

Cambridge Academy



***“Liberty Middle School will prepare ALL students to become college and career ready.”***

Welcome Patriot Students and Parents,

“Liberty Middle School will prepare ALL students to become college and career ready.” Our focus is on Rigor, Relevance and Relationships.

You are about to embark on an adventure where you will learn and define who you are and who you will be. The first step in this journey is deciding what courses you will take as you strive to become **college and career ready**. Our curriculum guide is an opportunity for you to build a strong academic foundation for your future. Within our curriculum guide are course descriptions for every learner and every interest.

In order to be successful in your selection process, please consider the following:

**Focus on Academics** – Our curriculum offers a high level of rigor and relevance. There are opportunities to participate in Cambridge, AVID and utilize 1 to 1 technology. We offer several high school courses, and continue to expand our catalog. Take advantage of these opportunities.

**Challenge yourself** – Dare to try something new! To be successful, you need two things: a strong curiosity in the subject and a willingness to work hard. In order to prepare yourself for college and career readiness, we encourage you to take advanced courses and take a strong look at our elective opportunities (Art, Orchestra, Chorus, Band, Spanish, Physical Education, and Business).

**Get involved!** – We are proud to provide quality programs supporting academia, athletics, and the arts. We offer academic organizations, extracurricular groups/ clubs, and athletic teams (Volleyball, Track, Basketball, Soccer).

**Prepare for your future** – Every test is vital to your future in regards to assessment and opportunity. We are committed to providing programs that increase student achievement. Inside our curriculum guide you will learn about these programs: Reading, Math, Science, tutoring, and others.

**Ask questions** – Review this guide with your parents and/or guardians and consider your options carefully. If you have any questions about the selection process, please contact our school counseling department at 407-249-6440 ex 5152304.

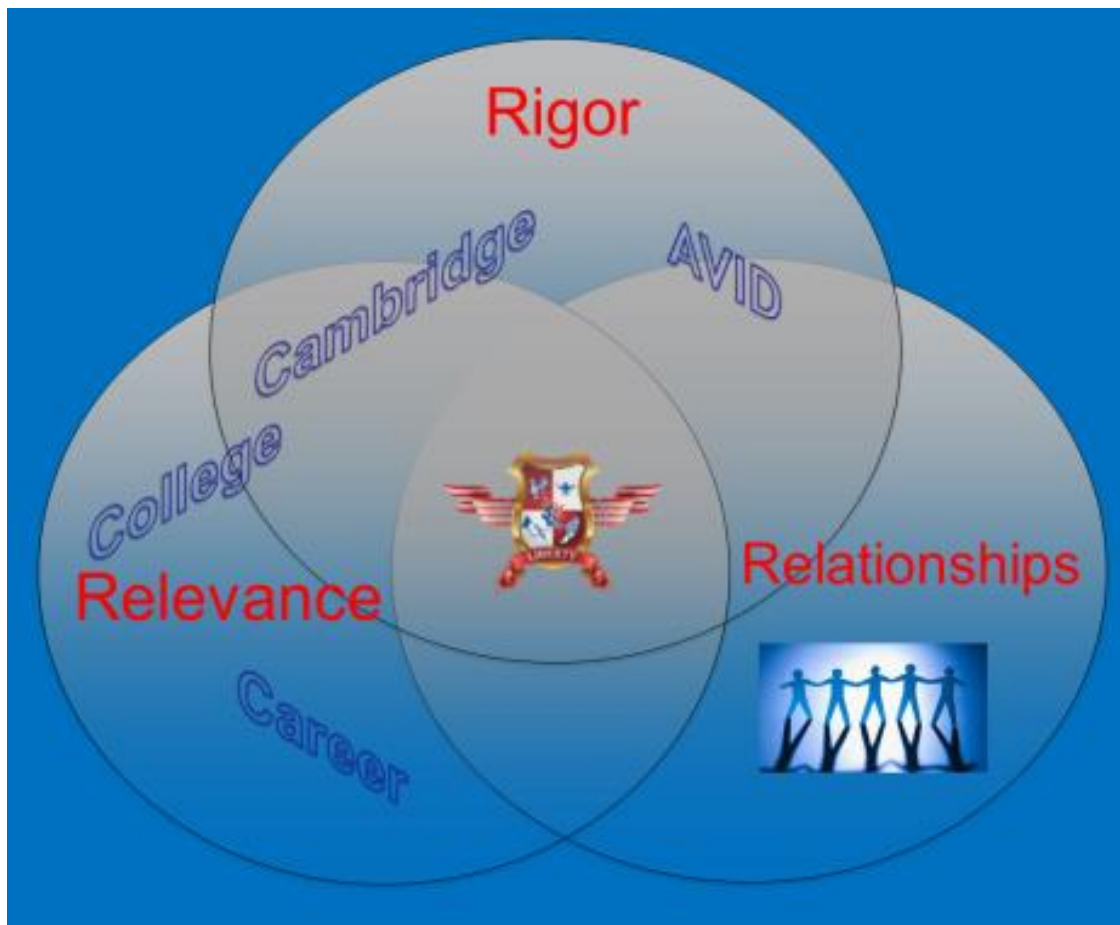
We look forward to providing you a positive, enriching, and nurturing school environment at Liberty Middle School.

Go Patriots!

Sincerely,

*Dr. James Russo*

Principal



The purpose of this curriculum guide is to provide students and parents with an overview of the course offerings provided at Liberty Middle School. All courses listed in this guide are state approved through the Florida Department of Education (FLDOE) and include an instructional framework with required benchmarks for teachers in the classroom. Specific criteria for placement into particular courses are included in this guide.

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# Liberty Middle School

## Core Values



*P*ositive Attitude: to have a positive state of mind

*R*espect: to feel honor or esteem for

*I*ntegrity: to show honesty or be truthful

*D*iscipline: to have good behavior and self-control

*E*ffort: to work hard

## Registration and Withdrawal

### New Student Registration:

1. Complete registration packet provide to the registrar (to include immunization records and proof of residency). Registration information is available online at [www.ocps.net](http://www.ocps.net).
2. Provide a copy of your child's complete academic transcript including current grades at time of withdrawal from previous school. Academic documentation is generally provided to Liberty by your child's previous school, and as a courtesy Liberty will request the records on your behalf. **However, it is ultimately the parent's responsibility to provide their child's academic records. Failure to provide required documentation could prevent timely admission to high school.**
3. Read through this curriculum guide prior to selecting elective courses.
4. Turn in your registration packet to the registrar.

### Transitioning to Middle School:

The 6<sup>th</sup> grade school counselor will visit feeder elementary schools in the spring of the student's 5<sup>th</sup> grade year with information regarding registration. Middle school courses will be assigned based on FSA scores.

### Transitioning to High School:

1. The 8<sup>th</sup> grade school counselor will meet with 8<sup>th</sup> grade students throughout the year to review high school graduation requirements.
2. In the Spring of the 8<sup>th</sup> grade year, teachers will make high school course recommendations based on FSA scores, nine weeks exam scores, report card grades, and end of course exam scores (when applicable).
3. Prior to the end of the school year, Colonial High School counselors will meet with all 8<sup>th</sup> grade students to finalize course selections.
4. For students interested in applying to an OCPS magnet high school, the application window typically opens on November 1<sup>st</sup> and closes February 15<sup>th</sup>. For more information, visit [www.schoolchoice.ocps.net](http://www.schoolchoice.ocps.net).

### Withdrawal:

Parents must formally withdraw students with registrar. Chrome books and library books must be returned at time of withdrawal. Upon enrollment at your student's subsequent school, withdrawal grades will be forwarded.

### Liberty Middle School Contact Information:

3405 S. Chickasaw Trail  
Orlando, FL 32829  
(407) 249-6440 / fax (407) 249-6449

### Registrar Contact Information:

Vanessa McCullough  
(407) 249- 6440 ext. 5152232  
[vanessa.mccullough@ocps.net](mailto:vanessa.mccullough@ocps.net)

# Administration & School Counseling

## Administration

**Dr. James Russo**

Principal

**Lovely Tinsley**

Assistant Principal

**Andrew Schwartz**

Assistant Principal

**Alicia Reise O'Harrow**

Administrative Dean

**Janann Woody**

Administrative Dean

**Terry Rosswick**

Administrative Dean

## School Counseling

**Kiri Pateracki**

School Counselor

**Melinda Fontaine**

School Counselor

**Kori Reneke**

School Counselor

**Maria Velez**

Clerk

The School Counselors rotate grade levels with the students. All student will be with their appropriate Counselor for their entire career here at Liberty Middle School.

School Counselors will work together to provide services through the SAFE (Student Assistance and Family Empowerment) and SSHS (Safe Schools Healthy Students) offices.

Questions and concerns regarding student registration, scheduling and coursework should be directed to the grade level school counselor first, followed by the grade level administrator if necessary.

**Liberty Middle School: 407-249-6440**

[www.liberty.ocps.net](http://www.liberty.ocps.net)

# PROMOTION AND RETENTION POLICY

In accordance with Florida Department of Education requirements, students who entered the 6th grade for the first time during the upcoming school year and after must meet the following guidelines. These guidelines include state mandated course requirements and criteria for promotion from middle school to high school.

## **In order to be promoted to the next grade level students must:**

- Pass a minimum of 4 classes of which 3 must be core academic classes. *Pass* is defined as earning a D or higher. *Core academic classes* include math, science, language arts and social studies.
- Earn a level 2 or higher on the FSA Reading SSS Test.

Students who meet the requirement for earning a level 2 or higher on the FSA Reading SSS Test but do not meet requirements for passing classes will be retained. Students who meet the requirement for passing classes but do not earn a level 2 or higher on the FSA Reading SSS Test will be retained unless they qualify for an FSA Exemption. FSA Exemptions refer to learner characteristics or proof of mastery as demonstrated on alternative tests as defined by OCPs. Students falling into this category after their 8th grade year (who do not qualify for an exemption) will have the opportunity to attend a summer reading camp. If the student makes sufficient progress in this camp session as documented by learning gains in reading, the student may be promoted to grade 9 pending final promotion requirements for middle to high school (see below). If the student does not make sufficient progress as indicated by an alternate assessment measure, the student will be retained.

## **In order to be promoted from middle to high school students must:**

1. Proceed through promotion requirements from 6th - 8th grade (as stated above).
2. Successfully pass and complete 3 courses in each core academic area of math, science, language arts and social studies (total of 12 courses).
3. Successfully pass and complete a course containing the Career Planning component.

## **Course Recovery Requirements:**

Although students may be promoted to their next grade level, those students who do not successfully pass and complete 3 years of each core academic course (math, science, language arts and social studies) must recover (retake and pass) each failed course prior to promotion to high school. In order to meet this requirement, Liberty Middle School offers course recovery through a web based, online Compass Learning Odyssey. Students are required to contact their grade level school counselor to make arrangements to retake each course. Failure to recover courses in a timely manner resulting in the student's inability to meet minimal promotion requirements from middle to high school (as stated in #2 above), will result in the student's retention in middle school.

**Specific questions related to promotion requirements shall be directed to the student's grade level school counselor.**

## Grade Level Courses

The following coursework is required for all students at each grade as listed below. The completion of these courses will enable the student to appropriately meet the core subject requirements of the middle school promotion policy as previously described.

### 6th Grade:

- Language Arts
- Science
- Math
- Social Studies
- Reading
- Physical Education \*
- Elective(s)\*\*

### 7th Grade:

- Language Arts
- Science
- Math
- Social Studies
- Career Education (1 semester built in to the Social Studies course)
- Reading
- Physical Education \*
- Elective(s)\*\*

### 8th Grade:

- Language Arts
- Science
- Math
- History
- Physical Education \*
- Elective(s)\*\*

### High School Courses Offered at Liberty Middle School:

- Algebra I Honors
- Algebra II Honors
- Spanish I
- Spanish II
- Earth Space Science Honors
- Physical Science Honors
- Introduction to Information Technology

\*Refer to Physical Education Course Requirements described later in this guide.

\*\*Students who are required to take an Intensive Reading or Intensive Math course due to their previous FSA scores may lose their elective course option(s).



# Student Course Progression Chart

6th Grade	7th Grade	8th Grade
<b>Core Academics</b>		
<b>Mathematics</b> Math 1 Math 1 (Advanced) Math 2 (Advanced)	<b>Mathematics</b> Math 2 Math 2 (Advanced) Algebra I (Honors / H.S. Credit)	<b>Mathematics</b> Pre-Algebra Algebra 1 (Honors / H.S. Credit) Geometry (Honors / H.S. Credit)
<b>Language Arts</b> Language Arts 1 Language Arts 1 (Advanced)	<b>Language Arts</b> Language Arts 2 Language Arts 2 (Advanced)	<b>Language Arts</b> Language Arts 3 Language Arts 3 (Advanced)
<b>Social Studies</b> World History World History (Advanced)	<b>Social Studies</b> Civics Civics (Advanced)	<b>Social Studies</b> US History US History (Advanced)
<b>Science</b> Comprehensive Science I Comprehensive Science I (Advanced)	<b>Science</b> Earth Science Earth Science (Advanced) Earth Science (Honors / H.S. Credit)	<b>Science</b> Physical Science Physical Science (Advanced) Physical Science (Honors / H.S. Credit)
<b>Electives</b>		
<b>Reading Elective</b> Intensive Reading (Double Block) Intensive Reading (Single Block) Intensive Reading (ESOL)	<b>Reading</b> Intensive Reading (Double Block) Intensive Reading (Single Block) Intensive Reading (ESOL)	<b>Reading</b> Intensive Reading (Double Block) Intensive Reading (Single Block) Intensive Reading (ESOL)
<b>Math Elective</b> Intensive Math	<b>Math Elective</b> Intensive Math	<b>Math Elective</b> Intensive Math
<b>Program Electives</b> AVID	<b>Program Electives</b> AVID	<b>Program Electives</b> AVID
<b>Music Electives</b> Band- Beginning Orchestra (Beginning) Orchestra (Intermediate) Orchestra (Advanced)	<b>Music Electives</b> Band- Beginning Band- Intermediate Band- Advanced Orchestra (Beginning) Orchestra (Intermediate) Orchestra (Advanced)	<b>Music Electives</b> Band- Advanced Band - Jazz Orchestra (Beginning) Orchestra (Intermediate) Orchestra (Advanced)
<b>Choral Music</b> Chorus 1 Chorus 2 Chorus 3	<b>Choral Music</b> Chorus 1 Chorus 2 Chorus 3	<b>Choral Music</b> Chorus 1 Chorus 2 Chorus 3
<b>World Language</b> Spanish - Beginning	<b>World Language</b> Spanish- Intermediate Spanish 1 (High School Credit)	<b>World Language</b> Spanish 1 (High School Credit) Spanish 2 (High School Credit)
<b>Visual Arts</b> Art – 6 Drawing	<b>Visual Arts</b> Art – 7 Art – 7/8	<b>Visual Arts</b> Art – 8 3D Sculpture
<b>Physical Education</b>	<b>Physical Education</b>	<b>Physical Education</b>
<b>Learning Strategies</b>	<b>Learning Strategies</b>	<b>Learning Strategies</b>
<b>Project Lead the Way</b>	<b>Project Lead the Way</b>	<b>Project Lead the Way</b>
<b>Business 1</b> <b>Business 2</b>	<b>Business 3</b> <b>Business 4</b>	<b>Introduction to Information Technology</b> (High School Credit)
<b>Disclaimer: Scheduling is based upon course availability and state assessment scores</b>		

Student Course Progression Chart		
Exceptional Student Education (ESE)		
Standard Diploma Track		
Elective: Learning Strategies	Elective: Learning Strategies	Elective: Learning Strategies
Special Diploma Track		
Access Math 1	Access Math 2	Access Math 3
Access Language Arts 1	Access Language Arts 2	Access Language Arts 3
Access Science 1	Access Science 2	Access Science 3
Access World History	Access Civics	Access United States History
Access Unique Skills	Access Unique Skills	Access Unique Skills
Adaptive Physical Education	Adaptive Physical Education	Adaptive Physical Education
Disclaimer: Scheduling in ESE classes is based on current individual educational plans.		

## Scheduling

In 2003, the Florida Legislature enacted Senate Bill 30A setting limits for the maximum allowable number of students in a class by the start of the 2010-2011 school year. Therefore, no middle school classroom in which a core course is taught may contain more than 22 students. For core courses earning students a high school credit, the classroom may contain no more than 25 students.

### Approved Schedule Changes:

- Duplicate classes
- Missing classes
- Incorrect course placement
- Changes due to class size and budget constraints

### Schedule Changes Will NOT Be Approved For:

- Parent/student preferences for teachers, teams, or friends
- Failure to earn a passing grade
- No-Contact Contract
- Dislike of class(es)

**Schedule-related problems should be brought to the grade level  
school counselor's attention as soon as possible.**

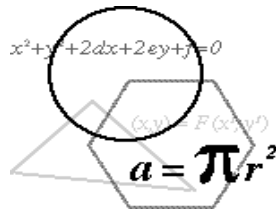
## Parent/Teacher Conferences

Your child's teachers and grade level school counselor will monitor your student's academic progress during the school year. If you would like to schedule a parent/teacher conference, please contact Mrs. Velez at 407-249-6440 ext. 5152304. She can assist you in obtaining a conference date, provide you the e-mail addresses of your child's teachers and assist you with ProgressBook. Conferences are held Monday, Wednesday, and Friday from 8:45 until 9:15 am. Please park at the front of the school and sign in at the front office when you arrive. We recommend that both parent and student attend the conference.



# *Course Descriptions*

# Mathematics



## ***Grade 6 Mathematics 1***

This course is designed to continue the development of mathematical concepts and processes that can be used to solve real-world problems. The curriculum focuses on four critical areas: connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; writing, interpreting, and using expressions and equations; and developing understanding of statistical thinking.

## ***Grade 6 Mathematics 1 (Advanced)***

This course is designed to continue the development of level mathematical concepts and processes that can be used to solve real-world problems and prepare students for Algebra. The curriculum focuses on six critical areas: connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; writing, interpreting, and using expressions and equations; developing understanding of statistical thinking; developing understanding of and applying proportional relationships; and developing understanding of operations with rational numbers and working with expressions and linear equations.

## ***Grade 6 Mathematics 2 (Advanced)***

This course is designed to enhance development of high level math concepts and processes that can be used to solve real-world problems and to prepare students for Algebra. The curriculum includes understanding graphs, the structure and properties of rational numbers and equivalent representation of numbers including fraction, decimals, percent, number(s) with exponents, and absolute value. Emphasis is placed on the use of expressions, equations, formulas, data analysis, probability, and integers. Scale drawings, dimensional analysis, circles, solids, probability, and patterns in Algebra are introduced. A calculator may be used in the classroom for the study of a few selected topics.

## ***Grade 7 Mathematics 2***

This course is designed to continue the development of mathematical concepts and processes that can be used to solve real-world problems. The curriculum includes understanding graphs, the structure and properties of rational numbers and equivalent representation of numbers including fraction, decimals, percent, number with exponents,

and absolute value. Emphasis is placed on the use of expressions, equations, formulas, data analysis, probability, and integers. Scale drawings, dimensional analysis, circles, solids, probability, and patterns in Algebra are introduced. A calculator may be used in the classroom for the study of a few selected topics. This course is designed to prepare students for advanced mathematics courses.

### ***Grade 7 Mathematics 2 (Advanced)***

In this Grade 7 Advanced Mathematics course the content is focused on five critical areas: 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; drawing inferences about populations based on samples; 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; grasping the concept of a function and using functions to describe quantitative relationships; and analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

### ***Grade 7 Algebra 1 Honors (1200310) High School Credit: 1***

Prerequisite: FSA Math Level 3, 4, or 5.

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the 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.

### ***Grade 8 Pre-Algebra***

The purpose of this course is to continue development of mathematical concepts and processes that can be used to solve real-world, algebraic thinking and mathematical problems. This course will focus on three critical areas: 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; grasping the concept of a function and using functions to describe quantitative relationships; analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

### ***Grade 8 Algebra 1 Honors (1200310) High School Credit: 1***

Prerequisite: FSA Math Level 3, 4, or 5.

This course provides a rigorous and in-depth study of algebra emphasizing deductive reasoning skills as a foundation for more advanced mathematics courses. Topics include operations and properties used the real number system, algebraic and graphical solutions to first degree equations and inequalities in one and two variables, relations and functions, direct and inverse variation, polynomials, factoring, quadratic equations, inequalities and functions.

### ***Geometry (1206310) High School Credit: 1***

Prerequisite: Algebra I Honors

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school standards. 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.

### **Advanced Mathematics Placement Criteria**

Students will be placed in Advanced Math based on the criteria below. Students receiving ESE or ESOL services will be placed based on FSA scores and individual needs per IEP/LEP plans. Changes in placement (movement between regular and advanced) will not be allowed after Progress Report 3 (PR3).

#### **6th Grade:**

- FSA Math Level 4 or 5

#### **7th & 8th Grade:**

- Teacher/School Counselor recommendation based on Math FSA score, nine weeks exam scores, nine weeks grades, and End of Course exam score (when applicable)

Students with appropriate FSA level scores and previous grades will be automatically placed in the respective advanced course. Advanced placement will be reviewed if after the 1<sup>st</sup> nine weeks student demonstrates performance below a C course grade. Students not showing academic and/or behavioral improvement may be automatically removed from an advanced class after Semester 1.

\*Students desiring to take high school credit courses are required to meet minimal district guidelines for placement into the course. All HS credit courses are formatted in a similar fashion to those at the HS level including class size, semester exams, End of Course exams, and report card grading.

# Language Arts



## ***Language Arts 6***

The purpose of this course is to provide grade 6 students, using texts of appropriate complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content of this course includes, but is not limited to: active reading of varied texts, analysis of literature and informational texts from varied literary periods, writing for varied purposes, effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, extended text discussions, student-centered activities, and collaboration amongst peers.

## ***Language Arts 6 (Advanced)***

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. This course offers student-centered activities through the application, analysis, evaluation, and creation of complex ideas. Students are challenged to think and collaborate critically on the content they are learning. The content of this course includes, but is not limited to: active reading of varied texts, analysis of literature and informational texts from varied literary periods, writing for varied purposes, effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, extended text discussions, and collaboration amongst peers.

## ***Language Arts 7***

The purpose of this course is to provide grade 7 students, using texts of high complexity, students integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content of this course includes, but is not limited to: active reading of varied texts, analysis of literature and informational texts from varied literary periods, writing for varied purposes, effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, extended text discussions, student-centered activities, and collaboration amongst peers.



### ***Language Arts 7 (Advanced)***

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. This course offers student-centered activities through the application, analysis, evaluation, and creation of complex ideas. Students are challenged to think and collaborate critically on the content they are learning. The content of this course includes, but is not limited to: active reading of varied texts, analysis of literature and informational texts from varied literary periods, writing for varied purposes, effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, extended text discussions, and collaboration amongst peers.

### ***Language Arts 8***

The purpose of this course is to provide grade 8 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content of this course includes, but is not limited to: active reading of varied texts, analysis of literature and informational texts from varied literary periods, writing for varied purposes, effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, extended text discussions, student-centered activities, and collaboration amongst peers.

### ***Language Arts 8 (Advanced)***

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. This course offers student-centered activities through the application, analysis, evaluation, and creation of complex ideas. Students are challenged to think and collaborate critically on the content they are learning. The content of this course includes, but is not limited to: active reading of varied texts, analysis of literature and informational texts from varied literary periods, writing for varied purposes, effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, extended text discussions, and collaboration amongst peers.

### **Advanced Language Arts Placement Criteria**

Students will be placed in Advanced Language Arts based on the criteria below. Students receiving ESE or ESOL services will be placed based on FSA scores/state assessment and individual needs per IEP/EP/LEP plans. Changes in placement (movement between regular and advanced) will not be allowed after Progress Report 3 (PR3).

#### **6th Grade:**

- FSA Reading Level 4 or 5

**7th & 8th Grade:**

- Teacher/School Counselor recommendation based on FSA Reading Level, On Target Benchmark scores for previous December and April tests, and final grade in previous year's LA course.

Students with appropriate FSA level scores and previous grades will be automatically placed in the respective advanced course. Advanced placement will be reviewed if after the 1<sup>st</sup> nine weeks student demonstrates performance below a C course grade. Students not showing academic and/or behavioral improvement may be automatically removed from an advanced class after Semester 1.

## Science

***Comprehensive Science I Grade 6***

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).

***Comprehensive Science I Grade 6 (Advanced)***

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).

### ***Earth Space Science Grade 7***

The purpose of this course is to provide opportunities for the study of general concepts, theories, and processes relating to the earth/space sciences, and their applications through exploratory investigations and activities. The content should include, but not be limited to, the following: the nature of science; astronomy; the Earth as a system; weather; the ocean's environment; the formation and properties of rocks and minerals. This is an inquiry based interaction program. Use of computers in modeling simulations and image processing is greatly encouraged. Laboratory investigations of selected topics in the content, which also include the use of scientific methods, measurement, laboratory apparatus, and safety procedures, are an integral part of this course.

### ***Earth Space Science Grade 7 (Advanced)***

While the content is consistent with the Earth Science course, the academic pace and rigor will be increased for this advanced level course. The content should include, but not be limited to, the following: the nature of science; astronomy; the Earth as a system; weather; the ocean's environment; the formation and properties of rocks and minerals. This is an inquiry based interaction program. Use of computers in modeling simulations and image processing is greatly encouraged. Laboratory investigations of selected topics in the content, which also include the use of scientific methods, measurement, laboratory apparatus, and safety procedures, are an integral part of this course.

### ***Earth Space Science Honors Grade 7\* (2001310) High School Credit: 1***

Prerequisite: Teacher recommendation based on FSA scores and grades in previous year's Science course

Topics include origin of solar system, star cycles/interstellar matter, astronomers, telescopes, observatories, solar system, space explorations, mineral, rocks, cycles, earth's structure, land forms, continental drift, formation of rivers/streams, glaciers, hydrologic cycles, oceanography, currents, island formations, Earth's atmosphere, mapping weather, soil composition, energy resources and topographic maps. A lab component will include processes and skills.

### ***Physical Science Grade 8***

The purpose of this course is to provide opportunities to study the concepts of matter, energy, and forces of energy through exploratory investigations, activities and applications. The content should include, but not be limited to, the following: unifying concepts and processes of science; properties and changes of properties of matter; motions and forces; types of energy and transfer of energy; interactions among science, technology, and society. This is an inquiry based interaction program. This course shall include laboratory investigations, which incorporate the use of measurement, problem solving, laboratory apparatus, safety procedures and experimental procedures.

### ***Physical Science Grade 8 (Advanced)***

The purpose of this course is to provide opportunities to study the concepts of matter, energy, and forces of energy through exploratory investigations, activities, and applications. The content will include, but is not limited to: unifying concepts and processes of science; properties and changes of properties of matter; motions and forces; types of energy and transfer of energy; interactions among science, technology, and society. This is an inquiry based interaction program. This course shall include laboratory investigations which incorporate the use of measurement, problem solving, laboratory apparatus, safety procedures and experimental procedures.

### ***Physical Science Honors Grade 8\* (2003310) High School Credit: 1***

Prerequisite: Teacher recommendation based on FSA scores and grades in previous year's Science course.

The purpose of this course is to expose students to laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures. Topics include dynamics, classification and interaction of matter, forms of energy, chemical reactions, atmosphere and earth systems, and the Solar System. 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.

\*Students desiring to take high school credit courses are required to meet minimal district guidelines for placement into the course. All HS credit courses are formatted in a similar fashion to those at the HS level including class size, semester exams, End of Course exams, and report card grading.

### **Advanced Science Placement Criteria**

Students will be placed in Advanced Science based on the criteria below. Students receiving ESE or ESOL services will be placed based on FSA scores and individual needs per IEP/LEP plans. Changes in placement (movement between regular and advanced) will not be allowed after Progress Report 3 (PR3).

#### **6th Grade:**

- FSA Reading Level 4 or 5

#### **7th & 8th Grade:**

- Teacher/School Counselor recommendation based on FSA Math and Reading Levels and final grade in previous year's Science course.

Students with appropriate FSA level scores and previous grades will be automatically placed in the respective advanced course. Advanced placement will be reviewed if after the 1<sup>st</sup> nine weeks student demonstrates performance below a C course grade. Students not showing academic and/or behavioral improvement may be automatically removed from an advanced class after Semester 1.

## Social Studies



### ***World History Grade 6***

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.

### ***World History Grade 6 (Advanced)***

The sixth grade social studies curriculum consists of the following content area strands: World History, Geography, Civics, and Economics. 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. The advanced course offers scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation 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).

### ***Civics and Career Education Planning Grade 7***

Students will learn about 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.

### ***Civics and Career Education Planning Grade 7 (Advanced)***

Students will learn about 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. The advanced course offers scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation 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).

### ***U.S. History Grade 8***

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, citizenship, diverse cultures, and humanities to solve problems in academic, civic, social and employment settings. The content will include, but is not limited to: political, economic, technological, and social development of the United States from the Exploration Period through Reconstruction, with special emphasis on Florida's role; time space relationships; impact of expansion on the development of America; political, social and economic conflicts and compromise; influence of diverse groups on cultural development of the U.S.; and key concepts of the U.S. Constitution and other historical documents.

### ***U.S. History Grade 8 (Advanced)***

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, citizenship, diverse cultures, and humanities to solve problems in academic, civic, social and employment settings. The content will include, but is not limited to: political, economic, technological, and social development of the United States from the Exploration Period through Reconstruction, with special emphasis on Florida's role; time space relationships; impact of expansion on the development of America; political, social and economic conflicts

and compromise; influence of diverse groups on cultural development of the U.S.; and key concepts of the U.S. Constitution and other historical documents. The traditional eighth grade curriculum will be extended through horizontal enrichment and vertical acceleration to include appropriate standards of excellence, primarily in project form.

### **Advanced Social Studies Placement Criteria**

All students will be placed in Advanced Social Studies based on the criteria below. Students receiving ESE or ESOL services will be placed based on FSA scores and individual needs per IEP/LEP plans. Changes in placement (movement between regular and advanced) will not be allowed after Progress Report 3 (PR3).

#### **6th Grade:**

- FSA Reading Level 4 or 5

#### **7th & 8th Grade:**

- Teacher/ School Counselor recommendation based on FSA Reading Level and final grade in previous year's Social Studies course.

Students with appropriate FSA level scores and previous grades will be automatically placed in the respective advanced course. Advanced placement will be reviewed if after the 1<sup>st</sup> nine weeks student demonstrates performance below a C course grade. Students not showing academic and/or behavioral improvement may be automatically removed from an advanced class after Semester 1.



## Access Courses

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

- **Access Language Arts – 1, 2, 3**
- **Access Mathematics – 1, 2, 3**
- **Access Science – 1, 2, 3**
- **Access World History**
- **Access Civics**
- **Access United States History**

**Access Unique Skills (6-8)** - The purpose of this course is to enable students with disabilities to acquire and generalize skills they need to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). It is structured around the domains addressed on the IEP: Social and Emotional, Independent Functioning, Curriculum and Learning, and Communication.



## Electives

**\*SOME COURSE OFFERINGS REQUIRE CERTAIN FEES FOR MATERIALS**

### ***Beginning Band\****

The purpose of this course is for training in basic band instrument playing skills and instrument assembly and care. Tone production and note reading skills are taught. Music performances and appreciation will be a natural



outgrowth of this class. Attendance is required for rehearsals and performances beyond regular school hours. Individual practice outside of class is required.

### ***Intermediate Band\* - Concert Band***

Prerequisite: successful completion of Beginning Band and/or ability to read music and play a wind instrument. A more in-depth study of tone production, breathing, musical terms, note reading, and technical skills are required for this course. All performances are to be natural outgrowths of normal classroom instruction. Attendance is required for rehearsals and performances beyond regular school hours. Individual practice outside of class is required.

### ***Advanced Band\* - Symphonic Band***

Prerequisite: Successful completion of Beginning and Intermediate Band, ability to read music and play a wind instrument

The purpose of this course is to enhance instrumental skills and motivate students to appreciate the art of music. Continued group instruction of planned sequential training provides students' motivation and reward.

Performances include school and community functions as well as F.B.A. approved evaluations. Performances shall be limited to seated concert-type settings. Attendance is required for rehearsals and performances beyond regular school hours. Individual practice outside of class is required.

### ***Jazz Band\****

Prerequisite: successful completion of Beginning and Intermediate Band, ability to read music and play a wind or percussion instrument

The purpose of this course is to enable students to develop proficient skills on wind or percussion instruments through the refinement and performance of middle school band literature. The course generally requires students to participate in extra rehearsals and performances beyond the school day. Individual practice outside of class is required.

### ***Beginning Orchestra\****

The purpose of this course is for training in basic string instrument-playing skills including tuning the instrument, playing position, note reading, etc. Music performances will be a natural outgrowth of the application of skills acquired in the class. Attendance is required for rehearsals and performances beyond regular school hours. Individual practice outside of class is required.

### ***Intermediate Orchestra\****

Prerequisite: successful completion of Beginning Orchestra and/or ability to read music and play a stringed instrument.

The purpose of this course is a more in-depth study of tuning, bowing techniques, playing skills, and the responsibilities of ensemble playing. All performances are to be a natural outgrowth of knowledge gained in the classroom. Attendance is required for rehearsals and performances beyond regular school hours. Individual practice outside of class is required.

***Advanced Orchestra\****

Prerequisite: Successful completion of Beginning and Intermediate Orchestra, ability to read music and play a stringed instrument

The purpose of this class is to refine sensitivity, technical skills, rhythm, and note-reading. This course continues study of scales, bowing, vocabulary, and preparation of orchestral literature for public performance. Attendance is required for rehearsals and performances beyond regular school hours. Individual practice outside of class is required.

***Chorus\*******Beginning, Advanced, Men's and Show Choir***

The purpose of this course is to develop/continue basic vocal production techniques and part singing, working toward independence in singing parts without accompanying instrument. Students will work on intonation and ensemble singing in varied styles. Attendance is required for rehearsals and performances beyond regular school hours. Individual practice outside of class is required.

***Art\****

The purpose of this course is to enable students to develop fundamental art appreciation skills through production of two-dimensional works of art. Production activities may include drawing, painting, printmaking, and sketching.

***Physical Education (P.E.)\*\*\****

The Physical Education curriculum introduces and provides students with the opportunity to learn a wide array of fitness and sports related activities to maintain a healthy lifestyle. These activities along with lessons concerning health and nutrition provide students with the knowledge necessary to make informed decisions concerning their own personal health and fitness habits.

\*\*\*Physical Education is an elective course but is required per state guidelines for all students in grades 6<sup>th</sup>-8<sup>th</sup>. (See previous information on PE requirements for specific information.)

# Academic Electives

## **Introduction to Information Technology (High School Credit: 1)**

This course is designed to provide an introduction to information technology concepts and careers as well as the impact information technology has on the world, people, and industry and basic web design concepts. The content includes information technology career research; operating systems and software applications; electronic communications including e-mail and Internet services; basic HTML, DHTML, and XML web commands and design; emerging technologies, and Web page design. After successful completion of Introduction to Information Technology, students will have met Occupational Completion Point A, Information Technology Assistant, SOC Code 15-1041.

## ***Beginning Spanish***

The purpose of this course is to enable students introduce students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar.

## ***Spanish 1 (High School Credit: 1)***

Spanish 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

## ***Spanish 2 (High School Credit: 1)***

Spanish 2 reinforces the fundamental skills acquired by the students in Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

## ***Intensive Reading***

The purpose of this course is to serve all students who received a Reading FSA Level 1 and 2 to assist in increasing reading skills for the current and next grade level.

## ***Intensive Math***

The purpose of this course is to serve all students who received a Math FSA Level 1 to assist in increasing math skills for the current and next grade level.

## ***Learning Strategies***

The purpose of this course is to enable students with disabilities to acquire and generalize strategies and skills across academic and community settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). The course will address academic skill deficits enabling students to learn strategies to access the general curriculum and close educational gaps.



## **AVID**

AVID, an acronym for Advancement Via Individual Determination, is a program designed to help underachieving students with high academic potential prepare for entrance to colleges and universities. The AVID approach places students in college preparation academic programs. AVID features a rigorous academic elective course with a sequential curriculum for grades 7 through 12 that focuses on reading, writing, inquiry, collaboration and organization as methodologies to accelerate student progress.



## ***Project Lead the Way***

To help prepare all students for the global workforce, the College Board and Project Lead The Way (PLTW) have partnered on a program to encourage student participation in science, technology, engineering, and math (STEM) courses and build their interest in STEM degrees and careers. The program leverages the success of the College Board's Advanced Placement Program (AP) and Project Lead The Way's applied learning programs.

**6<sup>th</sup> Grade: PLTW** – Students will engage in two semesters of technology education. Semester 1 students will become Medical Detectives, diagnosing mystery illnesses and solving murder mysteries. Semester 2 students will learn the principles of Design and Modeling, using 3D modeling, laser cutting, model building and 3D printing to bring their designs to life.

**7<sup>th</sup> Grade: PLTW** – Students will use previous year's knowledge to further technology education. In Flight and Space students will learn the principles of air and space flight, applying that knowledge to design and build various aircraft. In Energy and the Environment students will learn about green technology and its applications, building wind turbines and creating innovative solutions for today's environmental challenges.

**8<sup>th</sup> Grade: PLTW** – Students will learn about electronics and robotics. In Automation and Robotics, student will learn to build, test and program real robots to attend to a variety of tasks. In Magic of Electrons, students will design and build working electrical circuits for various applications.

## ***Technology***

### ***Digital Information Technology (High School Credit:1)***

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.

Students taking this course will take Microsoft Office Certification exams. They will take 3 exams and after successfully passing them will receive the distinction of Microsoft Office Specialist as well as college credit.

### ***Information and Communication Technology 1 (6<sup>th</sup> grade)***

This course introduces students to core concepts associated with computers and their use. The content includes hands-on opportunities to explore various software applications, including the creation of a template-based webpage and a basic computer program. Students create a variety of projects to demonstrate knowledge from cardboard computers to animated features in PowerPoint.

### ***Information and Communication Technology 2 (7<sup>th</sup> grade)***

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 also be exposed to structured programming and the creation of a more complex computer program. Students create a variety of projects to demonstrate knowledge from becoming Entrepreneurs and opening restaurants to learn Excel to creating and editing their own original videos.

### ***Digital Information Technology (DIT)***

This course is designed to provide an introduction to information technology concepts and careers as well as the impact information technology has on the world, people, and industry and basic web design concepts. The content includes information technology career research; operating systems and software applications; electronic communications including e-mail and Internet services; basic HTML, DHTML, and XML web commands and design; emerging technologies, and Web page design.

## **Specialized Academic Programs**

### **Exceptional Student Education**

Special programs are available to meet the needs and abilities of the exceptional education students staffed into an ESE program with a current Individual Education Plan. Students are served through a full-inclusion setting in which they receive their accommodations in the general education classroom. All students in the full-inclusion are on a standard diploma track. ESE course offerings for standard diploma can include a Learning Strategies class elective. ESE course offerings for special diploma students include academic classes in a self-contained environment with an access point curriculum.

The ESE program plays an important part in addressing the needs of students who are special learners. The primary focus of each ESE program is to provide the most appropriate educational services for the student through nationally recognized curricula and behavioral approaches.

## English Language Learners/ English for Speakers of Other Languages

At Liberty Middle School, we strive to identify ways to help our ELL/ESOL students learn English, as well as maintain learning in all the content area classes in order to prepare them for graduation. ELL students receive their language arts instruction from ESOL certified teachers using research-based, effective teaching methods.

The English for Speakers of Other Languages (ESOL) is designed to meet the diverse needs of English language learners (ELLs) who come from home environments in which the native language is other than English. These students may have difficulty understanding, speaking, reading, and writing the English language without additional support. Currently, students who are eligible for the ESOL program services based on test results represent more than 80 languages.

## AVID Program

### Advancement Via Individual Determination

AVID is designed to increase the number of students who enroll in four-year colleges. Although AVID serves all students, it focuses on the least served students in the academic middle. The formula is simple - raise expectations of students - and with the AVID support system in place they will rise to the challenge. AVID students enroll in high-rigor courses and receive support in an academic elective class—called AVID— taught within the school day by a trained AVID teacher.

### What Is Required Of An AVID Student?

Each AVID student carries a 3-inch binder in which he or she is required to keep materials from all academic classes. Students keep track of assignments on assignment sheets and are required to take DAILY notes in all academic classes. The notebooks are graded weekly for content and organization by the tutors. Led by college tutors, students participate in tutor groups in the AVID classroom; these groups are formed according to class and teacher (when possible). For the first six weeks students will be required to study specific subjects on specific days. In addition, students are taught study skills, test preparation, time management, and the writing process.

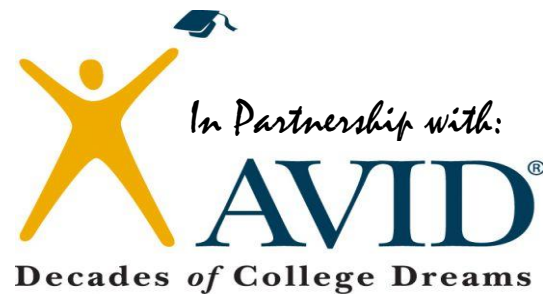
### The AVID Student Profile

- Students With Academic Potential
- Average to high test scores
- 2.0-3.5 GPA
- College potential with support
- Desire and determination

### Meets One or More of the Following Criteria

- First to attend college

- Historically underserved in four-year colleges
- Low income
- Special circumstances



For more information regarding AVID at Liberty Middle School contact: Ms. Wendy Wolfe, AVID Coordinator or your grade level school counselor.



### **About Cambridge Academy:**

The purpose of the Cambridge Academy at Liberty Middle School is to prepare students for the demands and expectations of specialized, advanced academic programs in high school such as Cambridge AICE, IB and AP.

The curriculum encourages:

- An investigative approach to learning
- The ability to undertake individual projects and to work as part of a team
- Development of writing skills and higher levels of thinking and problem solving

### **Why Cambridge?**

- A Cambridge diploma is a qualification recognized internationally by universities and employers.
- Cambridge students have, on average, a higher end of university freshman year GPA than those coming from other acceleration programs.
- Studies show that Cambridge programs are equally rigorous as International Baccalaureate programs.
- Students passing Cambridge exams are guaranteed college credit at all Florida public universities.

### **Academy Requirements**

A Cambridge Academy student is one who is academically motivated and willing to work with others.

All students are welcome to apply, but there are some requirements:

- 3.0 GPA or higher
- FSA Score of 4 or 5 in Reading and Math
- Teacher Recommendations
- Completed Application

*In Partnership with:*



**CAMBRIDGE**  
International Examinations

For more information regarding Cambridge Academy at Liberty Middle School contact:  
Mrs. Darcy Ruby, Ms. Kirsten Pateracki, or your grade level school counselor.

### **OCPS Grading Scale**

90-100 = A

80-89 = B

70-79 = C

60-69 = D

59 & Below = F

### **OCPS Virtual School (OCVS)**

Orange County Virtual School (OCVS) offers full-time and part-time enrollment to students in grades K-12 through an online educational delivery system. Home-educated students in grades 6-12 may enroll as well. OCVS offers equitable access to high-quality, individualized education through the Internet. Virtual learning provides flexibility of time and location, and promotes development of the skills, attitudes and self-discipline necessary to achieve in the 21st century. OCVS offers students the opportunity to earn a standard high-school diploma entirely online. Orange County Virtual School is a franchise partner of Florida Virtual School for middle and high school curriculum. OCVS partners with FLVS Connections Academy, Calvert and K12 Inc. for its elementary school program. OCVS is accredited by the Southern Association of Colleges and Schools (SACS) and Commission on International and Trans-Regional Accreditation (CITA). For information regarding enrollment, please visit the OCVS website at [www.ocvs.ocps.net](http://www.ocvs.ocps.net) or call 407-317-3327.

### **State Assessment**

#### **Florida Standards Assessments (FSA)**

All students in grades 6th-8th participate in the spring FSA administration. The following tests are administered at each grade level with most testing normally occurring in April. Students requiring specific accommodations for FSA testing must make arrangements early in the school year by contacting the grade level school counselor. The only students eligible for FSA accommodations are those students who are receiving educational services documented on an IEP, Individual Accommodation Plan (504), or LEP plan.

**The following statewide assessments will be administered in the upcoming school year:**

#### **Florida Standards Assessments (FSA)**



- Grades 3–11 ELA
- Grades 4–11 ELA Writing component
- Grades 3–8 Mathematics
- Algebra 1 End-of-Course (EOC)
- Geometry EOC

**Next Generation Sunshine State Standards (NGSSS) Assessments**

- 8 FCAT 2.0 Science
- Civics EOC

## **Student Recognition**

At Liberty, we strive to show our appreciation for good citizenship and academic achievement. Some of the ways in which we recognize our students' PRIDE are listed below.

**National Junior Honor Society:**

Membership in the LMS-NJHS is based upon the traits of scholarship, character, leadership, citizenship and service. NJHS is open to students who:

- Are in 7<sup>th</sup> or 8<sup>th</sup> grade.
- Have a 3.5 GPA or better each grading period.
- Have all A's & B's and all 1's in conduct.
- Have attended LMS for at least six weeks prior to the selection date.
- The Patriot Chapter is open to students who have been tapped into a NJHS chapter at another school.

**Principal's Honor Roll:**

Students who earn all A's and receive all 1's in conduct during a grading period are rewarded quarterly with a special treat from our principal.

**Renaissance:**

Students are rewarded quarterly for outstanding academic performance and behavior with a fun-filled day outside. Sweet treats, fun games, dancing, prizes and more are in store for students reaching the following quarterly goals:

- Quarter 1 requirements: minimum 2.8 GPA, all ones in conduct, and no D's or F's
- Quarter 2 requirements: minimum 3.0 GPA, all ones in conduct, and no D's or F's
- Quarter 3 requirements: minimum 3.2 GPA, all ones in conduct, and no D's or F's

**Students of the Week:**

Each week teachers recognize outstanding students from each grade level team. Students are chosen based upon their display of Liberty's core values, academic performance, and attendance. Selected students receive fringe benefits that include a goody bag and recognition at lunch.

**Reading Counts:**

Reading Counts is a reading comprehension/incentive program for students. Students read a book from the Reading Counts list; then take a comprehension quiz on the computer. Based upon set goals for each nine week grading period, students earn small prizes/incentives from the classroom teacher. Based on the number of points accumulated each marking period, students are invited to a quarterly “pizza and a movie” party.

**Awards Ceremony:**

Invitation to the annual awards ceremony is based on the first 3 nine week grading periods of the school year. The ceremony is held each spring. Students are recognized in each of the following areas:

- Principal's Honor Roll (straight A's)
- Honor Roll (all A's and B's)
- Team awards to individual students for exemplary academic performance (teacher recommendation)
- Team awards to individual students for exemplary performance in Band, Orchestra, and Chorus (teacher recommendation)
- Grade level award to individual students for exemplary performance in Art (teacher recommendation)
- Accelerated Reader award – for the student earning the highest number of AR points
- Writing award
- Science award
- Math Award
- Reading and Math Enhancement award
- Principal's "Patriot" award
- Liberty's Student of the Year award
- Disney Dreamer & Doer
- Spirit Award
- Presidential Award(s)



## Physical Education Requirement

***\*The 2008 Legislature passed Senate Bill 610 and it was signed into law by Governor Crist on June 2, 2008. This law included changes in statute as it relates to physical education for students in grades K-8. Beginning with the 2009-2010 school year, the equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8 for a total of no less than 225 minutes per week.***

### **Allowable waiver options:**

The physical education requirement shall be waived for a student who meets one of the following criteria:

1. The student is enrolled or required to enroll in a remedial course.
2. The student's parent indicates in writing to the school that:
  - The parent requests that the student enroll in another course from among those offered as options by the school district,

**OR**

- The student is participating in physical activities outside the school day (excluding the school's athletics or sports programs) which are equal to or in excess of the mandated requirement.

Participation in the school's athletics or sport programs may NOT be counted as the physical activity outside the school day for the waiver. The student must be registered in an outside program at the time of the parent's waiver request in order to opt out of middle school physical education. The student must use the physical education waiver at the time of enrollment or at class registration.

Waiver forms may be obtained by requesting them from the grade level school counselor.


**A waiver may NOT be requested after the student's schedule has been completed.**

### **Waiver Form on following page.**

*Limited courses are available at LMS for students to "Opt-Out" of the Physical Education requirement. Only students taking Band or Chorus at LMS will be allowed to opt-out of PE. Specific details regarding how students will be scheduled when opting out of PE are described later in the Wheels & Electives portion of this guide.*



<div>MIDDLE SCHOOL PHYSICAL EDUCATION WAIVER</div>			
School: _____ School			
Year _____			
Date: _____			
Parent Name:		Parent Signature:	
Student Name:		Student Signature:	
Home Address:		Phone:	



Select one of the following options:

☐ **WAIVER OPTION ONE:** THE PARENT REQUESTS THAT THE STUDENT ENROLL IN ANOTHER COURSE FROM AMONG THOSE OFFERED AS OPTIONS BY THE SCHOOL DISTRICT.

In lieu of participating in the 225 minutes per week of required Physical Education course, the student will be scheduled to take another course for one semester or more. *(A waiver may not be requested after the student's schedule has been completed.)*

☐ **WAIVER OPTION TWO:** THE STUDENT IS PARTICIPATING IN PHYSICAL ACTIVITIES OUTSIDE THE SCHOOL DAY (excluding school athletics and sport programs) WHICH ARE EQUAL TO OR IN EXCESS OF THE MANDATED REQUIREMENT.

In lieu of participating in the required 225 minutes per week of Physical Education course, the student will participate in a physical activity(ies) outside the school day *(excluding the school's athletics or sports program)*.

## Students Entering Grade Nine in the 2014-2015 School Year

### What Students and Parents Need to Know

#### What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

#### What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the EOC assessments and the results constitute 30 percent of the final course grade. These assessments are in the following subjects:

- Algebra I
- Biology I
- Geometry
- U.S. History
- Algebra II (if enrolled)

#### What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I
- Geometry
- U.S. History
- Biology I
- Algebra II



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#### What are the requirements for the 24-credit standard diploma option?

4 Credits English Language Arts (ELA)
<ul style="list-style-type: none"> <li>▪ ELA I, II III, IV</li> <li>▪ ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement</li> </ul>
4 Credits Mathematics
<ul style="list-style-type: none"> <li>▪ One of which must be Algebra I and one of which must be Geometry</li> <li>▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)</li> </ul>
3 Credits Science
<ul style="list-style-type: none"> <li>▪ One of which must be Biology I, two of which must be equally rigorous science courses.</li> <li>▪ Two of the three required credits must have a laboratory component.</li> <li>▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I)</li> <li>▪ An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)</li> </ul>
3 Credits Social Studies
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*
1 Credit Physical Education*
To include the integration of health
*Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at <a href="http://www.fldoe.org/articulation/CCD/default.asp">http://www.fldoe.org/articulation/CCD/default.asp</a> .
8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average on a 4.0 scale.

## What are the requirements for standard diploma designations?

Scholar Diploma Designation
<p>In addition to meeting the 24-credit standard high school diploma requirements, a student must</p> <ul style="list-style-type: none"> <li>Pass the ELA Grade 11 statewide assessment;</li> <li>Earn 1 credit in Algebra II (must pass EOC);</li> <li>Pass the Geometry EOC;</li> <li>Earn 1 credit in Statistics or an equally rigorous mathematics course;</li> <li>Pass the Biology I EOC;</li> <li>Earn 1 credit in Chemistry or Physics;</li> <li>Earn 1 credit in a course equally rigorous to Chemistry or Physics;</li> <li>Pass the U.S. History EOC;</li> <li>Earn 2 credits in the same World Language; and</li> <li>Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.</li> </ul> <p>A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student</p> <ul style="list-style-type: none"> <li>Takes the respective AP, IB or AICE assessment; and</li> <li>Earns the minimum score to earn college credit.</li> </ul>
Merit Diploma Designation
<ul style="list-style-type: none"> <li>Meet the standard high school diploma requirements</li> <li>Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)</li> </ul>

## Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

## What is the distinction between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

All other graduation requirements for a 24-credit standard diploma must be met (per section 1003.4282(10)(d)1-5, Florida Statutes [F.S.]).

## Where is information on Bright Futures Scholarships located?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, go to

<http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

## What are the public postsecondary options?

State University System
<p>Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements:</p> <ul style="list-style-type: none"> <li>High school graduation with a standard diploma</li> <li>Admission test scores</li> <li>16 credits of college preparatory academic courses</li> <li>4 English (3 with substantial writing)</li> <li>4 Mathematics (Algebra I level and above)</li> <li>3 Natural Science (2 with substantial lab)</li> <li>3 Social Science</li> <li>2 World Language (sequential, in the same language)</li> <li>2 approved electives</li> </ul> <p><a href="http://www.flbog.edu/forstudents/planning">http://www.flbog.edu/forstudents/planning</a></p>
The Florida College System
<p>Includes 28 state colleges. These institutions offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.</p> <p><a href="http://www.fldoe.org/fcs">http://www.fldoe.org/fcs</a></p>
Career and Technical Centers
<p>Florida also offers students 46 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.</p> <p><a href="http://www.fldoe.org/workforce/ld90DistrictTechnicalCenterDirectors.pdf">http://www.fldoe.org/workforce/ld90DistrictTechnicalCenterDirectors.pdf</a></p>

## Where is information on financial aid located?

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships.

<http://www.floridastudentfinancialaid.org/>



**ACCEL-Student Progression Plan: Policy/Procedures**  
**Academically Challenging Curriculum to Enhance Learning (ACCEL) Options**  
**s. 1002.3105, F.S.**

Academically Challenging Curriculum to Enhance Learning (ACCEL) Options

Academically Challenging Curriculum to Enhance Learning (ACCEL) Options are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12. The following ACCEL options are offered:

- whole-grade and during year promotion
- subject-matter acceleration
- virtual instruction in higher grade level subjects
- Credit Acceleration Program under s. 1003.4295, F.S.

Additional ACCEL options may include, but are not limited to, the following strategies. These are possible strategies that may be applied but are not required components of implementation: enriched science, technology, engineering, and mathematics (STEM) coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction; curriculum compacting; advanced-content instruction; and telescoping curriculum. Per FDOE technical guidance the following explanation is provided. Special note: Curriculum compacting is a process whereby a student is given a pre-assessment giving the teacher information about what content the student has already mastered. The student would then not be required to complete mastered content, but work on alternate or enrichment activities instead. In 'telescoped' curriculum, material is not necessarily 'skipped' but students move more quickly through all material thereby eliminating repetition and considerably increasing the pace of instruction to meet the needs of high potential students.

**MIDDLE SCHOOL GRADES 6 - 8**

**Whole Year Promotion (Assigned to Next Grade Level)**

**High Performance Criteria**

- Top percentage of Level 5 performance on FSA reading and math and science
- GPA-unweighted: 3.0 or above for core subjects in current year and in prior year
- Writing: FSA or writing sample with rubric level 5
- Conduct: Not below a 2
- No truancy issues: less than 4 unexcused absences in current or prior school year.
- Teacher/Guidance Counselor/Principal recommendation per observation\*
- School will submit recommendation for promotion to be approved by area superintendent.
- Compliance with a student performance contract

**TIMELINE:** Parent Request by June 15; **Test Window:** FSA scores released by FDOE  
**Decision:** By July 15



### **During Year Promotion (Assigned to Next Grade Level)**

- Whole Year Promotion High Performance criteria (above)
- Can be used when whole year request deadline in May is missed
- Best done prior to end of first grading period or no later than November 1

**TIMELINE:** Parent Request by September 1

**Decision:** Before or by October 30; (2<sup>nd</sup> Semester placement is not recommended.)

**Note:** In order to meet Florida Statute 1003.4156 on Middle Grades Promotion: Performance at the high level of eligibility and successful passing of the accelerated grade level will serve as proof of mastery of grade level core subjects that were skipped in the process of acceleration. Mandatory courses of Civics and Career and Education Planning must be taken and passed prior to promotion from 8<sup>th</sup> grade.

### **Subject Matter Acceleration (Assigned to Higher Grade Level Subject)**

- Top percentage of Level 5 performance on FSA reading, math, or science related to subject which is to be accelerated
- GPA-unweighted: 3.0 or above in desired subject in current year and in prior year
- Writing: FSA or writing sample with rubric level 5; (can be omitted for math or science request)
- Conduct, Absences, Recommendations, Contract: Same criteria for promotion (above)

**TIMELINE:** Parent Request by September 1;

**Decision:** Before or by October 30; (2<sup>nd</sup> Semester placement is not recommended.)

If accelerated course is on campus, student will take course on campus. OCVS or FLVS may also be used for the accelerated or high school course with enrollment by September 7.

\*If request does not receive recommendation by principal, parent may appeal in writing to the Area Superintendent explaining the reasons for the request and benefits to the student. A district committee will review and decide on the outcome of the appeal.

If promotion places student into high school which would involve a building change, the Area Superintendent's office will inform high school principal.

The law allows for a principal-initiated acceleration for high performance ACCEL options. In these special instances selected criteria may be waived. Approval is needed by the Area Superintendent. A compliance contract may be waived also.

### **Credit Acceleration Program (CAP) By Exam for EOC Course**

- Not enrolled in course: If student wants to receive credit by only taking the EOC exam, testing will be done at the April or summer administrations of the test. Passing score will be known prior to start of school for accurate scheduling of student. If this timeline is missed, student would be enrolled in course (if eligible) to ensure access to course and credit.
- Enrolled in course: If student is enrolled in a course and wants to "clep" the course by taking the EOC exam, testing will be done at the winter administration only. Student will remain in course until a passing score is determined. Class change will occur at end of grading period.

**TIMELINE:** Registration for Spring Test by January 7; Registration for Winter Test by September 15; Registration for Summer Test by last day of school

## ACCEL Options

### FCAT Score Determined OCPS Thresholds for Highest Performance Percentage

Grade	Reading Cut Score	Reading Achievement Level at Highest %age Performance	Number of Students	Math Cut Score	Math Achievement Level at Highest %age Performance	Number of
3	247	5	261	260	5	263
4	267	5	203	271	5	211
5	265	5	227	268	5	203
6	276	5	236	271	5	200
7	280	5	208	279	5	230
8	290	5	218	285	5	227
9	291	5	210			
10	290	5	200			

	Science Cut Score	Science Achievement Level at Highest %age Performance	Number of Students	Algebra Cut Score	Algebra Achievement Level at Highest %age Performance	Number of Students	
5	467	5	200				
8	459	5	207				
7				452	5	210	
8				446	5	203	
9				437	5	190	(bottom of Level 5)
10				438	5	3	(bottom of Level 5)

Benefits of Acceleration	Deficits of Acceleration
<ul style="list-style-type: none"> <li>Student will be placed in appropriate academic setting for challenging curriculum.</li> <li>Student will have a faster progression through school in order to graduate earlier.</li> <li>Student's performance level will be recognized as accelerated.</li> </ul>	<ul style="list-style-type: none"> <li>Student may be placed in an academic setting that is too pressured and demanding.</li> <li>Student may experience social and emotional issues with older youth.</li> <li>Some acceleration options will produce a "satisfactory" grade for the skipped or clepped course(s) and such grade codes will not contribute to the student's grade point average. Full benefits of college dual enrollment with no college fees may be missed.</li> </ul>

<p><b>Other Considerations:</b></p> <ul style="list-style-type: none"> <li>• A subject matter acceleration may be more advantageous than a whole grade promotion. Student is able to remain with peer group but has the opportunity to excel in particular courses of high performance.</li> <li>• Skipped courses may cause an effect of splintered skills. Specific state standards may be missed causing a lack of foundational knowledge for future courses and state assessments.</li> <li>• A performance contract is required when an ACCEL option is used for promotion or subject matter acceleration. This contract involves expectations of academic performance, attendance, and conduct.</li> <li>• Existing OCPS practice also encourages accommodation for acceleration through the Gifted Program and 3 Year Graduation Plans.</li> </ul>	

# GET INVOLVED

Students who are actively involved with academics and extracurricular activities normally find success in both. Review the clubs and sports choices listed below and plan to participate in one or more of your choosing.

Clubs	Sports
Yearbook	<u>Quarter 1</u>
Accelerated Reader	Soccer*
Writing	<u>Quarter 2</u>
Math Club	Volleyball*
Student Government	<u>Quarter 3</u>
P.A.L. basketball/ flag football	Basketball*
National Junior Honor Society	<u>Quarter 4</u>
Fellowship of Christian Athletes	Track and Field*
After School Zone/YMCA	
Intramurals	
Robotics	
	Intramural sports are offered throughout the year.

## LIBERTY ATHLETICS

In order to be eligible to tryout out for an Orange County middle school athletic team, students must have the following forms completed and on file with the Athletic Department.

1. A current OCPS Sports Physical Form completed and signed by a Doctor/Physician. No other form will be accepted.
2. Emergency Medical Treatment form completed by parent/guardian.
3. OCPS Risk Form completed by parent/guardian
4. Good Grades – 2.0 or higher GPA from previous semester.

Be sure to listen to announcements and check the Liberty web site for times and dates of information meetings for each sport.

## References

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Orange County Public Schools. (2014). 2014-15 OCPS school calendar. Retrieved from:  
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