

Conway Middle School Curriculum Guide

2009-2010



OCPS Vision:

To be the top producer of successful students in the nation

Conway Middle School Mission Statement:

Nurturing the minds of tomorrow through the creative successes of today

The purpose of this curriculum guide is to provide students and parents with an overview of the course offerings provided at Conway 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. These standards are known as the Sunshine State Standards (SSS) and serve as the basis for the Florida Comprehensive Assessment Test (FCAT) which is administered to all students each spring. Specific criteria for placement into particular courses are included in this guide.

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Administration & Guidance

Administration

Claudia M. Vogt
Principal

Kimberly K. Steinke
Assistant Principal, Curriculum & Instruction

Nelson Pinder
Assistant Principal

Cheryl Wood
Administrative Dean

Luis A. Tousent
Administrative Dean

Guidance

Jeanette Jofre
6th Grade

Shane Johnson
Department Chairperson, 7th Grade

Brooke Coe
8th Grade

Rafaela Rivera
Registrar/Clerk

*All CMS grade level guidance counselors are licensed mental health counselors.
They will work together to provide services through the SAFE program office.
(Student Assistance and Family Empowerment)*

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

Conway Middle School: 407-249-6420
conwayms.net

Faculty

Conway Middle School is proud of the distinguished faculty providing daily instruction and guidance to the students of the Conway community and beyond. 51% of Conway's faculty has earned advanced degrees and/or certifications. The talent and dedication of these individual teachers has resulted in a continual "A" rating for 10 out of the past 11 years including straight A's for the past 9 years in a row.

Name	Degree	Institution	Certification Area
Addison, Helgrit	Masters First & Second State Exam	University of Central Florida Johann Wolfgang Goether Universitaet: Frankfurt, Germany	English 5-9/English 6-12/German 6-12/Spanish 6-12
Alfert, Tracy	Masters- Biology Education Bachelors- Zoology	University of Florida University of Central Florida	Biology 6-12/General Science 5-9
Anderson, Kathryn	Masters Bachelors- Specific Learning Disabilities K-12	University of Central Florida	SLD K-12/Elementary Education 1-6/Language Arts K-12/Gifted K-12
Aostacioae, Lavinia	Bachelors	University of Central Florida	Math 6-12
Ashlock, Angel	Bachelors-Biology	D'Youville College	Science 5-9
Ayoung-Chee, Ashlie	Bachelors-English	University of Florida	English 6-12
Babir, Jan	Masters Bachelors	Murray State University University of South Florida	Elementary Education 1-6/Math 5-9/Administration & Supervision
Behrens, Bobbie Jo	Masters-Gifted Education Bachelors- Accounting and Mathematics	Nova University Stephen F. Austin State University	Math 5-9/Gifted Endorsement
Bennett, Tommy	Bachelors- Marketing	Florida State University	Math 5-9
Berlin, Cecile	Masters	University of Central Florida	Speech Language Impaired K-12/ASHA Certified (CCC)
Brazley, Connie	Bachelors	Bennett College	Language Arts/Business Education/Emotionally Handicapped
Burns, Nikki	Bachelors	Warner Southern College	PE 6-12
Coe, Brooke	Masters- School Guidance and Mental Health Counseling Bachelors- Sociology/Education	University of Central Florida University of Florida	School Guidance PK-12
Conti, Steve	Bachelors- Social Science Education	University of Central Florida	Social Studies 5-9
Coryell, Mike	Bachelors	University of Central Florida	Math 5-9, 6-12/Business Education 6-12/Tech. Educ. 6-12
Crosley, Rosemarie	Masters- Business Administration Bachelors- History	Everest University University of Central Florida	Middle Grades Integrated Curriculum 5-9
Davis, Steve	Masters	C.W. Post University	History 6-12

Faculty

<u>Name</u>	<u>Degree</u>	<u>Institution</u>	<u>Certification Area</u>
Diaz, Ileana	Bachelors	Interamerican University of Puerto Rico	ESOL K-12/Reading Endorsement
Dillard, Catherine	Bachelors-Specific Learning Disabilities/Elementary Education	Oral Roberts University/Florida Southern College	English 5-9/ Elementary Education 1-6/ SLD K-12/ Middle Grades Integrated Curriculum 5-9/Gifted Endorsement
Erickson, John	Masters Bachelors	Hofstra University Connecticut State University	English 5-9/Reading K-12
Fallon, Carolina	Masters- Behavioral Sciences Bachelors- Modern Languages	Nova Southeastern University Andes University, Bogotá Colombia- University of Miami	ESOL/Reading
Gombar, Barbara	Masters-Curriculum & Instruction Bachelors	University of Phoenix University of Central Florida	Science 6-9
Goodman, Jesica	Masters-Curriculum & Instruction	University of Central Florida/National Louis University	Elementary Education 1-6/General Science 5-9
Haas, Joan	Bachelors- Technology Education/Science	Eastern Illinois University	Technology Education 6-12/Science 5-9/Middle Grades Endorsement
Hall, Debra	Bachelors- Social Work	Florida Technological University	Emotionally Handicapped K-12/Visiting Teacher
Hansen, Deborah	Bachelors- English Education	Florida State University	English 5-9/English 6-12/Reading Endorsement/Media Specialist K-12
Harbilas, Elaine	Masters- Elementary Education Bachelors- Elementary Education	Florida State University	Elementary Education 1-6/ESOL/National Board Certification
Harrell, Jeffrey	Masters Bachelors	The George Washington University James Madison University	ESE K-12/Middle Grades Integrated Curriculum 5-9
Honahan, Holly	Bachelors- Exceptional Education	University of Central Florida	Specific Learning Disabilities K-12
Hubbell, Kelly	Bachelors-ESE Education K-12	University of Central Florida	ESE K-12/Middle Grades Integrated Curriculum 5-9/ESOL
Hurlebaus, Lindsey	Bachelors- Mathematics	Florida Southern College	Math 5-9
Jofre, Jeanette	Masters- Mental Health Counseling Bachelors- Psychology	Webster University University of Central Florida	Psychology K-12/ESE K-12/Guidance and Counseling K-12/Licensed Mental Health Counselor
Johnson, Shane	Masters- Mental Health Counseling Bachelors- Psychology	University of Central Florida	Guidance and Counseling K-12/Licensed Mental Health Counselor
Klena, Sarah	Masters Candidate- Marriage & Family Therapy (Fall 2009) Bachelors- Elementary Education/Political Science	University of Central Florida State University of New York New Paltz	Elementary Education K-6

Faculty

<u>Name</u>	<u>Degree</u>	<u>Institution</u>	<u>Certification Area</u>
Knight, Lola	Masters Bachelors	Rollins College Alabama A & M University	Business Education/Vocational and Occupational Education/Supervision and Administration/Elementary Education/Education K-12
Knoblauch, Francis	Bachelors	Millersville University of Pennsylvania	Technology Education
Kramer, Amy	Bachelors	Rollins College	Science 5-9
Larson, Lisa	Bachelors- Political Science/Law & Society/History	New Mexico State University	Social Studies 6-12/Middle Grades Integrated Curriculum 5-9
Macaw, Diane	Bachelors	Messiah College	Elementary Education 1-6/Science 5-9
Mantone, Robert	Masters- Art History Bachelors- Art Education	East Tennessee State University Montclair State University	Art K-12/Elementary Education 1-6/Social Science 5-9/
May, Katherine	Bachelors- English Education	University of Central Florida	English 6-12/Reading K-12
Montoya, Kathy	Masters-Reading Specialist Bachelors- English	University of Central Florida University of Florida	Secondary English/Reading K-12/Gifted Endorsement National Board Certification- Early Adolescence/English Language Arts
Morehead, Amanda	Masters- Art Education	University of Central Florida	Art K-12
Morehead, Jason	Bachelors	University of Central Florida	Physical Education K-8
Nicastro, Lisa	Bachelors- English/Communications/Arts Bachelors- Education	Emmanuel College Massachusetts College of Liberal Arts	English 5-9
Nichols, Keith	Bachelors- Music	Wilkes University	Music K-12
Oakes, Kris	Bachelors- Business Administration	Westminster College	Elementary Education 1-6
Owen, Jen	Masters- Educational Leadership (Fall 2009) Bachelors- Elementary Education	Nova Southeastern University West Virginia University	Elementary Education 1-6/Reading Endorsement/Educational Leadership
Pakstis, Sylvia	Educational Specialist- Curriculum & Instruction Masters- Science Education Bachelors- Biology Education	University of Central Florida	Biology 6-12/General Science 5-9
Pinder, Nelson	Masters- Educational Leadership Bachelors- Business Administration	Nova Southeastern University Bethune Cookman College	Principal/Business Education K-12
Quinones, Richard	Bachelors	University of Central Florida	PE K-12/Athletic Coaching Endorsement
Roberts, Colleen	Bachelors- English Education	University of South Florida	English 5-9

Faculty

<u>Name</u>	<u>Degree</u>	<u>Institution</u>	<u>Certification Area</u>
Robinson-Taylor, Roxann	Bachelors- Political Science	Florida International University	Social Science 5-9/Social Science 6-12
Sanderson, Joyce	Bachelors	Florida Southern College	English 6-12
Shurman, Greg	Bachelors- Political Science	University of Florida	Social Sciences 5-9
Simmons, Deb	Masters- Educational Leadership Bachelors- Secondary Education/Physical Education	Nova Southeastern University Tennessee Temple University	PE K-8 (National Board Certified)/PE K-12/Educational Leadership
Slater, Joann	Bachelors- Computer Science/Applied Math	Alcorn State University	Math 5-9
Smith, Dede	Masters- Educational Leadership Bachelors- Business Administration	Nova Southeastern University of Central Florida	Math 5-9/Elementary Education K-6/Middle Grades Integrated Curriculum 5-9/Business Education/Educational Leadership
Sorrells, Melodie	Bachelors- Business Administration/Accounting	University of Central Florida	Math 5-9/ESE K-12
Steinke, Kimberly	Doctoral Candidate- Education/Special Education Leadership (Fall 2009) Masters- Educational Leadership Bachelors- Specific Learning Disabilities	University of Central Florida	Specific Learning Disabilities K-12/Educational Leadership/School Principal/Athletic Coaching Endorsement
Taylor, Rich	Masters- Elementary Administration and Supervision Bachelors	Drake University NW Missouri State University	Elementary Grades 1-6/Middle School Soc. Studies/Elem. Admin. and Supervision
Thomas, Carla	Bachelors	Union University	Varying Exceptionalities/Middle Grades Integrated Curriculum 5-9/Reading Endorsement
Toomey, Jim	Masters Bachelors- Physical Education	University of Central Florida	Varying Exceptionalities & Physical Education
Tousent, Luis	Masters- Technology Applied to Education Bachelors-Primary Education	Universidad Catolica Madre y Maestra Universidad Nacional Pedro Henríquez Ureña	Math 6-12/Educational Leadership
Trimble, Jill	Masters- Business Administration	Nova Southeastern	ESE K-12/Middle Grades Integrated Curriculum 5-9/Reading Endorsement
Valentine, Brian	Bachelors- Political Science	Florida State University	Social Sciences 5-9/Middle Grades Integrated Curriculum 5-9
Verity, Joan	Bachelors- Elementary Education	Florida Technological University	Elementary Education/Social Studies 6-9/Athletic Coaching Endorsement
Verity, Karen	Bachelors	Florida State University	English K-12/ESOL K-12/Gifted K-12

Faculty

<u>Name</u>	<u>Degree</u>	<u>Institution</u>	<u>Certification Area</u>
Vittoria, Sammie	Bachelors Masters-Education	University of Florida University of South Florida	Marketing and Management 6-12/Social Studies 6-12/Library Media 6-12
Vogt, Claudia	Masters- Elementary Education/Educational Leadership Bachelors- Physical Education K-12	University of Central Florida Florida Technological University	Physical Education K-12/Science 5-9/Elementary Education/Educational Leadership
Walker, Roger	Masters- Financial Management Bachelors of Business Administration- Finance & Banking	The Naval Postgraduate School Savannah State University	Math 5-9
Wilson, Charity	Masters -English Language Arts Bachelors -English Language Arts	University of Central Florida	English Language Arts 6-12/ESE K-12/Middle Grades Integrated Curriculum 5-9/ESOL Endorsement
Wood, Cheryl	Educational Specialist- Curriculum & Instruction Masters- Science Education Bachelors- Health Education	University of Central Florida University of Tennessee	Health Education K-12/Science 5-9/Educational Leadership
Wood, Nancy	Bachelors	Central College	Music K-12

PROMOTION AND RETENTION POLICY

In accordance with Florida Department of Education requirements (A++ Legislation), students who entered the 6th grade for the first time during the 2006-2007 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 FCAT Reading SSS Test

Students who meet the requirement for earning a level 2 or higher on the FCAT 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 FCAT Reading SSS Test will be retained unless they qualify for an FCAT Exemption. FCAT 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 including completion of an EPEP (Electronic Personal Education Plan) as required by the FL-DOE. (Conway Middle School 7th gr. Career Education course)

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, Conway Middle School offers course recovery through a web based, online Compass Learning Program. Students are required to contact their grade level guidance 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 Wheel
- Physical Education (1 semester)*
- Elective(s)

7th Grade:

- Language Arts
- Science
- Math
- Social Studies
- Career Education (1 semester)
- Reading Wheel (1 semester)
- Physical Education (1 semester)*
- Elective(s)

8th Grade:

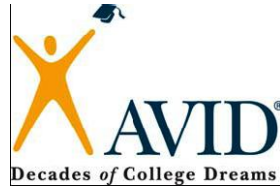
- Language Arts
- Science
- Math
- History
- Physical Education (1 semester)*
- Technology Wheel
- Elective(s)

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

Special Circumstances:

- Students who are required to take an Intensive Reading level course due to their previous FCAT Reading scores may lose their elective course option(s).

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 2” 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, the writing process, and whatever else we can squeeze in!

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 Conway Middle School contact:
Mrs. Roxann Taylor, CMS-AVID Coordinator or your grade level Guidance Counselor.

OCPS Grading Scale

90-100 = A
80-89 = B
70-79 = C
60-69 = D
59 & Below = F

Florida Virtual School (FLVS)

Secondary students enrolled in grades 6-12 are eligible to take courses through Florida Virtual School. FLVS is a state approved public school and offers many of the same courses as those offered at Conway MS. Although FLVS is open to all students, careful consideration should be taken when deciding to enroll in a FLVS course rather than a course at CMS. Students should be capable of handling rigorous coursework from an online instructional environment opposed to the regular classroom setting. FLVS courses require independent study skills and personal dedication. Approval for FLVS coursework is required by the grade level guidance counselor. CMS does NOT provide accommodations or supervision for students to work on FLVS coursework during the school day while the student is on campus. Students participating in FLVS courses may be granted late arrival or early dismissal privileges. Transportation is the responsibility of the parent.

FCAT

Florida Comprehensive Assessment Test

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

- 6th and 7th Grade
 - Reading
 - Math
- 8th Grade
 - Writing (administered in mid February)
 - Reading
 - Math
 - Science

Academic Student Recognition

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

National Junior Honor Society:

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

- Are in 7th or 8th 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 CMS for at least six weeks prior to the selection date.
- The Falcon Chapter is open to students who have been tapped into a NJHS chapter at another school.

Honor Rolls:

Students who earn all "A's" and receive all "1's" in conduct during a grading period are listed on the **Principal's Honor Roll** for that grading period. Students who earn all "A's" and "B's" and not more than one "2" in conduct during a grading period are listed on the **A/B Honor Roll**.

Academic Citizenship Awards Ceremony:

Invitation to the annual awards ceremony is based on the first 3 nine week grading periods of school. The ceremony is held each spring. The requirements are as follows:

- All 1's in conduct including review of discipline history.
- Cumulative GPA of 3.5 with all A's and B's (minimum)
- Approval by the Awards Committee
- All coursework completed at CMS where student earned a final report card grade will be included.
- Coursework taken outside of CMS such as FLVS and/or home school courses will not be included.
- Students who receive recognition for earning all A's and all 1's throughout their middle school career must have been in attendance at Conway for all 3 years.

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 guidance 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 CMS for students to "Opt-Out" of the Physical Education requirement. Only students taking Band or Chorus at CMS 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.



MIDDLE SCHOOL PHYSICAL EDUCATION WAIVER

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 EXCESSS 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)*.

Math

Student placement into a math course is based on criteria as indicated below. The CMS math placement process promotes student success and has been effective in placing students in the most rigorous course as appropriate for the student based on their individual level and performance. CMS math teachers provide students with the instruction and math foundation necessary for future achievement in high school and beyond at the highest level possible.

Mathematics courses at CMS include:

Course Number	Title	CMS Criteria for Placement	Text
7812010	6 th -8 th Varying Exceptionalities Math	Individual needs per IEP	Globe Fearon
1205010	6 th Gr. Intensive	FCAT Level 1	Glencoe Course 1
1205010	6 th Gr. Regular	FCAT Level 2/3	Glencoe Course 1
1205020	6 th Gr. Advanced	FCAT Level 4/5	Glencoe Course 1 & 2
1205040	7 th Gr. Intensive	FCAT Level 1	Glencoe Course 2
1205040	7 th Gr. Regular	FCAT Level 2/3	Glencoe Course 2
1205050	7 th Gr. Advanced	FCAT Level 4	Glencoe Course 3
1205050	7 th Gr. Advanced (Pre-Algebra)	FCAT Level 4/5	Glencoe Pre-Algebra
1205070	8 th Gr. Intensive	FCAT Level 1	Glencoe Course 3
1205070	8 th Gr. Regular	FCAT Level 2/3	Glencoe Course 3
1205080	8 th Gr. Advanced (Pre-Algebra)	FCAT Level 4	Glencoe Pre-Algebra
1200320	Algebra I Honors (HS Credit)*	See Below	Glencoe Algebra I
1206320	Geometry Honors (HS Credit)*	See Below	McDougal Littell Geometry

*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 semester exams and report card grading.

High School Credit Math Courses:

(Students must meet at least 3 out of 4 criterions)

Algebra I Honors (7th and 8th Grade Students)

- Math: Level 4/5 FCAT/NRT 95% (District criteria includes level 3 and/or 7-9 stanine)
- Reading: Level 4/5 FCAT/NRT 90% (District criteria includes level 3 and/or 6-9 stanine)
- 85% or Higher Test Average in previous math course
- 87.5% on Placement Test 4

Geometry Honors (8th Grade Students)

- Math: Level 4/5 FCAT/NRT 95% (District criteria includes level 3 and/or 7-9 stanine)
- Reading: Level 4/5 FCAT/NRT 90% (District criteria includes level 3 and/or 6-9 stanine)
- 85% or Higher Test Average in Honors Algebra
- 80% or Higher on the District Exit/Final Exam for Algebra I

Requests for Parent Overrides will be considered on an individual basis and must be approved by the API or Principal.

Language Arts

Student placement into language arts courses are determined by their individual FCAT reading levels and prior performance in the course. Language Arts develops reading, writing, and communication skills with a focus on vocabulary, grammar, and literature appreciation.

Course Number	Title	CMS Criteria for Placement
7810010	6 th -8 th Varying Exceptionalities LA	Individual needs per IEP
1001010	6 th Gr. Regular LA	FCAT Level 1-3
1001010	6 th Gr. Parallel LA	FCAT score and individual needs per IEP
1001020	6 th Gr. Advanced LA	FCAT Level 4 or 5 (see additional criteria below)
1002000	6 th Gr. ESOL LA	LEP Status and individual needs per LEP plan
1001040	7 th Gr. Regular LA	FCAT Level 1-3
1001040	7 th Gr. Parallel LA	FCAT score and individual needs per IEP
1001050	7 th Gr. Advanced LA	FCAT Level 4 or 5 (see additional criteria below)
1002010	7 th Gr. ESOL LA	LEP Status and individual needs per LEP plan
1001070	8 th Gr. Regular LA	FCAT Level 1-3
1001070	8 th Gr. Parallel LA	FCAT score and individual needs per IEP
1001080	8 th Gr. Advanced LA	FCAT Level 4 or 5 (see additional criteria below)
1002020	8 th Gr. ESOL LA	LEP Status and individual needs per LEP plan

Advanced Language Arts Placement Criteria

All students will be placed in Advanced Language Arts based on the criteria below. Students receiving ESE or ESOL services will be placed per FCAT 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:

- FCAT Reading Level 4 or 5

7th & 8th Grade:

- FCAT Reading Level 4 or 5, Final grade of a “C” or higher in previous year’s Advanced LA course, or a “B” or higher in previous year’s Regular LA course.
- FCAT Reading Level 3, Final grade of a “B” or higher in previous year’s Advanced LA course or an “A” or higher in Regular LA course, “On Target” Benchmark scores for previous December and April tests

Students with appropriate FCAT level scores and previous grades will be placed in Advanced automatically. All students in advanced who demonstrate performance below a “C” course grade after the 1st 9 weeks will be reviewed and placed on a grade contract at the discretion of the teacher. Failing to meet contract provisions and not showing academic and/or behavioral improvement may result in automatic removal from an advanced class after Semester 1.

Requests for Parent Overrides will be considered on an individual basis and must be approved by the API or Principal.

Science

Science courses at CMS are traditionally some of the most rigorous and challenging courses on campus for many students. State required standards and benchmarks for the science curriculum are wide in scope and deep in content. Students must be able to gain knowledge of vast amounts of information in a short time frame through hands-on, scientifically based research and lab activities. Science students who are able to perform at advanced levels are encouraged to move into a position that would earn placement into an honors level course by 8th grade.

Course Number	Title	CMS Criteria for Placement
7820010	6 th -8 th Varying Exceptionalities Science	Individual needs per IEP
2000010	6 th Gr. Regular Life Science	NA
2000010	6 th Gr. Co-Taught Life Science	Individual needs per IEP
2000010	6 th Gr. Sheltered Life Science	LEP Status and individual needs per LEP plan
2000020	6 th Gr. Advanced Life Science	See Criteria Below
2003010	7 th Gr. Regular Physical Science	NA
2003010	7 th Gr. Co-Taught Physical Science	Individual needs per IEP
2003010	7 th Gr. Sheltered Physical Science	LEP Status and individual needs per LEP plan
2003020	7 th Gr. Advanced Life Science	See Criteria Below
2001010	8 th Gr. Regular Earth Space Science	NA
2001010	8 th Gr. Co-Taught Earth Space Science	Individual needs per IEP
2001010	8 th Gr. Sheltered Earth Space Science	LEP Status and individual needs per LEP plan
2001320	8 th Gr. Earth Space Science Honors (HS Credit)*	See Criteria Below

Advanced Science Placement Criteria

All students who qualify will be placed in Advanced/Honors level Science based on the criteria below. Students receiving ESE or ESOL services will be placed per FCAT scores and individual needs per IEP/LEP plans. Changes in placement (movement between regular and advanced) will not be allowed after PR3.

6th grade (must meet all criteria)

- ▶ FCAT Reading Level 4 or 5
- ▶ FCAT Math Level 4 or 5

7th Grade (must meet all criteria)

- ▶ FCAT Reading Level 4 or 5*
- ▶ FCAT Math Level 4 or 5*
- ▶ Final grade of a B or higher in previous Science course

*Students who have scored a 3 on the FCAT will be accepted providing the student earned a final grade of 85% or higher in their previous science course.

8th Grade- See district criteria for Earth Space Honors

High School Credit Science Courses:

Earth Space Science Honors (8th Grade Students only)

- FCAT SSS Reading level 3-5 OR a FCAT Reading NRT 6-9 stanine (or comparable scores from other standardized tests for transfer students)
- FCAT SSS Math level 3-5 on the criterion-referenced portion of the FCAT in mathematics OR a 7-9 stanine on the norm-referenced portion of the FCAT in mathematics (or comparable scores from other standardized tests)
- An 85% or higher average in the overall course grade in the previous science course. Ideally, this course should be an “advanced” physical science course

Requests for Parent Overrides will be considered on an individual basis and must be approved by the API or Principal.

Social Studies

All CMS students are required to take a Social Studies course each year they are in middle school. All classes are taught at the regular level; CMS does not offer any advanced level social studies courses.

The sixth grade course, ***World Geography*** covers the continents of Africa, Asia and Australia. The content explores geography, culture, history and the Civic Core which traces the foundation of civilization in Mesopotamia and the foundation of democracy by comparing the government of ancient Greece with that of ancient Rome. This curriculum is also designed to build upon the content and skills introduced in elementary school and provide the foundation for the seventh grade course.

The seventh grade course, ***World Geography*** covers the continents of Europe, South America and North America. The content also continues to explore geography, culture, history and the Civic Core which builds on the knowledge of the two ancient civilizations (ancient Greece and ancient Rome) developed in sixth grade. This course is designed to build upon the skills obtained in the sixth grade course and provide students with the appropriate foundation for tenth grade World History.

The eighth grade ***United States History*** classes cover the time period of 1607 to 1880, starting with European Settlements of North America and concluding with Reconstruction of the U.S. after the Civil War. Various topics centered on U.S. Civics are also covered in this class. This course is designed to build upon the content introduced in fifth grade and to provide more depth while leaving our students with a firm United States History and Civics foundation that will prepare them for their ***11th Grade United States History: 1880 to Present*** class.

Wheels & Electives

Wheel and elective classes are provided for all students at all grade levels. Wheel courses are those assigned to a specific grade level and are required for all students. Elective courses are often offered to all grade levels but may vary depending on the specific course.

Wheel courses include:

- 6th Gr. Reading- Full Year
- 7th Gr. Career Education- Semester
- 7th Gr. Reading- Semester
- 8th Gr. Computer Applications- Semester
- 8th Gr. Exploratory Technology- Semester

Elective courses include (offerings subject to change):

- 6th- 8th Band- Full Year
- 6th- 8th Chorus- Full Year
- 6th- 8th Art-Semester
- 7th- 8th Web/Video Production- Full Year (by application only)
- 7th- 8th Journalism- Full Year (by application only)
- 8th Student Assistant- Full Year (by application only)
- 6th- 8th Physical Education***

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

Students will be scheduled using one of the following combinations ONLY:

- Band (must Opt-out PE) & Grade Level Wheel
- Chorus (must Opt-out PE) & Grade Level Wheel
- 7th gr. Web/VP/Journalism (No Wheel) & Career Ed./Reading Wheel 7
- 8th gr. Web/VP/Journalism (No Wheel) & Elective (Band, Chorus, Art/PE)
- 8th gr. Student Assistant (No Wheel) & Elective (Band, Chorus, Art/PE)
- Int. Reading (55) & Elective (Band, Chorus, Art/PE)
- Int. Reading (Block) & No Elective/Wheel

Reading

CMS provides a Comprehensive Intervention Reading Program providing instruction in multiple areas of reading. Students are identified and mandatorily placed into intensive reading courses based on their FCAT Reading scores.

The instruction provided through Intensive Reading classes is targeted to accelerate growth in reading with the goal of returning students to grade level proficiency. The skills and strategies taught are aligned with Sunshine State Standards for Reading at the appropriate grade level, specifically those benchmarks which are assessed by the Florida Comprehensive Assessment Test (FCAT). Middle school students are required to read extensively and comprehend rigorous text in specific subject areas such as government, science, and literature. Higher level thinking skills that require comprehension of challenging concepts and processes are required in specific subject areas such as geometry, history, and physical science. For many students in grades 6-8, success in subject area courses is contingent upon intensive reading intervention of content area vocabulary and concepts. Reading classes at CMS utilize curriculum materials from the following reading programs. Conway does not have a "one size fits all" curriculum. Different programs and techniques are used depending on the needs and levels of the students in individual classes.

- REACH HIGHER/Corrective Reading (SRA McGraw Hill)
- READ 180 (Scholastic, Inc.)
- Voyager Passport Reading Journeys – Florida Edition 2008

ESE

(Exceptional Student Education)

Conway MS supports the OCPS belief that each student can learn with varied intensive levels of support, and therefore the curriculum for student with disabilities should not differ from the general curriculum. For students with mild disabilities, most adaptations should be a bridge to skill development, not a substitute for instruction in the skills and strategies that students will need to become independent learners. CMS offers students with disabilities instructional and behavioral support through courses designed to meet the individual needs of students as identified on their Individualized Education Plans. Course are offered including co-taught science, parallel Language Arts and varying exceptionality courses for each core subject area including intensive reading. Student placement is contingent upon placement in the ESE program and IEP requirements.

ESOL

The goal of the English as a Second Language Department (ESOL) is to develop all ELL students' proficiency in English. The department provides high quality instruction and research-based programs in order to ensure the acquisition of the second language in all its 4 skills: Listening, Speaking, Reading and Writing. It promotes the ELL students' achievement in their content area classes by providing the comprehensible instruction needed to succeed in those subjects and it supports them while adapting to a new educational system and culture. Finally our team tries to promote cultural understanding and awareness and to encourage the parents of all the ELL students to participate and communicate with the school staff and administration. Conway Middle School offers the ESOL/Sheltered program. We have ESOL-LA, ESOL-Reading and Sheltered Science classes.

Student Academic Planning Sheet

Name: _____

MS Plan Year: _____
(First Year entered 6th Grade)

6th Grade	Class	Course Code #	Final Grade
	Language Arts*		
	Math*		
	Science*		
	Social Studies*		
	Wheel		
	Elective		
	Promoted to 7th Grade: _____ Yes _____ No <small>(must pass 4 out of 6 courses of which 3 must be in the areas of LA, Math, Science or SS)</small>		
7th Grade	Class	Course Code #	Final Grade
	Language Arts*		
	Math*		
	Science*		
	Social Studies*		
	Career Education*		
	Wheel		
	Elective		
Promoted to 8th Grade: _____ Yes _____ No <small>(must pass 4 out of 6 courses of which 3 must be in the areas of LA, Math, Science or SS)</small>			
8th Grade	Class	Course Code #	Final Grade
	Language Arts*		
	Math*		
	Science*		
	Social Studies*		
	Wheel		
	Elective		
	ePep Completed: _____ Yes _____ No		
Promoted to 9th Grade: _____ Yes _____ No <small>(must pass 4 out of 6 courses including ALL in the areas of LA, Math, Science or SS and meet ALL promotion requirements for promotion to high school)</small>			
* = Passing grade required for promotion to High School			

OCPS EEO Non-Discrimination Statement

The School Board of Orange County, Florida, does not discriminate in admission or access to, or treatment or employment in its programs and activities on the basis of race, color, religion, age, sex, national origin, marital status, disability or any other reason prohibited by law. The Equal Employment Opportunity Supervisor responsible for compliance is Catherine Van Kirk; the Section 504 Supervisor responsible for compliance is Harriet Brown, Esq.; and the Title IX Supervisor responsible for compliance is Kevin Demer. Each may be contacted at the Educational Leadership Center, 445 W. Amelia Street, Orlando, Florida 32801 (407.317.3200).