Middle School Curriculum Guide

2025-2026
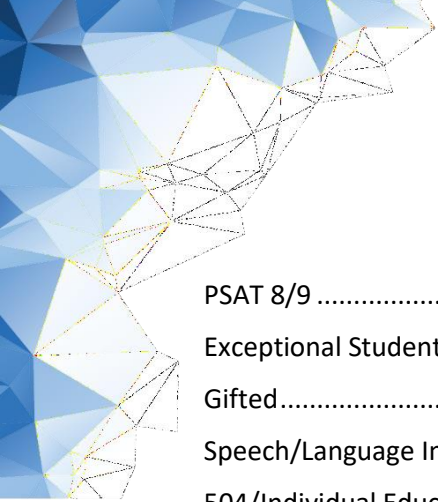
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Mission and Vision Statement

The mission of Orlando Science Middle/High Charter School is to provide students with a well-rounded education with special emphasis on Science, Technology, Engineering, Mathematics (STEM) and Reading in the light of research based, proven and innovative instructional methods in a stimulating environment.

The vision of OSS is to empower all students with a STEM education which will help them reach their maximum potential and guide them to a promising and successful career as productive and responsible citizens.

MESSAGE FROM THE PRINCIPAL

Dear Students,

Orlando Science Schools are committed to providing you with an excellent educational experience. This Curriculum Guide is one of the best opportunities for you to view the variety of courses that Orlando Science offers. Please review the courses carefully, ask questions to your school counselor and instructional administrators, and discuss your course options with your parents/guardian. Your selections should support your efforts to develop your talents and skills. I encourage you to take a chance by getting involved and challenging yourselves.

Middle school is unlike any other time in your life. This is the time that you will invest for your high school and post-secondary education. Study hard, challenge yourself, set high goals and enjoy yourself. We are very fortunate to have a great school with great students and teachers. Make this time some of the most important and productive years of your life.

A well-rounded education is available to you at Orlando Science Schools. Our staff is here to help and guide you as you make decisions about your education, future post-secondary education, and a career path. We hope that your year is positive, productive, and successful.

Go Orcas, Strive for Excellence!

Sincerely,
Julie Santos
Principal
Orlando Science Middle High Charter School – Lynx Campus
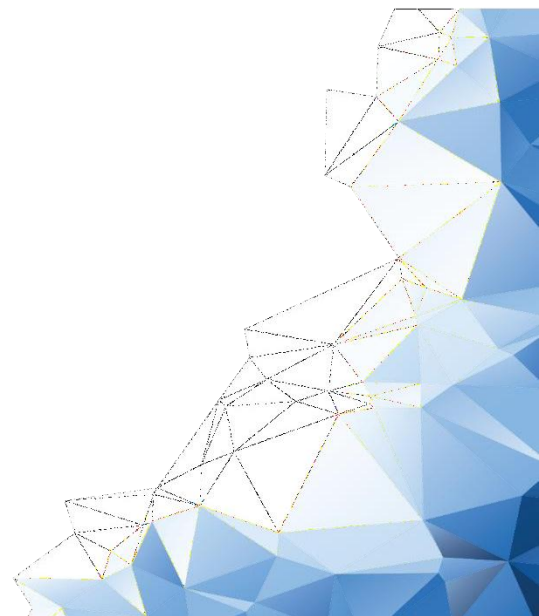
Middle Grades Promotion Requirements

In order for a student to be promoted to high school from the middle grades, they must successfully complete three middle grades, or higher*, in the following courses:

- English Language Arts
- Mathematics
- Science
- Social Studies
    - One of the courses must be Civics. The statewide, standardized End-of-Course (EOC) exam for Civics must be taken and will factor as 30% of a student's course grade.

*'Higher' courses may include high school courses which will count for high school credit.

The statutory requirements for middle grades promotion are found in Florida Statute §1003.4156 (General) and §1003.455 (Physical Education – one semester each year).
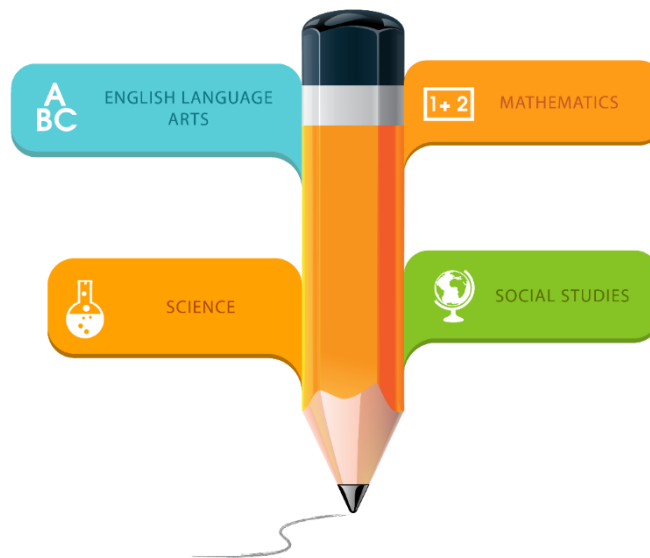
OCPS 2025–2026 School Calendar

Day(s) of Week	Date(s)	Event
Friday-Friday	August 1-8	Pre-Planning August 6-Professional Development Day
Monday	August 11	First Day of School
Monday	September 1	Labor Day Holiday
Friday	October 10	End of First Marking Period
Monday	October 13	Teacher Workday/Student Holiday
Tuesday	October 14	Begin Second Marking Period
Monday-Friday	November 24-28	Thanksgiving Break
Friday	December 19	End of Second Marking Period
Monday-Friday Two Weeks	December 22-January 2	Winter Break
Monday	January 5	Teacher Workday/Student Holiday
Tuesday	January 6	Begin Third Marking Period Begin Second Semester
Monday	January 19	Martin Luther King, Jr. Holiday Schools and District Offices Closed
Monday	February 16	Presidents' Day/Teacher Non-Work Day Schools Closed/District Offices Open
Thursday	March 12	End of Third Marking Period
Friday	March 13	Teacher Workday/Student Holiday
Monday-Friday	March 16-20	Spring Break Schools Closed/District Offices Open
Monday	March 23	Begin Fourth Marking Period
Friday	April 24	Teacher Professional Day Student Holiday/Teacher Non-Workday
Monday	May 25	Memorial Day Holiday Schools and District Offices Closed
Wednesday	May 27	End of Fourth Marking Period Last Day of School
Thursday-Friday	May 28-29	Post Planning

Orange County Public Schools
2025-2026 Severe Weather Make-Up Days

In the event of severe weather closure(s), the Superintendent may waive a portion of the make-up days and/or utilize other alternatives, such as extended Wednesdays or extending the school year, to ensure that the district meets the state's required hours of instruction for the school year. After exhausting these alternatives, the district will utilize the prioritized make-up days listed below.

Priority	Date	Current Use
1	February 16, 2026	Presidents' Day
2	April 24, 2026	Professional Day/Student Holiday
3	November 24, 2025	Monday of Thanksgiving
4	November 25, 2025	Tuesday of Thanksgiving

Purpose of Curriculum Guide

1. Improve student learning and academic achievement.
2. Increase learning opportunities for all students with special emphasis on low performing students, especially in reading.
3. Create professional opportunities for each teacher, including ownership of learning program at the school site.
4. Encourage the use of innovative learning methods.
5. Require the measurement of outcomes.
6. Expand the capacity of the school system.

Objectives

Charter schools provide a choice to the parents within the state's public school system. Orlando Science Schools has high standards of student achievement and is committed to providing parents with the flexibility to choose among diverse educational opportunities within the state's public school system. Orlando Science Schools will give parents and students the choice of a rigorous math, science, and reading-focused program in Orange County. Orlando Science Schools.

- provide students with innovative curricula that were recognized as exemplary by the U.S. Department of Education in Science, Mathematics and Science as well as rigorous Reading, Language Arts and Social Studies.

- use a variety of student assessment methods and school climate surveys and participate in district and statewide assessment programs on a consistent basis to evaluate the effectiveness of teaching and learning processes and to improve the school environment.

- improve students' self-esteem, self-control, and self-regulation skills through group process skills and cooperative learning strategies. The school will have high expectations of its students both academically, behaviorally, and socially. In addition, the school will aim at developing student awareness of local and community needs as well as an understanding of national and global issues, reaching academic excellence for all the students while at the same time recognizing individual differences.

Orlando Science Schools construct a program which engages and motivates students to invest their talents, energy, and enthusiasm in completing their schoolwork in an exemplary manner. In addition, continuous improvement, persistent innovation, positive response to change, and a commitment to incessant growth are characteristics of the school's people and programs.

Finally, the school believes that an educated citizen in the 21st century must have the skills and understanding to participate and work productively in a multicultural, globally-oriented environment, including the skills required to use technology to its full potential in the new millennium.
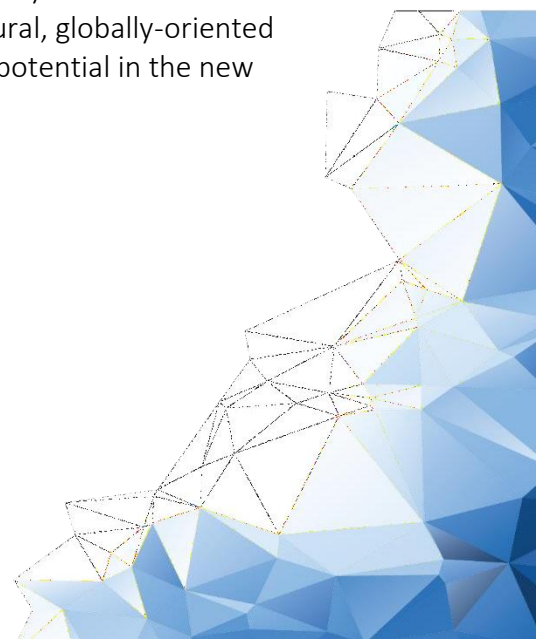
Orlando Science Schools
Core Values

O.R.C.A.S.

Outreach towards community

Respect and compassion for all

Celebrate diversity

Advocate for a safe learning environment

Strive for excellence within a stimulating Environment

The School Climate

Based upon respect for the uniqueness and potential of each student, the school will maintain a supportive community in which a unified and coherent academic and non-academic program functions. The school will:

- Adhere to the O.R.C.A.S. Core Values.
- Foster a positive self-concept, emotional maturity, personal integrity, sense of responsibility, and respect for others.
- Create open relationships between students, teachers, administrators, and parents.
- Make possible the development of cooperation and a healthy attitude toward competition.
- Contribute a sense of tradition and continuity.
- Support risk-taking.
- Strengthen moral and civic values.
- Build high standards of conduct.
- Enhance aesthetic understanding.

Academic Excellence

The tradition of academic excellence will be maintained and furthered by the attainment of objectives in the following areas

- Student Body: The school will remain open to and maintain a diverse student body made up of students who strive for high academic growth and pursue their interests in science, mathematics, computer science, social studies, and reading. In addition, the student body will be respectful of diverse ideas and inclusive of all cultures.
- Faculty and Administration: The school will maintain a superior, highly qualified, and diverse teaching staff and administration who are committed to the school's goals. Teachers are highly qualified and have shown to be experts in their fields.
- Curriculum: The curriculum will challenge all students to strive for excellence within a stimulating environment and attain their highest potential through an integrated, sequential, and appropriate level of content for the student body, utilizing the diverse talents of each individual student.
- Extracurricular Activities: These programs will complement the academic program while emphasizing group effort and cooperation, as well as encouraging participation and the development of individual skills and student engagement.
- Resources: The school will provide adequate resources to support the aforementioned areas. Students and faculty are encouraged to voice their needs.
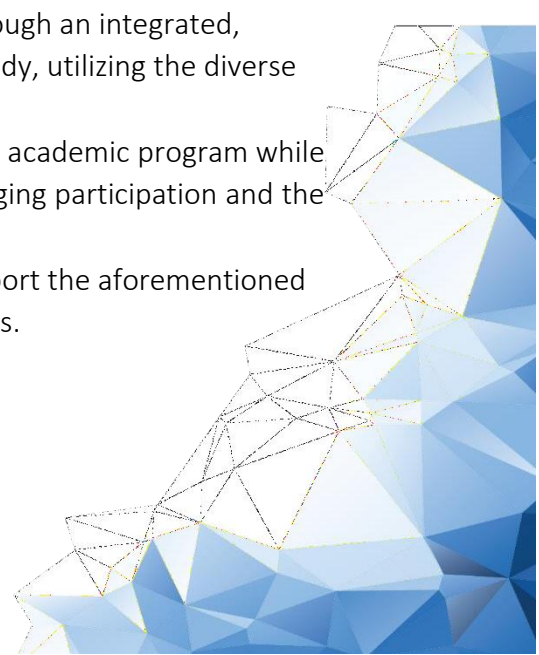
Diversity

The school will acknowledge and cultivate the uniqueness and potential of each person in the school community.

- Each person in the school community appreciates and will be appreciated for his/her own uniqueness and potential through both individual and group experiences.
- Each person will appreciate the positive value of diversity in our community.
- The school will develop programs that benefit the diverse community.
- Diversity will be celebrated in a variety of different ways throughout the school year.

Disclosure of the Courses and Items in the Curriculum Guide

The overall motivation behind the development of this Curriculum Guide is to provide current and prospective students and families with a sense of school culture as well as a framework for the school's academic and extracurricular offerings.

Course placement is based on achievement and will be utilized to determine the best scheduling options for the student.

Students who scored Level 1 or 2 on their most recent FAST, B.E.S.T, or other standardized assessments, may be placed in intensive and/or block classes for additional academic support.

Certain elective course offerings may only be conducive with course schedules that align with corequisite criteria as it pertains to enrollment in Advanced Studies, Traditional Studies, or Advanced and Gifted Studies Academy (AGSA).

Student Learning Management System

Orlando Science Schools use a web-based student progress monitoring system called OSS Connect (ossconnect.orlandoscience.org). Students and parents have access to the website witha pre-generated username and password. OSS Connect provides the most recent information regarding student progress and a variety of other resources. Parents and students may find the following information on OSS Connect:

- Recent Student Overall Course Grades
- Student Commendations and Behavioral Progress
- Detailed Course Resources, Course Syllabus, Chapter Resources
- Homework and Classwork Soft Copies, Uploaded Lessons of the Day
- Long Term Project Timelines and Resources, such as Science Fairs and History Fairs
- Assignment Calendars for all Courses
- Weekly Student Report E-mails
- Staff Directory
- Orlando Science Event Calendar
- Online Academic Resource Access, such as
    - Holt McDougal Online
    - HMH Science
    - Performance Matters
    - Study Island
    - Khan Academy
    - Project Lead the Way (PLTW)
    - Carnegie Mellon University Computer Science Academy

OSS Connect can be accessed via the school website, [www.orlandoscience.org,](www.orlandoscience.org) by clicking on the OSS Connect tab. If a student loses their username and/or password, they may contact the front office for assistance.
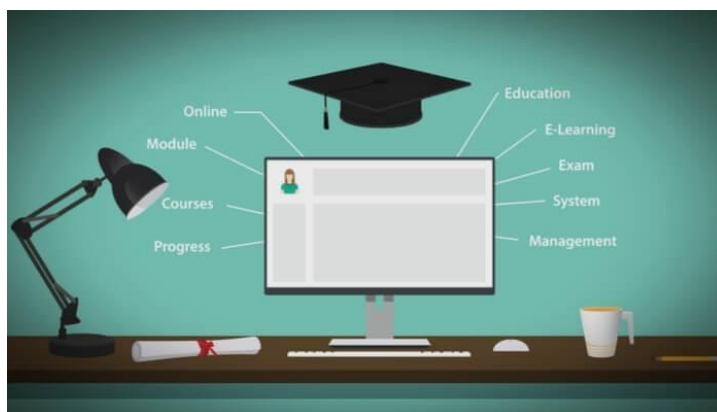
Technology at OSS

Each classroom is equipped with a SMART Board that instructors can utilize. The SMART Board allows for improved student-teacher collaboration and integration, encourages teachers to teach in real-time with audio and visuals, and allows for the accommodation of a variety of learning styles.

Students have access to a computer lab and a media center that is furnished with desktop computers. Each student is assigned a Chromebook to enhance teaching styles and retention of subject matter.

OSS Connect, the digital gradebook, allows for students and parents to receive grades, conduct points, and commendations in real time. Students can upload assignments and receive feedback on their work using this platform.
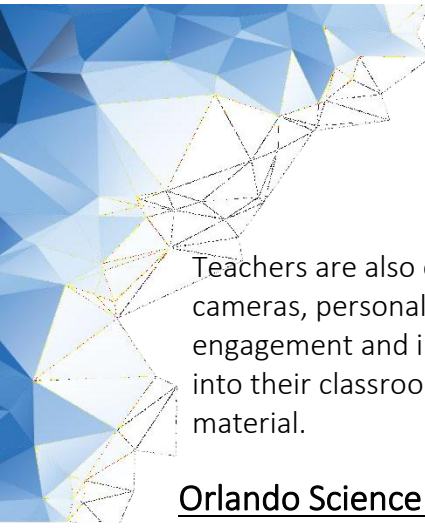
In addition, the English Language Arts department utilizes a digital curriculum. Using Holt McDougal Online allows students to interact with text, listen to the story be read out loud, and to answer critical thinking questions through research and engagement.
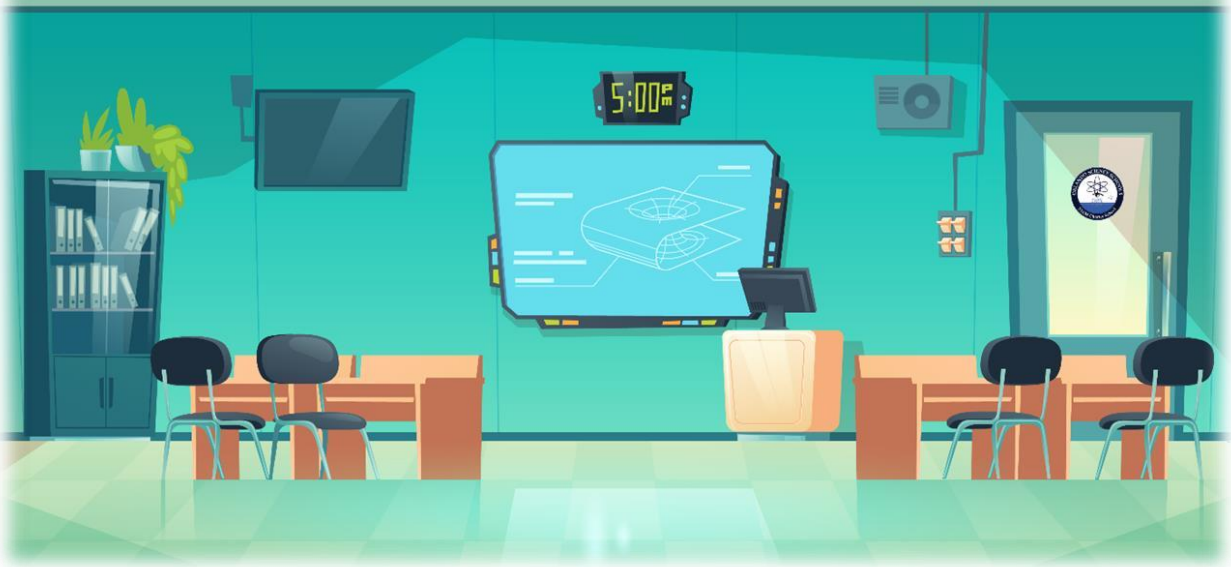
Each student has an OSS e-mail address that will allow access to Microsoft Word, Excel, PowerPoint, OneDrive, and Microsoft Teams. In these platforms, students are able to collaborate, hold meetings and sessions, as well as communicate with their instructors in real-time. Students are also encouraged to utilize their e-mail address to communicate with their instructors.

Finally, students can take computer classes to learn more about Microsoft programs, computers, and coding.

Teachers are also encouraged to use other forms of technology, such as document cameras, personal amplification devices, and tablets to enhance their student engagement and instruction. Teachers seamlessly integrate the use of technology into their classroom to ensure the highest student engagement and retention of material.

Orlando Science Schools Online Course Enrollment Policy

In Florida, students and their parents have choices when it comes to the student's education. Your family has selected Orlando Science School (OSMS), a charter school of choice, as opposed to participating in other educational choices offered in Florida. Therefore, other choices, such as virtual instruction, may not be available to your student. Certain students may be required or allowed to attend virtual classes. Doing so will be subject to the rules and criteria adopted by OSMS set forth below. Moreover, the specific courses available or approved for virtual instruction are limited by OSMS.

As a charter school of choice, OSMS may, but is not required, to provide virtual instruction through a limited number of Florida Virtual School (FLVS) "seats" which, if available, may be reviewed and distributed on a limited basis by grade level, application request, and course selection. Only certain limited courses will be permitted to be completed through FLVS. The following additional criteria will be reviewed in considering whether to authorize any online instruction courses through FLVS:

• High school students are required to fulfill an online course as a graduation requirement. OSMS will allow one such course such as HOPE or Driver Education for all students through FLVS on a one-on-one basis.

• OSMS may approve or require an FLVS course if the course is a graduation or college application requirement, and it cannot be provided by the school in some other way.

• OSMS may approve an FLVS course for credit recovery purposes if the task cannot be completed within the campus. The school may also allow an FLVS course to a transfer student with incompatible transcript if the discrepancies cannot be remedied within the regular OSHS schedule.

• OSMS will not approve any FLVS courses for optional reasons such as "extra challenge", "staying busy over summer", or "boosting GPA".

• Students failing to complete an FLVS course once approved by OSMS, regardless of whether the student was passing or failing the course, will forfeit any future opportunity to register for any additional FLVS courses.

• OSMS students should not register at the FLVS website until their application request has been approved by OSMS.

• OSMS reserves the right to make any necessary changes to this policy in the future to be able to meet any unforeseen need that may arise.

Middle School Specialty Programs

Program Guideline and Application Process

Middle school students that meet the following requirements and adhere to high standards in both academics and behavior may be admitted to and continue in the Advanced and Gifted Studies Academy (AGSA).

- 90% overall course grade average from prior year
- Maintain a 4.0 weighted Middle School GPA in each year, with no grade below a C
- Exhibit proficiency on all prior year State-level assessments
- Have a good conduct record
- Submit Online Course Request Form

Advanced and Gifted Studies Academy (AGSA)

Orlando Science is proud to offer high performing students with career-focused learning opportunities through the Advanced and Gifted Studies Academy (AGSA), by providing areas of study in conjunction with Project Lead the Way (PLTW), Carnegie Mellon University Computer Science Academy, and We the People.

Advanced and Gifted Studies Academy (AGSA)						
Grade	ELA	Math	Science	Social Studies	World Language	Elective 1	Elective 2
6	M/J Language Arts 1 Adv/G	M/J Pre Algebra Honors	M/J Life Science Adv/G	M/J World History Adv/G	M/J Spanish Beginning 1/2 year, M/J Turkish Beginning 1/2 year	Elective Course	Elective Course
7	M/J Language Arts 2 Adv	M/J 7th Grade Math	M/J Earth Space Science	M/J Civics	M/J Spanish Intermediate or M/J Turkish Intermediate	Elective Course	Elective Course
8	M/J Language Arts 3 Adv	M/J Pre Algebra/ Algebra 1 Honors	M/J Physical Science	M/J U.S. History	M/J Spanish Advanced or M/J Turkish Intermediate	Elective Course	Elective Course

Orlando Science Engineering and Technology Academy introduces students to real-life problem-solving techniques and the engineering design process through PLTW Gateway activities and curricula. The hands-on program boosts classroom engagement and excitement, drives collaboration, and inspires "aha! moments" and deep comprehension.

As students engage in PLTW's activities in computer science, engineering, and biomedical science, they see a range of paths and possibilities they can look forward to in high school and beyond.

Medical Detectives

Students play the role of real-life medical detectives as they collect and analyze medical data to diagnose disease. They solve medical mysteries through hands-on projects and labs, measure and interpret vital signs, examine nervous system structure and function, and investigate disease outbreaks.

Detective Work

Students will discover how healthcare professionals act as medical detectives in identifying, treating, and preventing injury and illness in their patients. Students examine patient medical histories and investigate how these histories guide medical detectives to the correct diagnosis and treatment of a particular illness. Students also investigate and collect vital signs such as heart rate, blood pressure,and temperature. Finally, students research pathogens involved in foodborne illness and act as medical detectives in diagnosing and proposing a treatment planfor a patient with a mystery illness.

Investigation

Students have the opportunity to work through a virtual autopsy and explore howa suspect may be identified through DNA analysis in the process of solving the crime.

Human Body System

Students investigate the nervous system, including brain anatomy and physiology.
A mysterious illness prompts the students to explore the role of genetics in disease. Students investigate how mutations in DNA can cause disease and learnhow genetic diseases are passed through families.

Energy and the Environment

Students are challenged to think big and look toward the future as they explore sustainable solutions to our energy needs and investigate the impact of energy on ourlives and the world. They design and model alternative energy sources and evaluate options for reducing energy consumption.
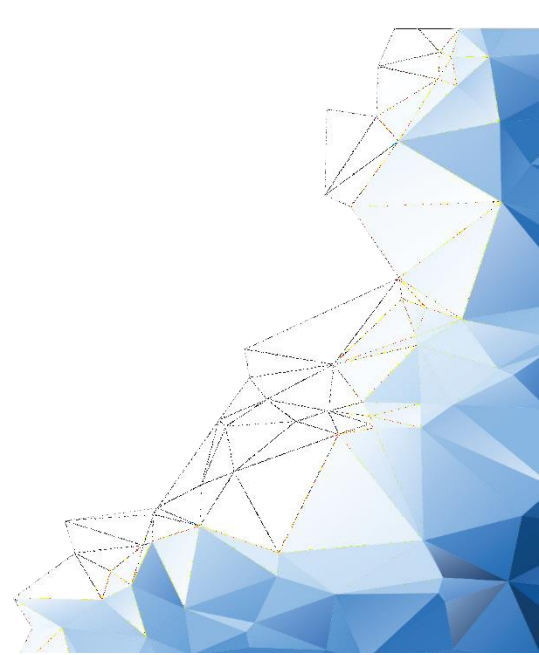
Energy Systems

Students explore the challenge we face to economically harness, store, and deliverthese sources of energy. The use and production of energy is important in everyone's life. It is also important to consider ways to reduce our impact on the environment when using energy to heat our buildings, to power modes of transportation, or to operate electrical appliances. The development of alternativeenergy systems is a recent innovation where energy is generated from inexhaustible energy sources like wind, solar, geothermal, and hydropower, and renewable energy sources like biomass. These systems have the advantage of generating power with virtually zero carbon emissions.

Sustainable Energy

Students present an alternative solution for a global energy problem. Many eventsacross the globe over the last several years have reinforced the need to restructureboth our use of energy and the source of our energy on a global basis. Stop and consider the effects on energy that these events have caused: population growth,economic growth in China and India, conflicts in the Middle East, global climate change, and natural disasters. We must implement innovative solutions to promote energy security and alternatives to fossil fuels. While meeting the increasing demand for energy, we also need to consider minimizing the environmental impact.

Making an Impact

Students learn to realize that individually they can impact energy usage trends. Energy saved is energy gained for another day. Saving energy will cut down on pollution and help our fossil fuels last longer, hopefully until renewable energy sources become more practical. Finding a way to do more with less is a benefit toeveryone.

Students can actively participate in energy conservation through a variety of measures including turning off lights when they leave a room, turning up the thermostat a few degrees on very hot days, turning down the thermostat on colddays, closing windows and doors during temperature extremes, reducing water usage, and ensuring that plug-in chargers are unplugged when not in use.

Students need to realize that each and every one of us does make a difference.The solution to energy problems will be solved by individuals. We are the ones who need to practice using resources wisely, pass beneficial laws, and quit polluting.

Computer Science for Innovators and Makers

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. Designing algorithms and using computational thinking practices, they 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.

Carnegie Mellon University Computer Science Academy

Students pursue an iterative process in developing programs, identifying and finding solutions for multiple problems. Students will write code that implement functionally independent algorithms using mathematical or logical concepts as they manage complex aspects (debugging, optimal runtime, readability) in the process. Python will be the primary language for coding in these applications.

Advanced Social Studies Academy

The Orlando Science Advanced Social Studies Academy provides its students with access to quality, law-focused, civic education opportunities, with an emphasis on public speaking, criticalthinking, respect for the rule of law, commitment to government service, and civic duty. In addition to rigorous in-class academic study, students will have opportunities to participate in collaborative academic competitions.

We the People: Project Citizen

The foundation of We the People is the middle school civics curriculum. Students present simulated congressional hearings, where they have the opportunity to evaluate, take, and defend positions on relevant historical and contemporary issues. The student simulated hearing not only deepens student knowledge of the U.S. Constitution and Bill of Rights, it builds important 21st-century workplace skills and dispositions, such as working cooperatively as a team, public speaking, managing conflict, and reaching consensus. Students have the opportunity to participate in the state competition, where they will "testify" before a panel of judges acting as members of Congress.

Model United Nations

Model United Nations (MUN) is an intergovernmental organization that gives students opportunities to address current global issues in a friendly, academically focused environment. Students will be assigned a country and a topic to research according to a United Nations committee, such as the General Assembly, UNWOMEN, Security Council, and the World Health Organization. Like the real United Nations, students will act as delegates representing their assigned countries and will utilize their research to develop solutions with fellow delegates regarding specific topics according to their committees. OSS participates in both the middle school committees of the Florida High School Model United Nations (FHSMUN) as well as the Florida Middle School Model United Nations (FMSMUN) family of events, offering students multiple opportunities in which to participate each academic year.

Middle School Mock Trials

The middle school mock trial program is designed to increase student understanding of, and interest in, the legal process, the courts, and the jury system. Students will have the opportunity to participate in a simulated trial in the classroom or at a local courthouse. The case materials are aligned with the middle school civics benchmarks including: SS.7.C.2.6 Simulate the trial process and the role of juries in the administration of justice.
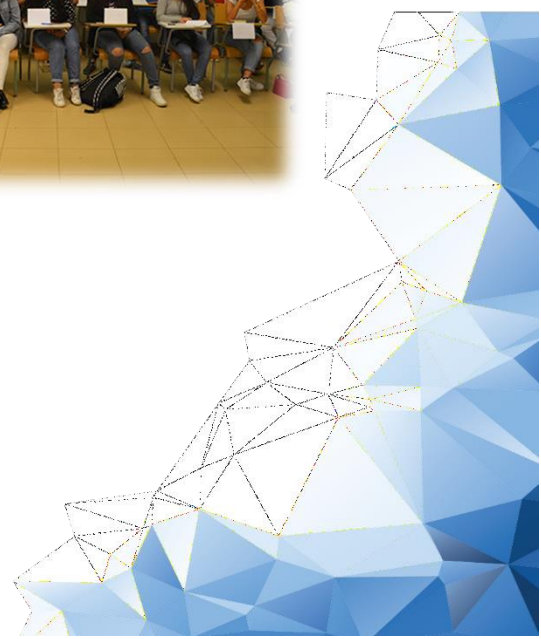
Rigorous Academic Activities in Math and Sciences

AMC-8

The AMC 8 provides an opportunity for middle school students to develop positive attitudes towards analytical thinking and mathematics that can assist in future careers. Students apply classroom skills to unique problem-solving challenges in a low-stress and friendly environment.

Competition Math

Students who apply for this club will be regularly challenged in a competitive mathematics environment. Students will compete in several Math competitions throughout the year such asMathCounts, AMC 8, and Math League etc.

FIRST Tech Challenge (FTC) Robotics

FIRST® Tech Challenge is designed for students who want to compete head-to-head using a sports model. Teams design, build, and program their robots to compete on a 12' X 12' field, inan alliance format, against other teams. Robots are built from a reusable platform, powered by Android technology, and programmed using Java. Teams, including coaches, mentors, and students, are required to develop strategy and build robots based on sound engineering.

National Math Club

The National Math Club is free and designed to be flexible so many types of groups can participate. Game instructions, math explorations, and problem sets are provided that can be enjoyed by students of all skill levels.

Science Olympiad

Topics include:

- Earth Space
    - Astronomy/Solar System
    - Meteorology
- Weather
    - Extreme Weather
    - Climate Patterns and Forecasting
- Space
    - The History
    - Cosmology
    - Astrophysics
    - Astrobiology
- Physical Science
    - Crave the Wave - Understanding properties and interactions of waves, types of waves and waves through mediums.
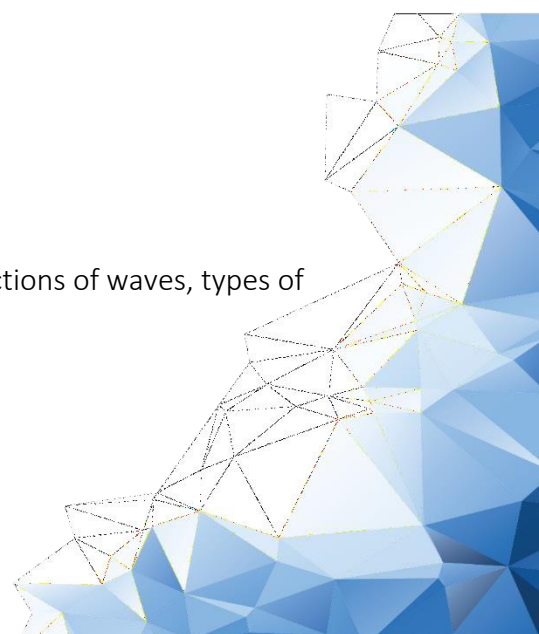
OCPS Grading Policy

A student's grades should reflect his or her academic achievement. Every student will have a suitable opportunity to demonstrate academic achievement. A natural consequence of an absence is missing the opportunity to participate in classroom activities. This lack of participationmay reflect in a student's grade.

Un-weighted Grading Scale

The grading system and interpretation of letter grades will be as prescribed by Florida Statute §1003.437(1-5).

Grading Scale

Grade	Percent	Honors/Advanced/ Advanced-Gifted	Regular	Definition
A	90-100	5	4	Outstanding Progress
B	80-89	4	3	Above Average Progress
C	70-79	3	2	Average Progress
D	60-69	1	1	Lowest Acceptable Progress
F	0-59	0	0	Failure

Orlando Science Schools Parent Communication

Orlando Science Schools send three types of reports:

- Weekly E-mail Report:
  The information on this report is not official or final. It only gives a weekly snapshot of the students' grade/assignments and may be different from the one on the OSS Connect due to the updates made any time of the day. Parents may check the more detailed information by clicking on any of the course links in the report for the most up-to-date grade/assignment reports.

- Progress Report:
  This report is sent home in the middle of each quarter. The report will give the overall detailed progress of the student in the first half of the quarter.

- Report Card:
  This report is an official quarter report. Student grades will be formally reported at the end of each quarter. Behavior, academic progress, and attendance will be reflected on the report card. Two quarter grades make up a semester, and two semester grades are averaged together to determine a final grade in a one credit course. Numerical grades are automatically converted to letter grades using our computer gradebook software.

Course Placement
(Levels of Academic Study)

Due to class size restrictions, prerequisites, and academic readiness, a student may not be assigned to the classes requested. Course availability may vary, and placement for any selected course below is not guaranteed. Students who scored Level 1 or 2 on their most recent FAST, B.E.S.T, orother standardized assessments, may be placed in intensive and/or block classes for additionalacademic support.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors-level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task.

Advanced Curriculum Sample Schedule							
Grade	ELA	Math	Science	Social Studies	World Language	Elective 1	Elective 2
6	M/J Language Arts 1 Adv	Pre-Algebra	M/J Life Science Adv	M/J World History Adv	M/J Spanish Beginning 1/2 year, M/J Turkish Beginning 1/2 year	M/J Creative Writing	Elective Course
7	M/J Language Arts 2 Adv	Pre-Algebra/ Algebra 1 Honors	M/J Earth Space Science Adv	M/J Civics Adv	M/J Spanish Intermediate or M/J Turkish Intermediate	PLTW Gateway 7	Elective Course
8	M/J Language Arts 3 Adv	Algebra 1 Honors/Geometry Honors	M/J Physical Science Adv/Chemistry Honors	M/J U.S. History Adv	M/J Spanish Advanced or M/J Turkish Intermediate	PLTW Gateway 8	Elective Course

Traditional Sample Schedule							
Grade	ELA	Math	Science	Social Studies	World Language	Elective 1	Elective 2
6	M/J Language Arts 1 Adv	M/J 6th Grade Math	M/J Life Science Ad	M/J World History	M/J Spanish Beginning 1/2 year, M/J Turkish Beginning 1/2 year	Elective Course	Elective Course
7	M/J Language Arts 2 Adv	M/J 7th Grade Math	M/J Earth Space Science	M/J Civics	M/J Spanish Intermediate or M/J Turkish Intermediate	Elective Course	Elective Course
8	M/J Language Arts 3 Adv	M/J Pre Algebra/ Algebra 1 Honors	M/J Physical Science	M/J U.S. History	M/J Spanish Advanced or M/J Turkish Intermediate	Elective Course	Elective Course

Course Descriptions per Discipline and Objectives

Mathematics

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.

M/J Intensive Mathematics (MC) (#1204000)

Intensive courses have been designed so that the teacher will select the appropriate standards when developing curricula tailored to meet the needs of individual students, taking into account their grade and instructional level. This course should not be used inplace of a core mathematics course but is intended to provide intervention for studentswho require extra mathematics instruction.

M/J Grade 7 Mathematics (#1205040) / M/J Grade 7 Mathematics Advanced (#1205050)

In this Grade 7 Advanced Mathematics course, instructional time should focus on five critical areas: (1) 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; (2) drawing inferences about populations based on samples; (3) 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; (4) grasping the concept of a function and using functions to describe quantitative relationships; and for #1205050, (5) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

M/J Grade 8 Pre-Algebra (#1205070)

In Pre-Algebra, instructional time should 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 1 Honors (#1200320)

Prerequisite: Pre-Algebra **or** Grade 6/7 Math with Level 5 on most recent grade-level Math FAST, B.E.S.T

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.

Geometry Honors (#1206320)

Prerequisite: Algebra 1 **or** Algebra 1 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,
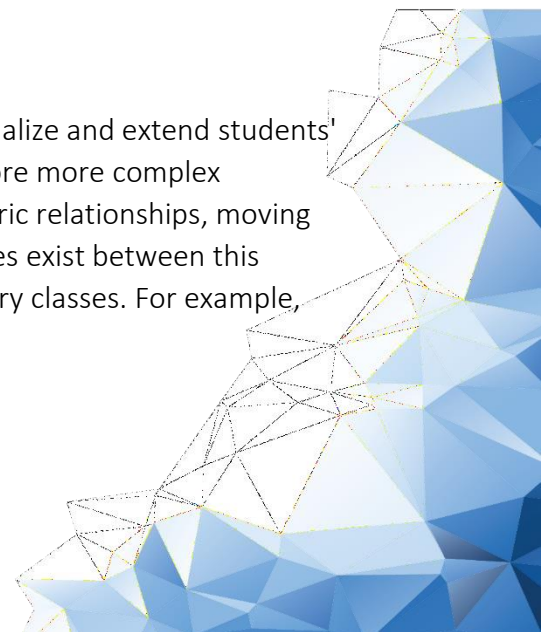
transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school standards.

Science

Science and Engineering Practices (NRC Framework for K-12 Science Education, 2010)

- Asking questions (for science) and defining problems (for engineering).
- Developing and using models.
- Planning and carrying out investigations.
- Analyzing and interpreting data.
- Using mathematics, information and computer technology, and computational thinking.
- Constructing explanations (for science) and designing solutions (for engineering).
- Engaging in argument from evidence.
- Obtaining, evaluating, and communicating information.

M/J Earth/Space Science (#2001010)/ M/J Earth/Space Science Adv (#2001020)
Prerequisite: M/J Life Science **or** M/J Life Science Adv

Geology, or earth science, studies Earth, from the materials that make it up to the processes that shape it. Astronomy, the study of objects in outer space, often is included under Earth science.

M/J Physical Science (#2003010) / M/J Physical Science Adv (#2003020)
Prerequisite: M/J Earth/Space Science **or** M/J Earth/Space Science Adv
Physical science is the study of energy and all nonliving matter. Physical science includes both physics and chemistry. These branches of science can and often do overlap. You might hear a scientist called a biochemist or geophysicist. Such terms refer to those whose work falls a little in each branch.
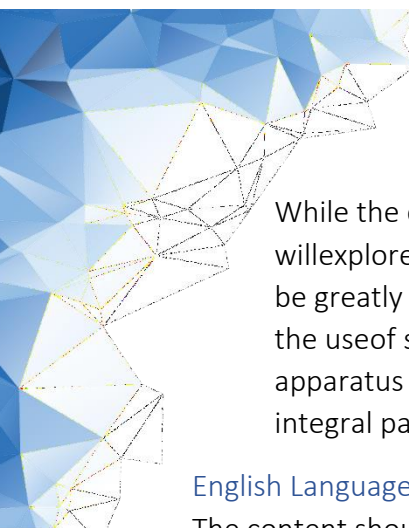
Chemistry 1 Honors (#2003350)
Prerequisite: Algebra 1 Honors with Level 5 on most recent grade-level Math FAST, B.E.S.T
Corequisite: Grade 8

Students study and investigate (1) Scale, Proportion, and Quantity (SPQ), (2) Structure and Properties (SAP), (3) Transformations (TRA), (4) Energy (ENE)

While the content focus of this course is consistent with the Chemistry I course, students willexplore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the useof scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course.

English Language Arts

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

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

M/J Language Arts 2 (#1001030) / M/J Language Arts 2 Advanced (#1001050)
Corequisite: Grade 7

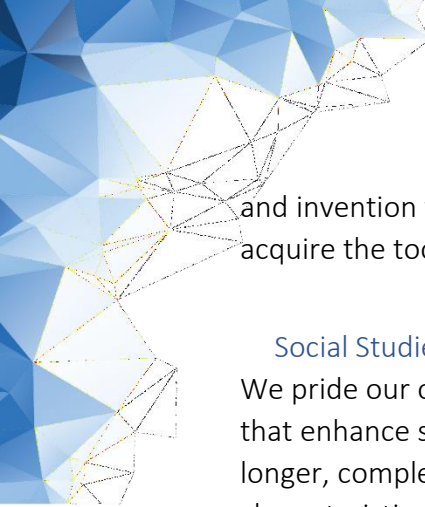The purpose of this course is to provide grade 7 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

M/J Language Arts 3 (#1001070) / M/J Language Arts 3 Advanced (#1001080)
Corequisite: Grade 8

The purpose of this course is to provide grade 8 students themes of imagination, innovation,
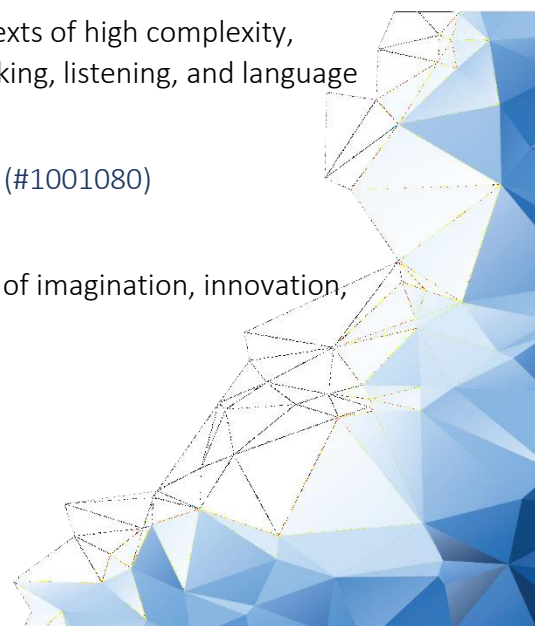
and invention that teach the student to become a critical reader and thinker as they work to acquire the tools you need to depict and elaborate their ideas.

Social Studies

We pride our ourselves on teaching from well-written, grade-level instructional materials that enhance students' content area knowledge and strengthen their ability to comprehend longer, complex reading passages on any topic for any reason. The following practices are characteristicof day-to-day instructional practices.

- Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
- Making close reading and rereading of texts central to lessons.
- Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
- Requiring students to support answers with evidence from the text.
- Providing extensive text-based research and writing opportunities (claims and evidence).

M/J Civics (#2106010) / M/J Civics Advanced (#2106020)
Corequisite: Grade 7

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

M/J United States History & Career Planning (#2100015) / M/J United States History & Career Planning Adv (#2100025)
Corequisite: Grade 8

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

Connections

M/J Comprehensive Physical Education Grade 7/8 (#1508070)

The purpose of this course is to build on previously acquired knowledge, skills, and values necessary for the implementation and maintenance of a physically active lifestyle. The course content provides exposure to a variety of movement opportunities and experiences which include, but is not limited to: Outdoor Pursuits/Aquatics, Individual/Dual Sports and Alternative/Extreme Sports. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

M/J Team Sports - Grade 7 (#1508020)

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.

M/J Individual/Dual Sports - Grade 8 (#1508050)

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of individual/dual sports concepts such as self-improvement and goal setting, and appropriate social behaviors that exhibit excellent sportsmanship. The integration of fitness concepts throughout the content is critical to the success of this course.

M/J Spanish, Intermediate (#0708010)

M/J Spanish Intermediate is a continuation of M/J Beginning Spanish. Students will expand their knowledge of the language and its culture. Students will be able to engage in basic listening and speaking activities. Basic skills in reading and writing, and culture, connections, comparisons, and communities are included in this course.

M/J Spanish, Advanced (#0708020)

M/J Spanish Advanced is a continuation of M/J Intermediate Spanish. Students apply their knowledge of the language and its culture. Students will be able to engage in listening and speaking activities and demonstrate understanding of reading and writing selections on familiar topics. Culture, connections, comparisons, and communities are included in this course.

M/J Turkish Intermediate (#0712010)

M/J Turkish Intermediate introduces 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. Also, culture, connections, comparisons, and communities are included in this course.

M/J Turkish Advanced (#0712020)

M/J Turkish Advanced introduces 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. Also, culture, connections, comparisons, and communities are included in this course.

M/J Journalism 2 (#1006010) / Journalism 3 (#1006320)

The purpose of this course is to enable students to perform grade level skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to continue to develop knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

M/J Research 1 (#1700000) / M/J Research 2 (#1700010) / M/J Research 3 (#1700020)

The purpose of this course is to enable students to develop basic knowledge and skills in the research process with emphasis on determining and refining research questions.

M/J Band 2 (#1302010) / M/J Band 3 (#1302020)

Students with previous band experience build on instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of high-quality band literature. Instrumentalists expand their knowledge of music notation, music theory, sound production, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Coding

The purpose of this course is to introduce students to the fundamental concepts associated with Software Development. Students explore how a computer program is created, and gain valuable knowledge concerning elements such as Data Structures and Algorithms. Students will also learn how to properly evaluate the performance of a program. Class discussions will pertain to the relative advantages and disadvantages of various programming languages according to their functions and other exciting topics such as Cybersecurity and Artificial Intelligent.

Competition Math (Pre-Algebra/Algebra/Geometry)
Corequisite: Respective Math Course

Orlando Science Schools Competition Math for middle and high school students is designed to help them discover their potential in math and related fields.

The main theme of the Competition Math Program is to have fun, to learn a lot of math, and to prepare for state and national level math competitions such as MathCounts, AMC 8, 10, and 12, Mu Alpha Theta, and Math League.

Science Olympiad
Orlando Science Schools Science Olympiad program includes both middle and high school team competitions in which our teams of students practice and study to compete against other schools in events related to many scientific disciplines. Science Olympiad events delve into earth science, biology, chemistry, physics, and engineering. These disciplines are spread over 23 events and 15 team members. There are three levels of competition: regional, state, and national. Over 7,400 teams from 50 U.S. states compete each year.

PLTW: Medical Detectives / Energy & The Environment (#8600220/8600252)
Corequisite: Grade 7 Advanced and Gifted Studies Academy (AGSA)

Students play the role of real-life medical detectives as they collect and analyze medical data to diagnose disease. They solve medical mysteries through hands-on projects and labs, measure and interpret vital signs, examine nervous system structure and function, and investigate disease outbreaks.

Students are challenged to think big and look toward the future as they explore sustainable solutions to our energy needs and investigate the impact of energy on our lives and the world. They design and model alternative energy sources and evaluate options for reducing energy consumption.
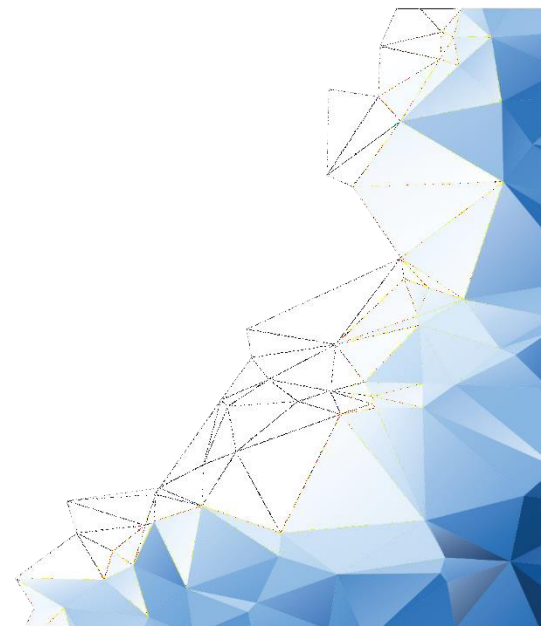
Schedule Change

All schedule change requests will be considered but are not guaranteed. Only scheduling errorswill be corrected. Student schedules are made with criteria based on FAST, B.E.S.T, EOC, PSAT, report card, and benchmark data, as well as teacher recommendations. Schedule changes are not granted for student or teacher preferences.

Students will be contacted by administration in the event a schedule is changed. Students must continue using their current schedule until a new one is provided.

High School Courses Offered in Middle School
- o Algebra 1 Honors (#1200320)
- o Geometry Honors (#1206320)
- o Chemistry 1 Honors (#2003350)
- o HOPE

Middle School Assessments

Assessments	Grade	Notes
ACCESS for ELLs	Grade 6-8	Administered to all current ESOL students. Students will have 4 sections that are administered. Students will miss class during several days. More specific dates will be shared as the dates get closer.
FAST Writing Component	Grade 6-8	Administered over the course of one session.
FAST Reading Component	Grade 6-8	Administered in one session three times a year.
FAST Math	Grade 6-8 Enrollment Based	Administered in one session three times a year.
Algebra 1 and Geometry EOC	Grade 7-8 Enrollment Based	Administered in one session three times a year.
EOC NGSS Civics	Grade 7	Administered over the course of one day.
NGSSS Science	Grade 8	Administered over the course of one day.
PSAT 8/9	Grade 8	Practice SAT Test for students in Grade 8.

Student Services

Middle School Counseling

The Middle School Counseling program offers Solution-Focused Brief Counseling to all students. Solution-Focused Brief Counseling is an approach to counseling that focuses on student's assets and strengths rather than deficits. This approach was developed for school settings and is most helpful in this setting due to the focus being shifted from the problems presented to solutions based on the strengths of the student. This focus shift allows the students to call upon their past successes, past progress, past solutions, and present goals to address the current problems they are facing.

Solution-Focused Brief Counseling in the school setting addresses such concerns as anxiety, school stress, time and stress management, lack of motivation, grief, depressed mood, troubles with sleep, interpersonal conflict, anger management, low self-esteem, low self-worth, self-care, and coping strategies. It may be offered for 6 to 10 sessions. If the sessions are still necessary or desired after the allotted sessions, the student may be referred to therapists or community agencies outside of the school for longer-term therapeutic approaches.

Students may request counseling services themselves, be referred by teachers or school personnel, or their parents/guardians may refer them for services as well. Services are provided by a trained Mental Health Counselor during school hours and are of no cost to the families.

College Mentorship Program (CMP)

CMP is an exclusive voluntary mentorship program that is primarily designed to help qualified students to improve their:

- Social Skills
- Academics
- Extracurricular Involvement
- Personal Development

CMP is a long-term mentor-mentee program committed to helping students obtain admission into the top U.S. colleges and universities. The mission of CMP is to provide academic and social opportunities to students, prepare them for higher education, and to improve their leadership skills in a team environment.

Selection Criteria

Eligible students are selected into the program based on the following initial criteria:

The most recent FSA & EOC scores (Math and Reading)	40%
(Weighted GPA HS)/ (Grade Average-MS)	20%
Discipline Report	20%
Teachers Recommendation	20%

Weekly Requirements:

Once students are accepted into the CMP program and placed with a mentor, the following requirements must be met:

Weekly minimum requirements:	Independently	With Mentor
Complete the CMP weekly academic goals	120 mins	30 mins
Accelerated Reader (AR) / Reading	120 mins	
Character Education/ College and Career Research – give each student a topic to prepare a presentation for and let him/her present the topic to their group members.		20 mins (once a month)
Athletics & Activities (sports, college visits, guest speakers, volunteering and fun activities.)		When scheduled
CMP Weekly meetings		45 mins

The Congressional Award

The Congressional Award is a public/private partnership created by Congress to promote and recognize initiative, service, and achievement in America's youth. Through the Congressional Award, the U.S. Congress challenges young Americans to challenge themselves, and recognizes young people who set and achieve goals in four program areas.

1. Voluntary Public Service: Providing service to others and the community at large.
2. Personal Development: Developing personal interests, social etiquette, and employment skills.
3. Physical Fitness: Improving their quality of life through fitness activities.
4. Expedition/Exploration: Undertaking an outdoor, wilderness, or venture experience (Historical, cultural, or environmental).

Certificate Levels

Minimum Hours by Program Area	Bronze	Silver	Gold
Voluntary Service	30	60	90
Personal Development	15	30	45
Physical Fitness	15	30	45
Expedition or Exploration	1 Day	2 Days	3 days
Total Minimum Months of Activity Needed* (for each of the main three program areas)	N/A	N/A	6 Months

Medal Levels

Minimum Hours by Program Area	Bronze	Silver	Gold
Voluntary Service	100	200	400
Personal Development	50	100	200
Physical Fitness	50	100	200
Expedition or Exploration	1 Night/ 2 Days	2 Nights/ 3 Days	4 Nights / 5 Days
Total Minimum Months of Activity Needed* (for each of the main three program areas)	7 Months	12 Months	24 Months

Tutoring

Tutoring is offered schoolwide. Each day, right after school, teachers provide academic study sessions and office hours to their students.

Weekly Tutoring Schedule					
Weekday	Monday	Tuesday	Wednesday	Thursday	Friday
Subject Area	Science	History	Elective	Math	ELA

Student Extra Curricular Clubs

Club Name
6th/7th/8th Basketball Club
Anime Club
Anti Bullying Club
Badminton/Hand Ball
Band Club
Book Club
Bulletin Board Club
Calligraphy
Chess
Civics/Debate
Coding
Documentary
Dungeons and Dragons
FBLA
Game Club
Girls Who Code (and boys too!)
History Bowl, History Bee, Geo Bee
International Club
Mindfulness/Yoga
Model UN
Muslim Student Association
National Math Club
Odyssey of the Mind
Robotics
Scrabble
Soccer
Spanish Club
Spelling Bee
Tae Kwon Do
Team Sports
Turkish
Ultimate Frisbee
Volleyball
Yearbook
Algebra 1 Competition (Invitation Only 7th)
Math Counts Comp Series Club (Invitation Only)
Science Olympiad (Invitation Only)
NJHS (Invitation Only)
Geometry 1 Competition (Invitation Only 8th)

Yearly Project-Based Learning and Other Programs

Science Fair

OSS's Science Fair is an excellent opportunity for students to explore their favorite topic in science. It provides an avenue for student research, allows students to be actively engaged in their own learning, and to use their own creativity to solve a pressing problem in an imaginative way. A science fair builds a bridge between home and school - establishing bonds between students, parents, and teachers and inspires students to become lifelong learners.

Science Fair General Rules and Guidelines

- Only individual projects are allowed.
- Project must be approved by science teacher.
- Project must fit in one of the categories listed on the State Science and Engineering Fair website (See the list below).
- No use of prescription drugs, harmful, or illegal substances are allowed. Grocery items (i.e., baking soda, vinegar, salt, lemon juice, etc.) are appropriate.
- No use of animals.

Science Fair Categories

Visit State Science and Engineering Fair website for the description of the categories: http://ssefflorida.com/categories/

1. Animal Sciences
2. Behavioral & Social Sciences
3. Biomedical & Health Sciences
4. Cellular/Molecular Biology & Biochemistry
5. Chemistry
6. Earth & Environmental Sciences
7. Engineering
8. Environmental Engineering
9. Intelligent Machines, Robotics, and Systems Software
10. Mathematics & Computational Sciences
11. Microbiology
12. Physics & Astronomy
13. Plant Sciences

Science Fair Timeline

Event	Due Date
Science Fair Handbook goes home	August
Proposal Form (Requires teacher's approval)	September
Research Question, Hypothesis and Background Research, Bibliography Research Journal Check 1 (See Research Journal Rubric)	September
Experimental Design (Variables), Materials, Procedures and Methods of Data Analysis, Research Journal Check 2 (See Research Journal Rubric)	September
Research Plan (Template will be provided)	October
Required Forms (ALL Projects)	October
Conduct your experiment upon Final Approval by your teacher	Oct-Nov
Start turning Research Plan into a Research Paper	November
Observations (qualitative and quantitative), Data (visual aids – graphs, charts), Conclusions Applications and Future Recommendations Research Journal Check 3 (Final - See Research Journal Rubric)	November
Research Journal, Research Paper, Abstract	December
Display Board/Digital Presentation File	December
Class Presentations	December
OSS Annual Science Fair	January
Ying Expo (Regionals)	February
Ying Expo Award Ceremony	February
Florida State Science and Engineering Fair (States)	March
Intel International Science and Engineering Fair (Nationals)	May

National History Day: History Fair

Each school year, 8th grade students will complete a History Fair Project, individually or in groups, according to the year's corresponding National History Day (NHD) theme. National History Day is a nationwide History Fair in which advancing and eligible students may compete against others in junior-level categories. Students may choose any appropriate person, event, era, topic, or theme in both United States and world history for their project topics. Students will begin developing their project topics early in the school year and will continue to research and work on their projects throughout the 1st semester and part of the 3rd quarter. In February, OSS hosts its History Fair, which results in 2 winners per category who advance to the Orange County History Fair. Please see below for the tentative History Fair project timeline.

History Fair Timeline

Event	Due Date
Introduction to History Fair requirements, primary and secondary sources, research methods, and topic development	August
Research and project proposal development	September-October
Project proposal due	November
Develop and finalize projects	December-February
OSS History Fairy – Projects due	February
Orange County History Fair	March
Florida History Day Competition	May
National History Day Competition	June

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PSAT 8/9

Tightly aligned with the SAT, PSAT/NMSQT, and PSAT 10, it establishes a baseline for college and career readiness as students enter high school. Registration for the PSAT 8/9 is highly encouraged as this standardized assessment connects students to free practice resources for later tests in the SAT Suite and to AP courses. The test is approximately two and a half hours.

This test will provide insight into the subject areas where students need to make the most score improvements before you take the PSAT and ultimately, the SAT. The PSAT 8/9 is the first step on the path to the SAT.

The test has three testing areas: Reading, Writing and Language, and Math. The Reading and Writing subject areas are combined to form an Evidence-Based Reading and Writing section score. Math has its own separate section score. Students will receive a total score between 240 and 1440, which is the sum of the two section scores in Evidence-Based Reading and Writing and Math that each range from 120 to 720. Students will also get three test cores for Reading, Writing, and Math that each range from 6-36. Along with test scores, students are given percentiles to help them compare themselves to other students. The percentile provides the percentage of students that score at or below the level.

Finally, the PSAT 8/9 is a way to practice for the PSAT 10 and the PSAT/NMSQT, which is taken at high school. Students with a high enough score on those assessments can qualify for a National Merit Scholarship. OSS administers the PSAT in the Fall Semester

Exceptional Student Education

Gifted

At OSS, we provide a full-time gifted education. Students must qualify for the Gifted Program through testing with a school psychologist. Students may be referred to the gifted teacher for a screener and will then be referred to a school psychologist for a full evaluation. A meeting is then scheduled to determine eligibility and, if found eligible, to be staffed into the gifted program.

Students who have already been identified as gifted will continue to receive gifted services through the differentiated instruction model. Each student will receive: an educational plan that reflects individual strengths and weaknesses, interests and learning steps; differentiated instructional strategies; the acquisition of a realistic self-image; and exposure to experiences which foster a positive attitude toward the creative process. Students who are in the gifted program will have the following skills incorporated into their classes: the development of critical thinking skills; research and communication-research skills, leadership skills, study skills, test taking skills, public speaking skills; affective risk taking skills, self-concept improvement, peer relationships and adjustment to middle school life.

Students who are in the gifted program are encouraged to challenge themselves with the advanced curriculum that is offered.

Speech/Language Impaired Program: Speech Therapy and Language Therapy

Students who are in the Speech/Language Impaired program with have four areas that are addressed in language therapy: articulation, language, fluency, and voice. Speech and language impairments are defined as disorders of language, articulation, fluency, or voice which interfere with communication, preacademic or academic learning, vocational training, or social judgment. Students are provided with language services that are appropriate to their needs.

504/Individual Education Plan (IEP) Assistance

ESE services are provided for students who have a 504/IEP plan. The model of service is consultation, and students are with their peers more than 80% of the school day. Accommodations, and the appropriate services, are examined to provide the best educational experience for each student. The Staffing Specialist is available to help and support the students who are served in this program. The main goals of the program are to remediate deficiencies, provide students with alternative ways to learn, and help them compensate for their disability so that they can fully participate in all regular education classes.

English as a Second Language Program

Students who are identified as English Language Learners (ELL) are given support in the classroom to help with English acquisition. Students in this program are provided a word-to-wordEnglish dictionary to their native language. Parents are encouraged to join the Multilingual Parent Leadership Council to learn ways to support their ELLs at home and at school.