ORLANDO SCIENCE CHARTER SCHOOL

EAST CAMPUS

CODE THE FUTURE

Middle School Curriculum Guide

2026-2027

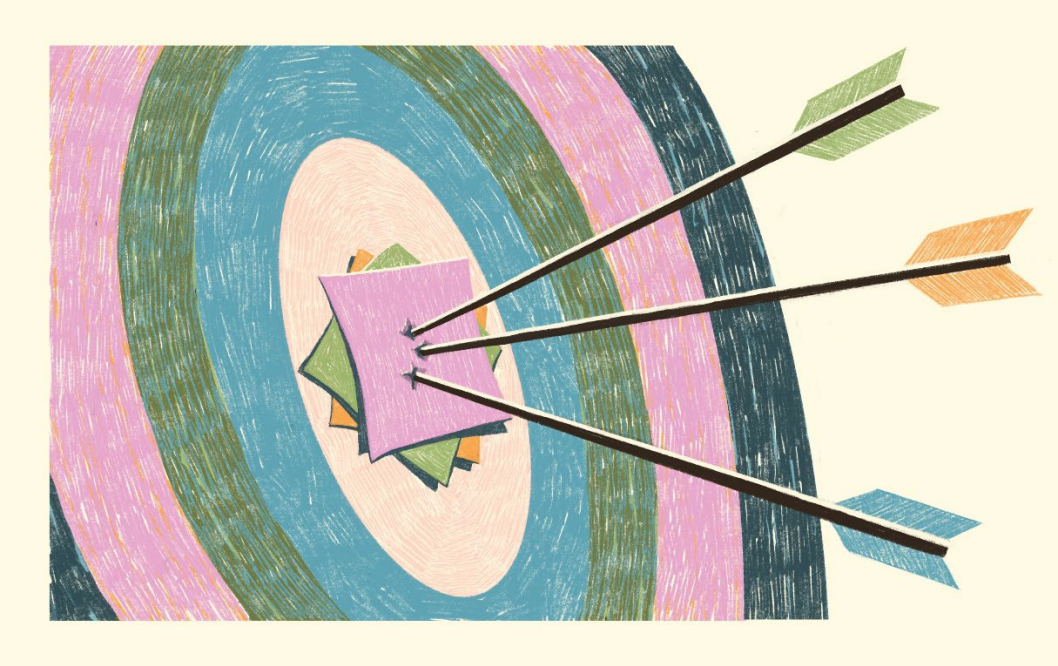
Contents

Mission and Vision Statement

The mission of Orlando Science East Campus 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.

The vision of OSEC is to provide an intellectually nurturing learning environment; to enable its students to reach their maximum potential in all subject areas; and to provide a high-quality school choice option to the community.

To achieve its objectives, our school provides students with innovative college and career-ready curricula. We use a variety of student assessment methods and school climate surveys. We consistently participate in district and statewide assessment programs to evaluate the effectiveness of our teaching and learning processes and to improve the school environment. Our school has high expectations of its students both academically and socially. In addition, we aim to develop student awareness of local and community needs as well as understanding national and global issues.



Message from the Principal

Dear Students and Families,

At Orlando Science East Campus, we are proud of the growth, innovation, and opportunities that define our school community. As we look ahead, we are excited to introduce a new and expanded course offerings catalog that reflects our commitment to preparing students for success, academically, socially, and beyond the classroom.

Our middle school program continues to grow with purpose. As we expand into 8th grade and introduce new, engaging courses, we remain focused on providing rigorous instruction, meaningful choice, and opportunities that spark curiosity and confidence in every learner. These offerings are designed to challenge students, promote independence, and help them discover their interests while building a strong foundation for high school and future pathways.

This catalog represents more than a list of courses. It reflects our vision for a dynamic, student-centered learning experience. We are proud of the direction our school is heading and grateful for the trust our families place in us as partners in education. More details about new course opportunities will be shared as enrollment approaches, and we look forward to supporting each student in creating a pathway that excites and inspires them.

Thank you for being part of the OSEC community. Together, we are building a future filled with growth, opportunity, and excellence.

Warm regards,

Adam A. Akpinar

Principal

Middle Grades Promotion Requirements

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 count for high school credit.

The statutory requirements for middle grades promotion are found in Florida Statue 1003.4156 (General) and 1003.455 (Physical Education-one semester each year).

OCPS 2026-2027 School Calendar

Day(s) of Week	Date(s)	Event
Monday-Monday	August 3-10	Pre-Planning August 5-Professional Development Day
Tuesday	August 11	First Day of School
Monday	September 7	Labor Day Holiday
Friday	October 9	End of First Marking Period
Monday	October 12	Teacher Workday/Student Holiday
Tuesday	October 13	Begin Second Marking Period
Monday-Friday	November 23-27	Thanksgiving Break
Friday	December 18	End of Second Marking Period
Monday-Friday Two Weeks	December 21-January 1	Winter Break
Monday	January 4	Teacher Workday/Student Holiday
Tuesday	January 5	Begin Third Marking Period Begin Second Semester
Monday	January 18	Martin Luther King, Jr. Holiday Schools and District Offices Closed
Monday	February 15	Presidents' Day/Teacher Non-Work Day Schools Closed/District Offices Open
Thursday	March 11	End of Third Marking Period
Friday	March 12	Teacher Workday/Student Holiday
Monday-Friday	March 15-19	Spring Break Schools Closed/District Offices Open
Monday	March 22	Begin Fourth Marking Period
Friday	April 23	Teacher Professional Day Student Holiday/Teacher Non-Workday
Wednesday	May 26	End of Fourth Marking Period Last Day of School
Thursday-Friday	May 27-28	Post Planning
Monday	May 31	Memorial Day Holiday Schools and District Offices Closed

OCPS Prioritized Bad Weather Days 2026-2027

Orange County Public Schools
2026-2027 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 15, 2027	Presidents' Day
2	April 23, 2027	Professional Day/Student Holiday
3	November 23, 2026	Monday of Thanksgiving
4	November 24, 2026	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 a 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.

A Note to Our Families

This course catalog is intended to provide families with an overview of the academic programs, electives, and extracurricular opportunities available to students. Please note that **electives and clubs are a work in progress** and will continue to be reviewed and updated throughout the summer as staffing, enrollment, and scheduling are finalized.

While every effort has been made to ensure the information contained in this guide is accurate and up to date at the time of publication, changes or modifications may occur. Course offerings, descriptions, schedules, and program availability may be adjusted as needed to best meet the instructional, operational, and student needs of the school.

Orlando Science East Campus reserves the right to make changes to this catalog at any time. Families will be notified of significant updates as they become available. We appreciate your flexibility and partnership as we work to provide the best possible educational experience for all students.

Objectives

Charter schools provide a choice for parents within a state 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 and Mathematics as well as rigorous Reading, Language Arts, and Social Studies.

- Use a variety of student assessment methods and school climate surveys as well as 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 progress 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 constructs a program which engages and motivates students to invest their talents, energy, and enthusiasm into 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.

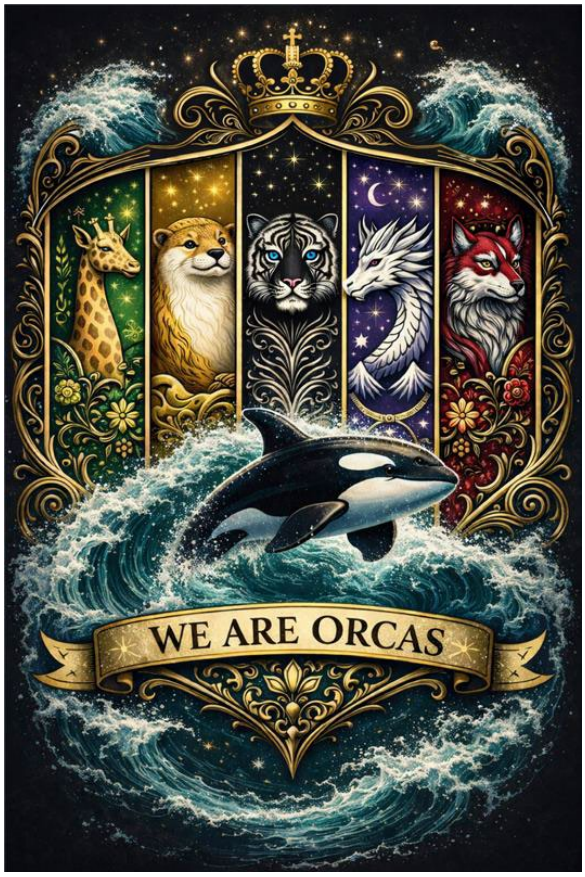
Orlando Science East Campus Core Values

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 towards competition.
- Contribute a sense of tradition and continuity.
- Support risk-taking.
- Strengthen moral and civic values.
- Build high standards of conduct.
- Enhance aesthetic understanding.

The House System

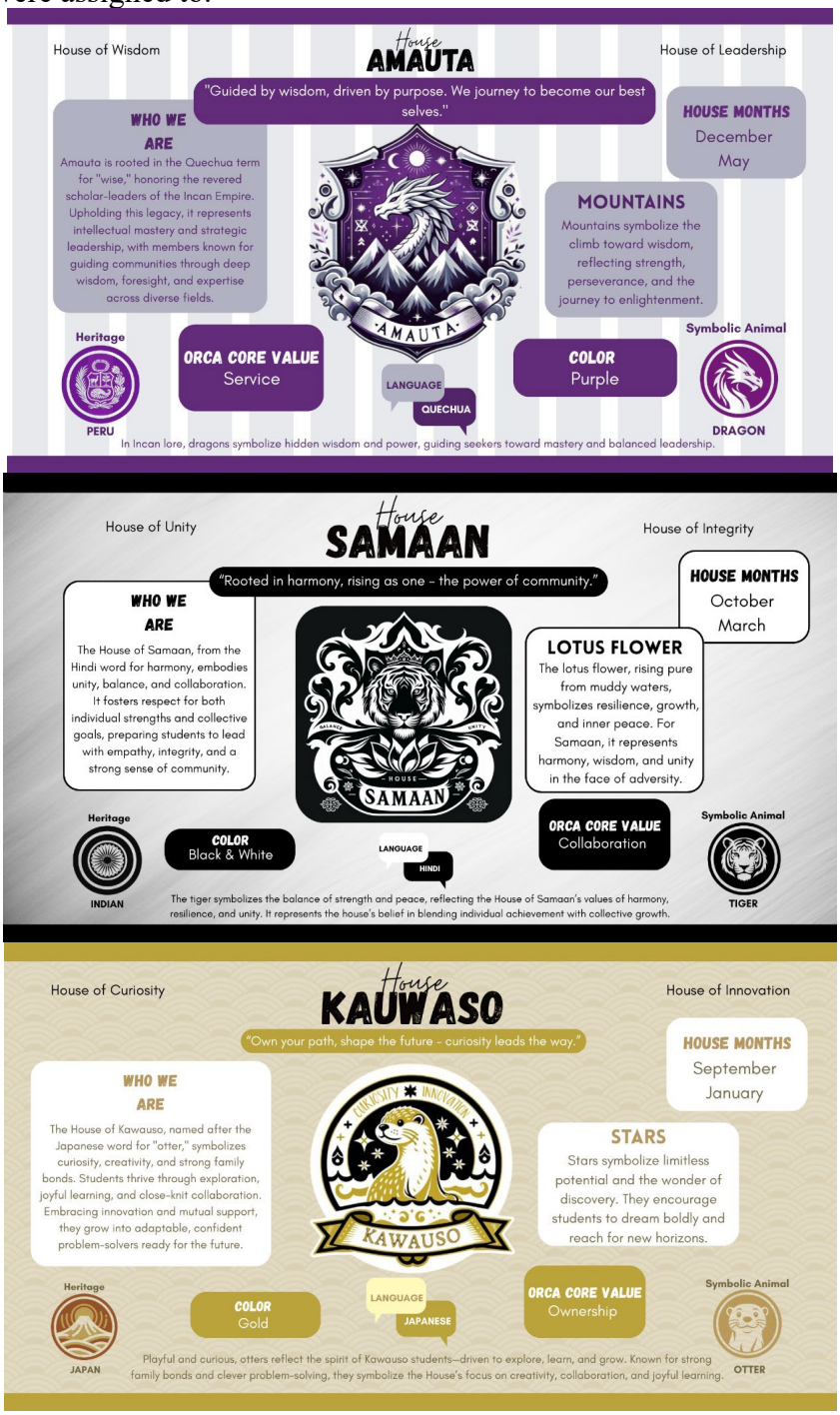


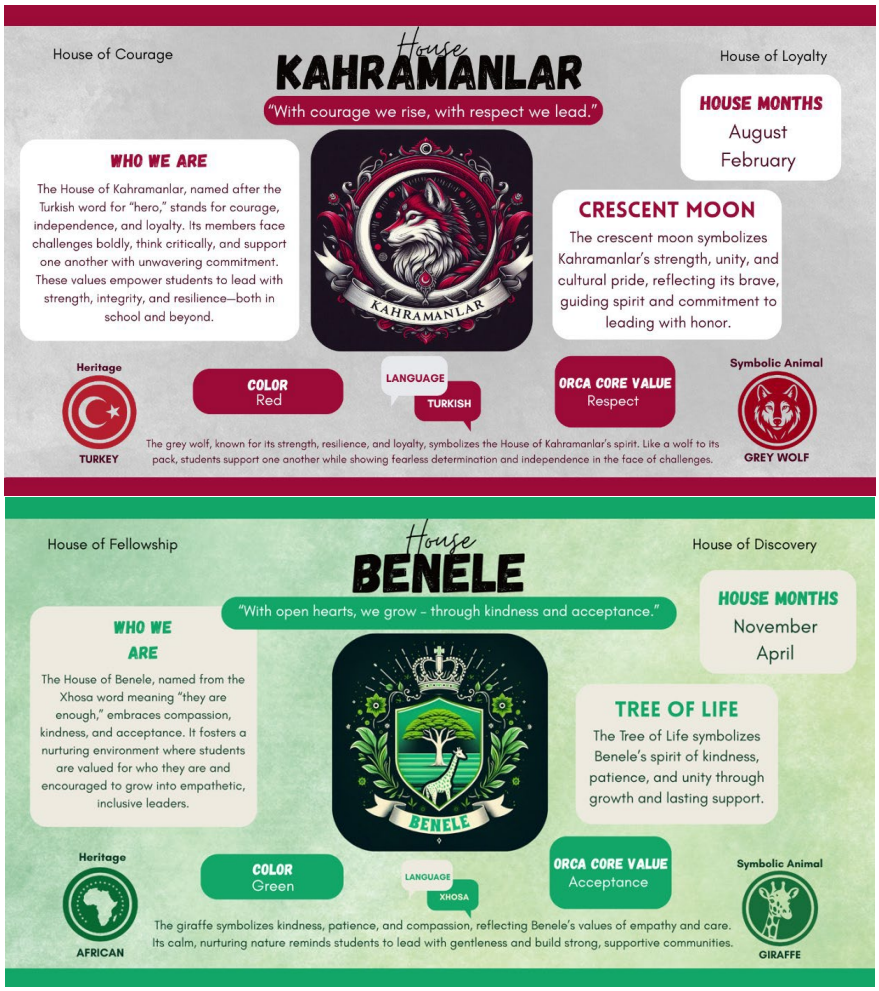
The House System is an essential component of our school's climate and culture, designed to foster belonging, leadership, and positive community engagement across all grade levels. Rooted in the tradition of English boarding houses, the system provides students with a "home away from home," offering a family style structure that promotes cross grade mentorship, relationship building, and deeper social connections. Each house engages in monthly meetings centered around identity, restorative practices, and character development, which reinforces our ORCA core values and supports our mission to become a School of Character. Students participate in a wide range of competitions—academic, athletic, artistic, service based, and school spirit activities—that encourage teamwork, goal setting, and consistent positive behavior while engaging in school life in meaningful ways.

The creation of our House System is especially significant, as it was originally conceptualized and developed by one of our staff members. This innovation demonstrates our school's commitment to elevating creative ideas from all stakeholders and reflects our belief that a strong school culture grows from within. By embracing this staff designed initiative, we model for students the importance of collaboration, leadership, and community-driven innovation. As a result, the House System not only strengthens school spirit and student engagement but also serves as a living example of how individual contributions can positively shape the broader learning environment.

Students who are new to our campus will be sorted into a house at the beginning of the school year. Once in a house, they remain in that same house for the entirety of their OSEC

journey! Students who are rising from the OSEC elementary program will continue in the house they were assigned to.





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 themselves to be experts in their field.
- 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 academic data 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 or essentials classes for additional support.

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

Student Learning Management System

Orlando Science East Campus uses two primary web-based student progress monitoring systems: Canvas and LiveSchool. Students and parents have access to both websites via a pre-generated username and password and/or Clever.

Canvas provides the most recent information regarding student progress and a variety of other resources. Parents and students may find the following information on Canvas:

- Recent student overall course grades
- Detailed course resources and course syllabus
- Homework and classwork soft copies and uploaded lessons of the day
- Long term project timelines and resources, such as science and history fairs
- Assignment calendars for all courses

Canvas can be accessed via the specific Orlando Science East Campus Canvas page: https://orlandosciencecharterschool.instructure.com/login/canvas
If a student loses their username/password, they may contact their teacher(s) or the front office for assistance.

LiveSchool is where student behavioral information is housed. Parents and students may find the following information on LiveSchool:

- Student Commendation Points
- Student Conduct Points
- LiveSchool Store Balance
- House Points

Students and parents may view this information by clicking the LiveSchool logo on Clever or by downloading the LiveSchool app/logging into the LiveSchool site: https://parent.liveschoolapp.com/. If a student needs help logging in, they may contact their teacher(s) or the front office.

Technology at OSEC

Each classroom is equipped with an interactive whiteboard that instructors can use. The interactive whiteboard allows for improved teacher-student 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.

Each student is assigned a Chromebook to enhance teaching styles and retention of subject matter. Chromebooks are distributed at the beginning of the school year and are brought home each day. It is the responsibility of the student to ensure the Chromebook goes to and from school and is fully charged each day. Failure to do this is considered being unprepared for class.

Canvas, the digital gradebook, allows students and parents to receive grades and other academic information in real time. Students are also able to upload assignments and receive feedback. LiveSchool allows students and parents to view commendation and conduct points in real time.

In addition, the English, Mathematics, Science, and History departments utilize digital curriculum (History and Science have paper-based textbooks as well). This allows students to easily access the material at home as well as interact with the content in meaningful ways.

Each student has an OSEC email address that will allow access to Microsoft Word, Excel, PowerPoint, OneDrive, and Microsoft Teams. In these platforms, students can collaborate, hold meetings and sessions, etc. This email address is designed for students to access the Microsoft Suite, NOT to communicate with teachers. Communication should continue to take place through our primary communication platforms.

Students will be offered computer-based courses and electives 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 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 East Campus (OSEC), a charter school of choice, as opposed to participating in other educational choices offered in Florida. Therefore, certain programs, such as virtual instruction, may not be available to your students. Certain students may be required or allowed to attend virtual classes depending on circumstances. Doing so will be subject to the rules and criteria adopted by OSEC set forth below. Moreover, the specific courses available or approved for virtual instruction are limited by OSEC.

As a charter school of choice, OSEC may, but is not required, to provide virtual instruction through a limited number of Florida Virtual School (FLVS) "seats". If available, these seats 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:

- OSEC 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.
- OSEC 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 an incompatible transcript if the discrepancy cannot be remedied within the regular OSEC schedule.
- OSEC 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 OSEC, regardless of whether the student was passing or failing the course, will forfeit the opportunity to register for any additional FLVS courses in the future.
- OSEC students should not register at the FLVS website until their application request has been approved by OSEC.
- OSEC reserves the right to make any necessary changes to this policy in the future to meet any unforeseen needs 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).

- Maintain a 4.0 weighted Middle School GPA in each year, with no grade below a C
- Exhibit proficiency on all prior year state assessments
- Have a good conduct record
- Submit online course request form

Course Placement

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 course listed below is not guaranteed. Students who scored a Level 1 or 2 on their most recent FAST, B.E.S.T., or other standardized assessments may be placed in essentials and/or block classes for additional academic support.

Honors and Advanced Level Course Note: Advanced courses require 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, focusing on high-level qualitative measures, and complexity of task.

Advanced and Gifted Studies Academy (AGSA)

OSEC is proud to offer high performing students' career-focused learning opportunities through the Advanced and Gifted Studies Academy (AGSA). This program provides rigorous advanced courses of study, including the earnings of several high school credits, in addition to high-profile STEM programs such as PLTW and Carnegie Mellon University Computer Science Academy.

Accelerated Advanced Track Sample Schedule							
Grade	ELA	Math	Science	Social Studies	Enrichment Course 1	Enrichment Course 2	Enrichment Course 3
6	M/J Language Arts 1 Adv/G	M/J Grade 7 Mathematics Adv	M/J Life Science Adv/G	M/J World History Adv/G	Computer Science 1 (Full Year)	PE (1 semester); PLTW (1 semester)	Art (Full Year)
7	M/J Language Arts 2 Adv	M/J Algebra 1 Honors	M/J Earth Space Science Adv	M/J Civics Adv	PE (1 semester)/ PLTW (1 semester)	Beginning Spanish (Full Year)	Electives
8	M/J Language Arts 3 Adv	M/J Geometry Honors	Chemistry 1 Honors	M/J US History Adv	PLTW (Full Year)	HOPE (Full Year)	Electives

Advanced Track Sample Schedule							
Grade	ELA	Math	Science	Social Studies	Enrichment Course 1	Enrichment Course 2	Enrichment Course 3
6	M/J Language Arts 1 Adv/G	M/J Grade 6 Mathematics Adv	M/J Life Science Adv/G	M/J World History Adv/G	Computer Science 1 (Full Year)	PE (1 semester); PLTW (1 semester)	Art (Full Year)
7	M/J Language Arts 2 Adv	M/J Pre-Algebra Adv	M/J Earth Space Science Adv	M/J Civics Adv	PE (1 semester)/ PLTW (1 semester)	Beginning Spanish (Full Year)	Electives Engineering
8	M/J Language Arts 3 Adv	M/J Algebra 1 Honors	M/J Physical Science Adv	M/J US History Adv	PLTW (Full Year)	HOPE (Full Year)	Electives

OSEC Traditional Studies

Students who engage in a traditional course of study still engage in rigorous coursework and participate in high-profile STEM courses such as PLTW and Carnegie Mellon University Computer Science Academy.

Traditional Track Sample Schedule							
Grade	ELA	Math	Science	Social Studies	Enrichment Course 1	Enrichment Course 2	Enrichment Course 3
6	M/J Language Arts 1	M/J Grade 6 Mathematics	M/J Life Science	M/J World History	Computer Science 1 (Full Year)	PE (1 semester); PLTW (1 semester)	Art (Full Year)
7	M/J Language Arts 2	M/J Grade 7 Mathematics	M/J Earth Space Science	M/J Civics	PE (1 semester)/ PLTW (1 semester)	Beginning Spanish (Full Year)	Electives
8	M/J Language Arts 3	M/J Pre-Algebra	M/J Physical Science	M/J US History	PLTW (Full Year)	HOPE (Full Year)	Electives

Course Descriptions per Discipline and Objectives

Mathematics

The Standards for Mathematical Practice apply throughout each course and, together with content standards, ensure 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 in place of a core mathematics course but is intended to provide intervention for students who require extra mathematics instruction.

M/J Grade 6 Mathematics/M/J Grade 6 Mathematics Advanced (#1205010)

In grade 6, instructional time will emphasize five areas: (1) performing all four operations with integers, positive decimals and positive fractions with procedural fluency; (2) exploring and applying concepts of ratios, rates and percent to solve problems; (3) creating, interpreting and using expressions and equations; (4) extending geometric reasoning to plotting points on the coordinate plane, area and volume of geometric figures and (5) extending understanding of statistical thinking.

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

In this course, instructional time should focus on five critical areas:

- Solving problems involving scale drawings and informal geometric constructions, and working with two-and-three-dimensional shapes to solve problems involving area, surface area, and volume;
- Drawing inferences about populations based on samples
- Formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations;
- Grasping the concept of a function and using functions to describe quantitative relationships and
- For the advanced course, 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:

- Formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations;
- Grasping the concept of a function and using functions to describe quantitative relationships;
- Analyzing two-and-three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Algebra 1/Algebra 1 Honors (#1200320)

Prerequisite: Pre-Algebra **or** Grade 7 Math with Level 5 on most recent FAST assessment

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in middle grades. The critical areas, called unites, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions.

Note: To ensure students are prepared to take this course, summer homework reviewing Pre-Algebra content is required.

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 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.

Note: To ensure students are prepared to take this course, summer homework reviewing Algebra 1 content is required.

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 Life Science/M/J Life Science Advanced (#2000010, 2000020)

Corequisite: Grade 6
Middle School Life Science introduces students to the study of living organisms, their structures, functions, and interactions. Students explore cells, heredity, ecosystems, evolution, and biological diversity through hands-on investigations and scientific inquiry.

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 matters. 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 EOC
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 will explore these concepts in greater depth. In general, academic pace and rigor will be greatly

increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course.

Note: This course counts as high school credit.

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 1 (#1001030) / M/J Language Arts 1 Advanced (#1001010)

Corequisite: Grade 6
The purpose of this course is to provide Grade 6 students opportunities to: build their facility with rhetoric, use language in writing and speaking, and to use essays, classic literature, and speeches as mentor texts.

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 experiences with: 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 needed to depict and elaborate on their ideas.

Social Studies

We pride 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 characteristic of day-to-day instruction:

- 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 World History (#2109010) /M/J World History, Advanced (#2109020)

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

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.

Enrichment/Elective Courses

M/J Comprehensive Physical Education Grade 6/7 (#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.
Note: Students will take 1 semester of PE in grade 6 and grade 7.

M/J Team Sports - Grade 6/7 (#1508020)

This course is 1 semester long.

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.

HOPE-Physical Education (#3026010)

Corequisite: Grade 8
The purpose of this course is to develop and enhance behaviors that influence healthy lifestyle choices, student health, and physical fitness. The full benefit of this course is achieved when students are taught using a comprehensive approach.
In addition to the physical education content, specific health education topics within this course include, but are not limited to:

- Injury Prevention and Safety
- Internet Safety
- Nutrition
- Personal Health
- Prevention and Control of Disease
- Substance Use and Abuse Prevention
- Awareness of the Benefits of Abstinence
- Prevention of Teen Dating Violence and Abuse
- Resiliency Education

Note: This course counts as a high school P.E. credit.

M/J Beginning Spanish (#0708000)

Corequisite: Grade 7

Beginning Spanish introduces students to Spanish 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 on-year course.

Note: Course content requirements for the two-course sequence M/J Beginning Spanish and Intermediate Spanish (offered in 8th grade) are equivalent to Spanish 1, a high school credit.

M/J Grade 6 Digital Discoveries (#0200021) (Computer Science)

Digital Discoveries introduces students to computer science as a vehicle for problem-solving, communication, and personal expression. The course focuses on the visible aspects of computing and computer science. It encourages students to see where computer science exists around them and how they can engage with it as a tool for exploration and expression.

In Grade 6 Digital Discoveries, instructional time will emphasize active learning experiences that are relevant to students' lives and provide students with authentic choice. Students are encouraged to be curious, solve personally relevant problems, and express themselves through creation. Learning is an inherent social activity, so the course is designed to interweave lessons with discussions, presentations, peer feedback, and shared reflections. As students proceed through the pathway, the structures increasingly shift responsibility to students to formulate their own questions, develop their own solutions, and critique their work.

Students in this course will utilize Carnegie Mellon Computer Science Academy, code.org, and other renowned programming resources. Students will pursue an iterative process in developing programs as well as identifying and finding solutions for multiple problems. Students will write code that implements 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.

M/J Introduction to Art History (#0100060)

Students take an inquiry-based approach to exploring, researching, and analyzing works of art across time and cultures. Through the study of art exemplars and project-based activities, students learn to identify the functions, forms, media, styles of art, cultural ideas, and themes related to a variety of time periods and geographical places and will express their own interpretations in a variety of ways. The course lays a foundation for the art criticism process, examining and comparing how artists have solved visual problems and made meaning across time, place, and culture. Career options related to art history and criticism are also explored. This course incorporates hands-on activities and the consumption of art materials.

This course is 1 semester long.

M/J Art in World Cultures (#0100070)

Students explore art from around the world through project-based activities. Based on directed investigation, students reinterpret selected forms to promote understanding of themes, purposes, symbolism, and traditional formal characteristics. Students compare various cultural responses in art to universal themes, gaining respect for diverse perspectives and the rich heritage shared by cultures from around the world. Supporting geographic, cultural, and societal studies, and historical context helps students refine their understandings of time and place in global cultures. Students consider the value of preserving these works in today's museums and other public buildings, private collections, and in digital format for sharing and studying via the Internet. This course incorporates hands-on activities and the consumption of art materials.

This course is 1 semester long.

Note: 6th grade students will take both semester art courses to have a full year of art class.

PLTW: Design and Modeling

Corequisite: Grade 6
Design and Modeling (DM) provides students with opportunities to apply the design process to creatively solve problems. Students are introduced to the unit problem in the first activity and are asked to make connections to the problem throughout the lessons in the unit. Students learn and utilize methods for communicating design ideas through sketches, solid models, and mathematical models. Students will understand how models can be simulated to represent an authentic situation and generate data for further analysis and observations. Students work in teams to identify design requirements, research the topic, and engage stakeholders.

Note: This course is 1 semester.

PLTW: App Creators or Automation and Robotics (TBD)

Corequisite: Grade 7

App Creators-This unit will expose students to computer science by computationally analyzing and developing solutions to authentic problems through mobile app development, and will convey the positive impact of the application of computer science to other disciplines and to society.

Students will customize their experience by choosing a problem that interests them from the areas of health, environment, emergency preparedness, education, community service, and school culture. Because problems in the real world involve more than one discipline, the unit will introduce students to biomedical science concepts as they work on solutions for the specific problems they choose to tackle.

Automation and Robotics-Students are given the opportunity to combine mechanisms with input and output devices to automate the mechanisms. Construction and programming skills are layered, and projects and the problem provide students the opportunity to connect their learning

throughout the lessons in the unit. Students take on the role of interns, and work in teams to identify design requirements and create prototypes to meet the needs of clients. They also explore different aspects of automation and robotics, and experience how solving real-life problems involves the teamwork of mechanical engineers, software developers, and electrical engineers.

PLTW: Medical Detectives/Building for the Future

Corequisite: Grade 8

In the Medical Detectives unit, 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, dissect a sheep's brain, investigate disease outbreaks, and explore how a breakdown within the human body can lead to dysfunction.

The new Building for the Future unit explores everything from architecture and civil engineering to carpentry, plumbing, and HVAC systems. Students in Building for the Future (BFF) will explore the world of construction by designing and building real-world solutions using tools and transferable skills that help industry professionals succeed in their careers. This dynamic unit introduces learners to high-demand skilled trades and empowers them to design sustainable, functional spaces for tomorrow's communities. Whether they are creating or analyzing blueprints, or constructing prototypes, students will gain practical experience, technical skills, career insights, and the confidence to build their own futures.

Note: 8th graders spend a full year on the PLTW program. Students will spend a semester in Medical Detectives and a semester in Building for the Future.

Additional Elective courses will be added to this course guide in the summer once teachers have finalized their selections.

Schedule Changes

All schedule change requests will be considered but are not guaranteed. Only scheduling errors will be corrected. Student schedules are made by considering criteria such as F.A.S.T., B.E.S.T. and/or E.O.C. scores, report card data, teacher recommendations, and other relevant academic data. 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

- Algebra 1 Honors (#1200320)
- Geometry Honors (#1206320)
- Chemistry 1 Honors (#2003350)
- HOPE

Rigorous Academic Activities

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 as MATHCOUNTS, 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, in an 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.

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

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 to 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. OSEC 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.

National Junior Honor Society

National Junior Honor Society (NJHS) is a nationally recognized organization that honors middle school students who demonstrate excellence in scholarship, leadership, service, character, and citizenship. Membership is based on rigorous academic standards and a commitment to ethical behavior and community involvement. Through NJHS, students develop leadership skills, engage in service learning, and cultivate responsibility as both scholars and citizens.

Students will be eligible for admission into NJHS twice a year, with a formal inauguration ceremony occurring in the winter. More details will be shared with eligible students.

OSEC/OCPS Grading Policy

A student's grades should reflect his/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 participation may reflect a student's grades.

Unweighted 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	Regular/Traditional	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

Middle School Standardized Assessments

Assessment	Grade	Notes
WIDA ACCESS	6-8	Administered to all current ESOL students with LY status. Students will take 4 different sections, requiring missing classes over several days.
BEST Writing	6-8	Administered in one session in the spring (late March-early April)
FAST ELA Reading	6-8	Administered in one session three times a year (fall, winter, spring).
FAST Mathematics	6-8 Enrollment Based	Administered in one session three times a year (fall, winter, spring)

Algebra 1 and Geometry EOC	Grade 7-8 Enrollment Based	Administered in one session at the end of the year. **Counts 30% of students' final grades.**
NGSS Civics EOC	Grade 7	Administered in one session at the end of the year. **Counts 30% of students' final grades.**
NGSSS Science	Grade 8	Administered in one session at the end of the year.
PSAT 8/9	Grade 8	Practice SAT Test for 8th grade students
PMA	Grades 6-8	District exam for EOC courses (Science, Algebra 1, Geometry, Civics). Administered in one session three times a year.

Dates for FAST/EOC tests are usually announced 4 weeks before testing will begin for that session.

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 and 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. In short, 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 scores 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 in high school. Students with a high enough score on those assessments can qualify for a National Merit Scholarship. OSEC administers the PSAT in the Fall Semester.

OSEC Parent Communication

OSEC sends two types of reports:

- Progress Report

This report is accessed in the middle of each quarter. Parents will be asked to review their students' grades in Canvas and verify that they understand the progress their students are making.

- Report Card:

Student grades will be formally reported at the end of each quarter. 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.

Student Services

Exceptional Student Education

Gifted

At OSEC, we provide 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 will 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 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-word English 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.

Middle School Counseling

The Middle School Counseling program is available to all students. Counseling can address concerns that often pop up in the school setting such 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.

In accordance with the Florida State Statute, students must have a signed parental consent form on file to participate in middle school counseling.

Optional: 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					

Tutoring schedule will be finalized over the summer.

Student Extracurricular Clubs/Teams

Club/Team Name
Volleyball Team*
Orcas Elite Cheerleading Team*
Basketball Team*
Soccer Team*
Chorus*
Annual Spring Musical*
National Junior Honor Society*
Florida Lego League (6th Grade)
First Tech Challenge* (7th and 8th grade only)
Competition Math*
Science Olympiad*
Model UN*

Please note club offerings are subject to change depending on staff preferences and availability. The comprehensive list of clubs for the 2026-2027 school year are currently being developed and will be added to this catalog over the summer.

**Clubs with an asterisk are invitation only or require auditions/tryouts to be accepted.*

All clubs charge a nominal fee for supplies; the competition teams often have fees in the $100-$200 range to cover kits, uniforms, etc.

Yearly Project-Based Learning and Other Programs

Science Fair

OSEC's Science Fair is an excellent opportunity for students to explore their favorite topics 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 a 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 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 experiment upon final approval by 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 (State)	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, OSEC 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
OSEC History Fair-projects due	February
Orange County History Fair	March
Florida History Day Competition	May
National History Day Competition	June