Arts, A/V Technology, and Communication career cluster. The content includes but is not limited to technology literacy, the importance of audio and video arts, the role of science, math, reading, writing, history, and technology in arts and AV production and general operation of digital media. The reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures. Instruction and learning activities are provided in both computer lab and studio settings. Studio work includes project-based experiences with the equipment, materials, and technology appropriate to the course content and in accordance with current practices. Computer lab work includes the students' involvement in a series of digital literacy courses, resulting in industry certification.
*This class will also produce the KLS class of 2021 8th grade project graduation video.
Advanced Section: DIGITAL INFORMATION TECHNOLOGY- Adobe Creative Cloud Certifications (8207310) ***High School Credit Course*** ***(Teacher Recommendation Required)***

DIGITAL PHOTOGRAPHY / DIGITAL DESIGN: M/J Digital Art & Design I (Entry Level Photo / Digital Design)
*<Monroe /> COMPUTE$ course (see pages 13-14)
This course provides students with the foundations of computer design using Photoshop, Online Design, and other graphics software. Students will capture images and learn to manipulate them to create dynamic designs. This project-based curriculum will apply design elements and principles.
Primary Objectives:
- Demonstrate an understanding of terminology, software, principles, and equipment necessary

in graphic design.

- Develop a portfolio of design projects utilizing various tools, software, and equipment.
- Identify careers in the graphic design field and the digital communications industry.
- Discover, compare and contrast emerging technologies.
- Apply and demonstrate quality presentations implementing visually appealing elements.
- Plan, construct and determine the purpose of a variety of visual communications.
- Identify design elements and principles and apply those to graphic design projects.
- Plan, develop, publish, and sell the school yearbook.

Advanced Section: DIGITAL PHOTO 1- Adobe Photoshop, Premiere Pro & Other Adobe Certifications (8201310): *High School Credit Course* *(Teacher Recommendation Required)*

DIGITAL INFORMATION TECHNOLOGY- Microsoft Office Certifications (8207310)

*<Monroe /> COMPUTE$ course (see pages 13-14)

This course is designed to provide a basic overview of current business and information systems and trends and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Digital Information Technology includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards. All students taking the course will work towards ***high school credits*** in order to be acknowledged as a Merit Scholar on their high school diploma, to use the certifications as a high school Science Credit, and to receive three hours of college credit from Florida colleges.

BEGINNING BAND (For anyone who has not played an instrument before)

Students will choose their favorite instrument to learn: flute, clarinet, alto saxophone, tenor saxophone, trumpet, french horn, baritone, tuba or percussion. Music notation is a unique language and is universal throughout the world. Students will learn how to read notes and rhythms and how to play together as a band ensemble. Repertoire will include traditional, pop/jazz and multicultural music. Learning about composers, conducting and music history, students will be actively engaged in the process of creating, interpreting and responding. All students learn basic piano keyboard skills and how to compose a song in the Piano Lab. DrumLine will develop basic percussion skills and creative rhythms. The band will perform several concerts, march in a parade and attend field trips. Rental instruments are available from the school for a very small fee. You do not need to know how to play an instrument or read music to be in the band.

ADVANCED BAND (Students should have at least one-year experience)

This is the showcase ensemble of KLS! Students will perform concerts throughout the year for the school and in the community. There are no written assignments since the focus is on improving musicianship with practice techniques learned in class. Through a wide-range of musical styles, students will learn how to create music which is more than “notes on a page”. Students will practice expressive qualities of music including phrasing, interpretation, intonation, balance, blend and advanced rhythms. Performance techniques ?will develop a greater understanding of how to conduct, how to compose and how to evaluate music produced by themselves, their peers and others. They may choose any instrument listed in beginning band as well as: oboe, bassoon, baritone sax, bass clarinet, euphonium and sousaphone. Students will participate in the FBA Concert

Band Festival and MPA solo evaluation. In the spring, the band will perform at Universal Studios as musical ambassadors for the school.

MUSIC TECHNOLOGY

This project-based, collaborative class will investigate the fundamental applications, tools, history, and aesthetics of music. Students will explore traditional, current, and emerging technologies, including personal devices; and use them to capture, create, arrange, reproduce, and distribute musical ideas. Using the Piano Lab, students will learn how to express themselves with basic skills of music theory, note-reading and writing. Non-traditional band instruments will be used including: guitar, bass, keyboard and vocals. Musical theater will introduce narrative skits, acting techniques, and the study of Shakespeare. Students will develop listening strategies to promote appreciation and understanding of various musical styles such as classical, jazz, modern and show tunes. They will learn about careers in the music industry, copyright laws, how to operate equipment found in recording studios and will evaluate the impact of music on historical periods.

STUDENT AIDE

This course is an independent work program aiding a teacher with clerical and tutoring activities. It is designed for the mature student who has shown evidence of responsibility and dependability. The student must have a request designated by a teacher signature on the selection form and a contract signed by the student, teacher and parent.

Engineering Tech Toys 1 -designed as a first step (6th and 7th grade) towards **Robotics**, this course will use Project Lead the Way to explore Design and Modeling and Computer Science for Innovators and Makers.

Design and Modeling (DM) provides students opportunities to apply the design process to creatively solve problems. 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 3D printing, Autocad, 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. 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.

Computer Science for Innovators and Makers (IM) teaches students that programming goes beyond the virtual world into the physical world. Students are challenged to creatively use sensors and actuators to develop systems that interact with their environment. While designing algorithms and using computational thinking practices, students code and upload programs to microcontrollers that perform a variety of authentic tasks. The unit broadens students' understanding of computer science concepts through meaningful applications. Teams select and solve a personally relevant problem related to wearable technology, interactive art, or mechanical devices.

Engineering Tech Toys 2 Robotics- Designed as a continuation or for more advanced Coding and Tech students (7th and 8th grade), this course will use Project Lead the Way to finish *Computer Science for Innovators and Makers* and *Automation and Robotics*.
Computer Science for Innovators and Makers (IM) teaches students that programming goes beyond the virtual world into the physical world. Students are challenged to creatively use sensors and actuators to develop systems that interact with their environment. While designing algorithms and using computational thinking practices, students code and upload programs to microcontrollers that perform a variety of authentic tasks. The unit broadens students' understanding of computer science concepts through meaningful applications. Teams select and solve a personally relevant problem related to wearable technology, interactive art, or mechanical devices.

I*n the Automation and Robotics* (AR) unit, students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.

AVID (Students are asked to apply and are selected through the interview process)
AVID is a college and career readiness class that focuses on organizational skills, goal setting, collaboration, and improving upon the strategies that promote academic and personal success. Students will have the opportunity for increased support through tutorials for rigorous courses. Students will get to experience public speaking, college campus visits, career planning, team building, as well as leadership opportunities through planning and coordinating events and activities on campus. Students who join AVID should be motivated to work hard and ready to have fun!
See Mrs. Zepeda or the front office for an AVID application.

ADVANCED ACADEMICS FOR GIFTED STUDENTS:
This course is designed to enable exceptional students to acquire and apply the skills and abilities needed to enhance academic achievement through experiences that 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. This course is meant to be used at each 6-8 grade level and has been designed for the teacher to select and teach only the appropriate standards corresponding to a student's individual instructional needs.
Major Concepts/Content. The purpose of this course is to provide appropriate 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

AVID EXCEL:

AVID Excel is a middle school English language development program for long-term English language learners (ELLs) designed to accelerate academic language acquisition, bridge into high school AVID, increase access to college preparatory coursework, and empower students to be successful in a global society

• Curriculum focus: Explicit instruction in English language development and cognitive academic language through reading, writing, oral language and academic vocabulary, supported by instruction in traditional AVID college readiness skills

•Summer bridge, community involvement, field trips, guest speakers

• Scholar Groups – 7th grade; Tutorials – 8th grade

• Family Connections: Information about AVID Excel, promoting literacy outside of school, deepening the understanding of college and student successes

• This program requires student willingness to commit to:

• engaging in intensive language building and academic work leading to college readiness

• participating in the AVID Excel Summer Bridge for two weeks each summer (between 6th and 7th grade and between 7th and 8th grade)

• participating in the AVID Excel Elective class during both 7th and 8th

INTENSIVE READING Students not meeting adequate proficiency levels on the STAR Reading will be enrolled in a required Intensive Reading Course.

INTENSIVE MATH Students not meeting adequate proficiency levels on the STAR Math assessment 1will be enrolled in an Intensive Math Course provided they are not already enrolled in an Intensive Reading Course.

COMPREHENSIVE SCIENCE 1

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. The National Science Teachers Association (NSTA) recommends that at the middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the middle school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error and have the skills to aggregate, interpret, and present the resulting data

Specific elective courses prepare students to earn certifications in various areas of Computer Science. In addition to high school and/or college credit, Key Largo School students may earn incentive awards made possible through <Monroe /> COMPUTE$

Projected Incentive Awards for **2020-2021** (5/20/2020)

Certification Name	Awards
Microsoft Office Specialist (Word, Excel, PowerPoint) (MICRO069)	$250
Microsoft Office Master (Word Expert, Excel Expert, PowerPoint plus a cert in Access or Outlook) (MICRO017)	$250
Adobe Dream Weaver (ADOBE010)	$250
Adobe Flash/Animate (ADOBE011)	$250
Autodesk Inventor (ADESK011)	$250
Apple Final Cut Pro (APPLE020)	$250
MTA-Database Administration Fundamentals (MICRO070)	$250
MTA HTML 5 Application Development Fund (MICRO080)	$250
MTA-Mobility and Devices Fundamentals (MICRO102)	$250
MTA Intro to Programming Using JavaScript (MICRO104)	$250
QuickBooks Certified User (INTUT001)	$250
AP Computer Science (3+ on AP Exam)	$250
AP Computer Science A (3+ on AP Exam)	$250
MTA-Windows OS Fundamentals (MICRO076)	$100

MTA-Security Fundamentals (MICRO077)	$100
MTA-Networking Fundamentals (MICRO078)	$100
Intro to Programing using HTML and CSS (MICRO105)	$100
MTA-Intro to Programing using Python (MICRO112)	$100
MTA-Cloud Fundamentals (MICRO113)	$100
MTA-Intro to Programming using Java (MICRO114)	$100
MTA-Windows Server Administration Fund. (MICRO115)	$100
Adobe After Effects (ADOBE002)	$100
Adobe Premier Pro (ADOBE018)	$100
Adobe Illustrator (ADOBE020)	$100
Adobe InDesign (ADOBE021)	$100
Adobe Photoshop (ADOBE022)	$100
Autodesk Certified User-Fusion 360 (ADESK032)	$100
Unity Certified Associate (UNITY001)	$100
Unity Certified Programmer (UNITY002)	$100
IC3 Spark (CERTI802)* *Available only in elementary and middle school	$50
IC3 Computer Fundamentals (CERTI803)*Available only in elementary and middle school	$50
IC3 Key Applications (CERTI804)**Available only in elementary and middle school	$50
IC3 Living Online (CERTI805)**Available only in elementary and middle school	$50

<Monroe /> COMPUTE$ awards can be earned by any Monroe County student, supported by a grant from the Golden Fleece Foundation, founded by John Padget and the late Jacob Dekker, to “enable transformations” in education.