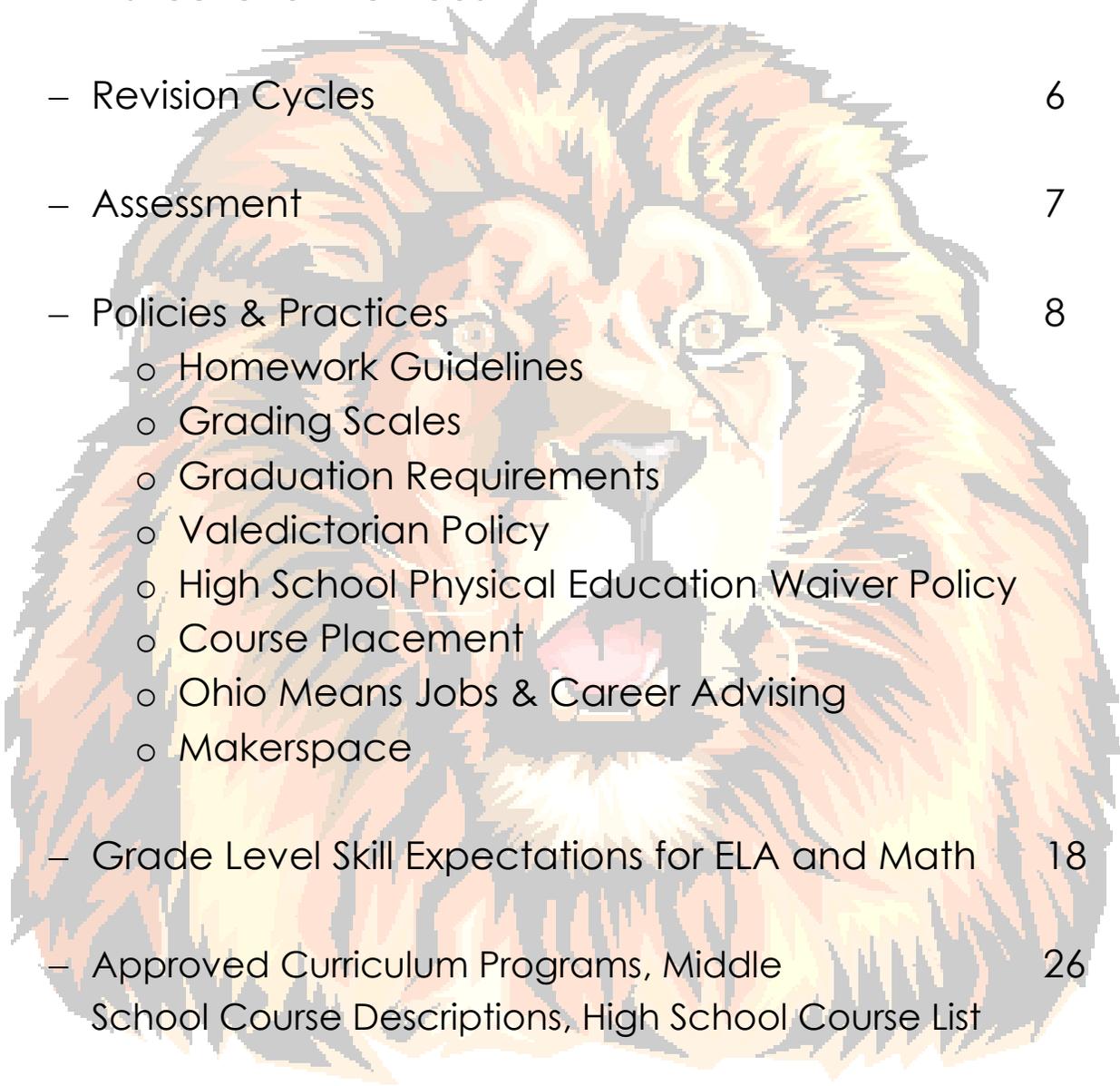


Liberty Union-Thurston
Local School District

2018-2019

Curriculum Guide

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Introduction & Contact Information

The Liberty Union-Thurston Local School District Curriculum Department works to provide the instructional staff with resources, support, and professional development essential to meeting the learning goals of all students. This Curriculum Guide is a summary of curricular programs, instructional practices, and information pertaining to instruction and assessment in all Liberty Union-Thurston schools.

Alignment to Ohio's Learning Standards are the foundational component to decisions made by the Curriculum Department. The *education world* is ever-changing and as professionals the Liberty Union-Thurston instructional staff utilizes their skills, creativity, and knowledge to provide the best instructional opportunities for our students.

As the education world changes so do we here at LU-T. This Curriculum Guide is not a static document. Please refer to the "Last Revision Date" in the footer of this document to ensure you have the most up to date information.

Two-way communication is the key to a community that is informed about the on-goings of the local schools. As the Curriculum Director, my door is always open. I invite you to call, email, or come and see me with any questions, comments, or concerns you have about LU-T curriculum, instruction, or assessments. I look forward to working hand in hand with the community, staff, and parents to make LU-T the best it can be for our students.

Jennifer Blackstone, Curriculum Director

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740-862-4171

Instructional Methods

LU-T schools and teachers utilize *Backward Design* for curriculum development. This simply means that the Academic Standards are used as the “end game” and show what students should know and be able to do at each grade level. Using those standards as a foundation, daily instructional lessons are planned.

The teachers use a variety of methods to provide instruction. These methods, strategies, and techniques are not dictated to teachers. Instead, utilization of a variety of methods is encouraged with the idea that the learners’ needs are the pivotal decision factor in “how” the teacher teaches.

It is the responsibility of the Curriculum Department to assist teachers with broadening their repertoire of instructional strategies and sharpening or expanding their content area knowledge base.

The current focus of Professional Development opportunities for teachers include:

- Problem/Project Based Lesson Design
- Blended Learning
- Co-Teaching
- Close Reading
- Cross Curriculum Writing
- Assessment Data to Drive Instruction
- Depth of Knowledge & Rigor

Problem/Project Based Lesson Design -- This instructional method allows for students to guide their learning by identifying a “problem” to solve and then completing a “project” to create a “product” that will solve it. See *Makerspace*

Blended Learning -- Blended Learning is a method delivery content to students using technology in a way that technology is doing at least some of the instruction. See *Makerspace*

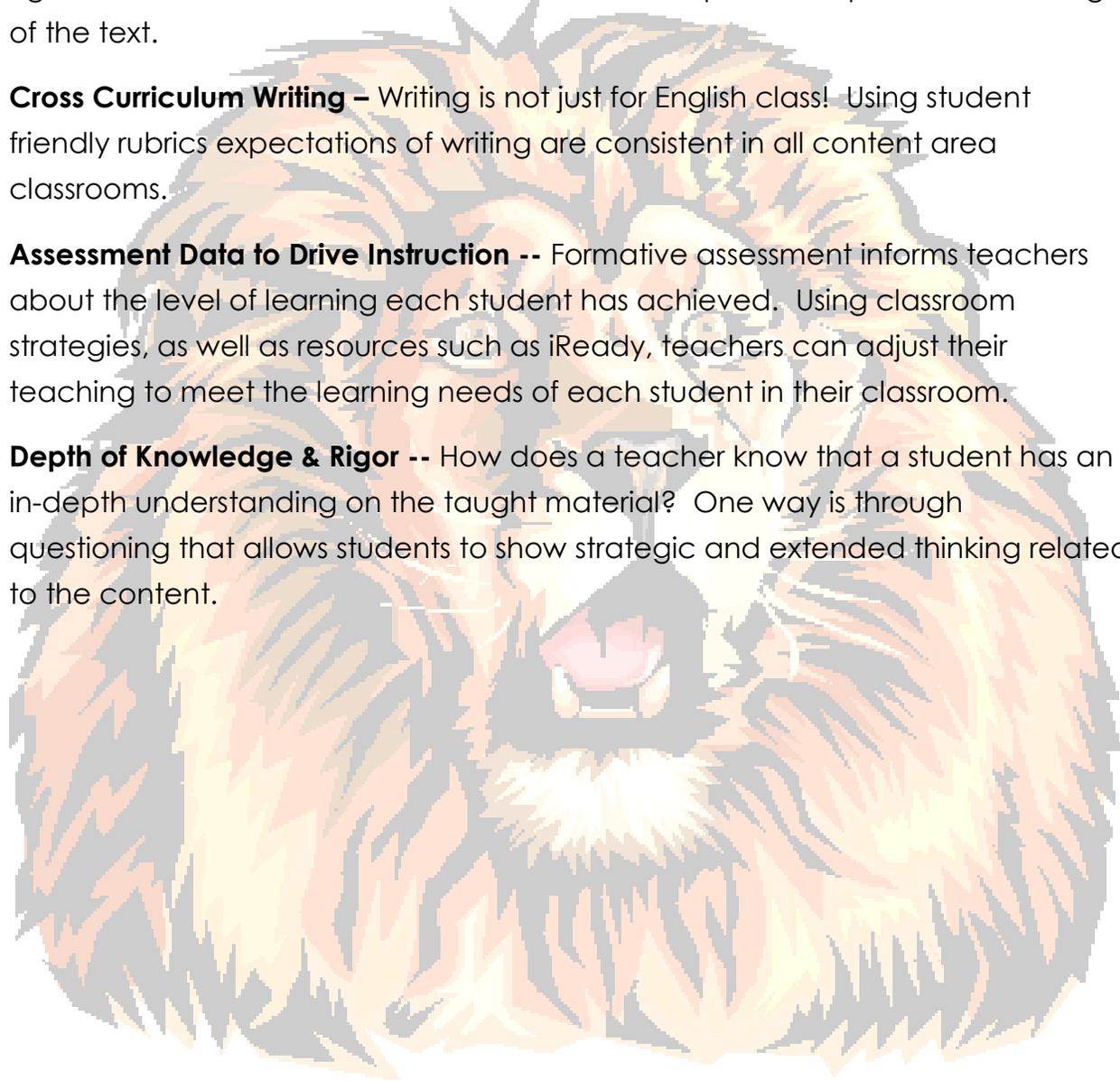
Co-teaching -- Co-teaching is an instructional model in which there is more than one teacher delivering the content to students. Also, referred to as team teaching, it allows for more student and teacher interaction during instruction.

Close Reading -- Close reading is the intentional analysis of a text that focus on significant details in order for the reader to develop an in-depth understanding of the text.

Cross Curriculum Writing – Writing is not just for English class! Using student friendly rubrics expectations of writing are consistent in all content area classrooms.

Assessment Data to Drive Instruction -- Formative assessment informs teachers about the level of learning each student has achieved. Using classroom strategies, as well as resources such as iReady, teachers can adjust their teaching to meet the learning needs of each student in their classroom.

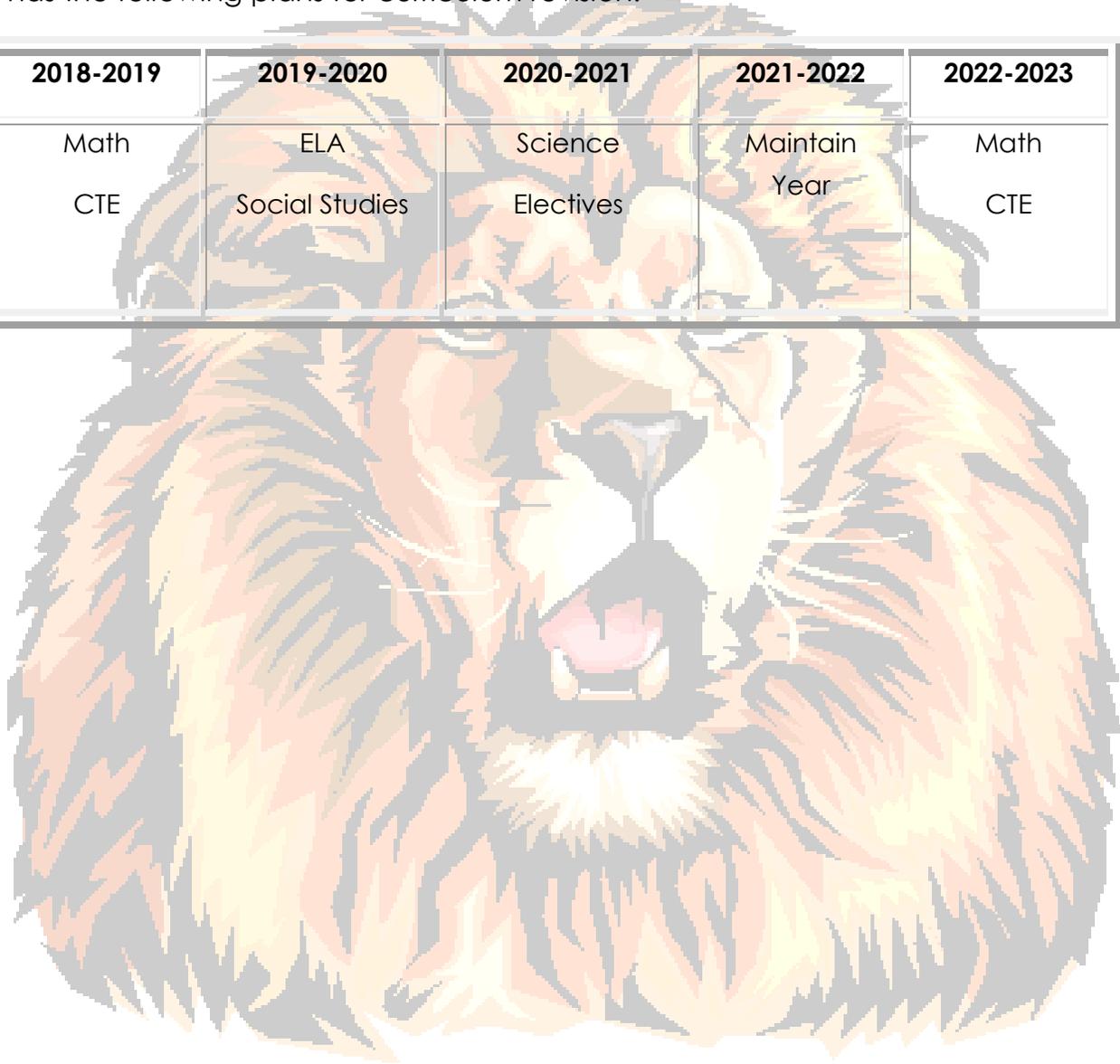
Depth of Knowledge & Rigor -- How does a teacher know that a student has an in-depth understanding on the taught material? One way is through questioning that allows students to show strategic and extended thinking related to the content.



Revision Cycles

With the ever-changing nature of the education world, the curriculum at LU-T requires a continuous revision cycle. Although there are times when this cycle is disrupted by mandates from the Ohio Department of Education, LU-T has the following plans for curriculum revision.

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Math CTE	ELA Social Studies	Science Electives	Maintain Year	Math CTE



Assessment

The Ohio Department of Education is charged with implementing federal and state laws regarding education, including assessment. Assessments serve a variety of purposes including diagnostic evaluations, formative feedback on instruction, and summative reports on learning at particular grade levels.

Ohio state tests that LU-T administers include:

- Alternative Assessment for Students with Cognitive Disabilities
- Kindergarten Readiness Assessment
- iReady Reading and Math Diagnostic
- National Assessment of Educational Progress
 - When selected
- Ohio State Tests in English Language Arts, Math, Science, and Social Studies
- OELPA
 - English Learners Only
- ACT
 - High School Juniors Only
- CoGAT and Iowa Assessments
 - Gifted Identification

Other tests related to specific curricular programs, such as benchmark tests and course exams are also administered through the school year.

All tests are administered throughout the school year during various testing windows and to specific grade levels. This list is not inclusive of all testing and also does not indicate that your son or daughter will take every test on the list.

Parents may request, and the district provide the parents on request (and in a timely manner), information regarding any State or district policy regarding student participation in any assessments mandated by section 1111(b)(2) and by the State or district, including a policy, procedure, or parental right to opt the child out of the assessment, where applicable.

Policies and Practices

Individual school handbooks and Board Policy should be referenced for most policies, procedures, and practices at the schools.

This Curriculum Guide gives an overview of Curriculum related policies and guidelines.

Homework Guidelines

The homework controversy is one that has been debated by educators for years; every teacher and school has their own philosophy and practice. **Please consult the school handbook or teacher webpages for specific information regarding homework.** However, as a district, we have established some guidelines so that teachers, students, and parents understand the purpose and expectations regarding homework. There is an expectation that when assigned homework be completed by the student to the best of his/her ability.

For academic considerations, the purpose of homework should fall into one of the following categories organized by Bloom's Taxonomy levels. **The time suggestions noted are simply a recommendation and not a steadfast rule as all student learning takes place at different rates.**

1. Knowledge Level

- a. Reinforcing a skill taught or information presented in class
- b. Time suggestion: Equal to 1/3 of the amount of time taught in class

2. Comprehension Level

- a. Check understanding of what was taught that day or checking recall of previously taught material
- b. Time suggestion: Equal to no more than 1/2 the amount of time taught in class

3. Application Level

- a. Assess depth of knowledge student has on topic
- b. Time suggestion: Equal amount of time taught in class

4. Higher Level

- a. Extension of topic: Synthesis, Analysis, Evaluation
- b. Time suggestion: Nothing in ONE night... these would be longer term assignments or projects where pieces can be completed over several nights

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Grading Scales

Elementary School - Standards Based Report Cards

The LU-T Elementary School utilizes Standards Based Report cards in grades K, 1, 2, and 3. In grades K, 1, and 2 academic standards that were taught and assessed in the grading period will receive a rating of M, P, or L. In 3rd grade standards will be assigned an A, B, C, D, or F grade. Fourth grade utilizes a grading scale that can be found in the School Handbook.

The reasoning in favor of standards based reporting is that it provides parents and students a more accurate picture of about students' learning because it does not just list subject names and grades, i.e. Math = A. Instead standards based reporting lists specific skills and knowledge from content academic standards that the students should be learning.

What does M, P, and L mean?

- M = Meeting learning targets; on track for meeting the end of the year learning goals
- P = Progressing toward meeting learning targets; in need of some support to meet end of year learning goals
- L = Limited or no measurable progress toward learning targets; intervention needed to initiate academic growth
 - If a standard is left blank on a report card it simply means that standard was not yet assessed by the teacher

How are M, P, and L determined?

Teachers collect data and evidence on student learning every day. Data and evidence can be collected in a variety of ways, including but not limited to observations of student behavior, computer-based assessments, or more traditional in-class assignments, tests or quizzes. Before a rating of M, P, and L can be assigned to identify a students' academic progress on a standard, teachers must collect at least three (3) pieces of evidence. This evidence should be documented in some way.

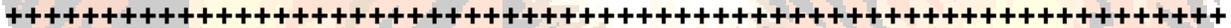
- "M" rating signifies the student can show understanding of the content by completing a task or assessment with little to no assistance.
- "P" rating signifies the student may need assistance in completing the task or assessment and they know some of the content but are still working toward the goal.

- “L” rating signifies the student has little to no understanding of the content and cannot complete the task or assessment independently.

Middle School and High School

Letter Grade	% Range	GPA Points	AP/CCP
A	93-100	4.0	5.0
A-	90-92	3.75	4.75
B+	87-89	3.25	4.25
B	83-86	3.0	4.0
B-	80-82	2.75	3.75
C+	77-79	2.25	3.25
C	73-76	2.0	3.0
C-	70-72	1.75	1.75*
D+	67-69	1.25	1.25*
D	60-66	1.0	1.0*
F	0-59	0.0	0.0*

*No grade below a C will carry a weighted factor



Graduation Requirements

The minimum course credit requirements for graduation from Liberty Union Thurston High School are as follows:

Content Area	Credits Required
English	4
Math ^A	4
Science ^B	3
Social Studies ^C	3
Specified Elective: Health	½
Specified Elective: PE ^D	½
Other Electives ^E	7
TOTALS	22

- A. Mathematics units must include one unit of algebra II or the equivalent of algebra II.
- B. Science units must include one unit of physical sciences, one unit of life sciences and one unit of advanced study in one or more of the following sciences: chemistry, physics or other physical science; advanced biology or other life science; astronomy, physical geology or other earth or space science.
- C. Social studies units must include ½ unit of American history and ½ unit of American government in three units required for the classes of 2018 and 2019. The class of 2021 will need ½ unit in world history and civilizations in their required three units as well as American history and American government.
- D. Physical education - School districts may adopt a policy that would exempt students who participate in interscholastic athletics, marching band or cheerleading for two full seasons or an approved Junior Reserve Officer Training Corps (JROTC) program for two years from the physical education requirement. Students must take another course, which cannot be a physical education course, of at least 60 contact hours. [See page 15](#)
- E. Elective credits must include one or any combination of foreign language, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education or English language arts, mathematics, science or social studies courses not otherwise required. All students must receive instruction in economics and financial literacy during grades 9-12 and must complete at least two semesters of fine arts taken any time in grades 7-12.

In addition to the course requirements, Liberty Union-Thurston High School students must meet state testing requirements as follows:

End of Course Exam Requirements
<p>Earn a minimum of 18 points from scores on End of Course Exams. Scores range from:</p> <ul style="list-style-type: none">1 = Limited2 = Basic3 = Proficient4 = Accelerated5 = Advanced <p>End of Course Exams are offered in:</p> <p>English 1, English 2, Algebra 1, Geometry, Physical Science or Biology, American History, and American Government</p> <p>Two other Graduation Pathways are available for students to show that they are college or career ready instead of points earned on End of Course Exams.</p> <ol style="list-style-type: none">1. Industry credential and workforce readiness - Earn a minimum of 12 points by receiving a State Board of Education-approved, industry-recognized credential or group of credentials in a single career field and earn the required score on WorkKeys, a work-readiness test. The state of Ohio will pay one time for you to take the WorkKeys test. Please note: <i>Liberty Union High School does not currently administer the WorkKeys test, but Eastland and Fairfield Career Centers do.</i>2. College and career readiness tests - Earn remediation-free scores in mathematics and English language arts on either the ACT or SAT.



Valedictorian Policy

The selection of Valedictorian(s) and Salutatorian(s) will be determined at the conclusion of the last grading period of the twelfth grade. The student who achieves the highest grade point average on the specified coursework will be selected as Valedictorian. The student who achieves the second highest grade point average will be selected as Salutatorian. After Valedictorian and Salutatorian, Academic Honors Awards will be given for students achieving grade point averages of 3.30 or higher.

Valedictorian and Salutatorian Minimum Required Coursework

- 4 Units of English/Language Arts
- 4 Units of Math, including Algebra 1, Algebra 2, and Geometry
- 4 Units of Science
- 4 Units of Social Studies
- 3 Units of one or 2 Units of two Foreign Languages
- 5 Units of Electives which must include 1 Unit of Career Tech Education and 1 Unit of Fine Arts
 - High school level courses completed in middle school for high school credit can be used to meet the coursework minimum requirements

Grading Scale

All coursework accepted for credit and assigned a grade of A, B, C, D, or F will be included in the computation of grade point average. Any coursework accepted for credit and assigned a grade of P will not be used in the calculation of grade point average.

The LU-T 4-Point grading scale will be utilized, with the exception of Advanced Placement and College Credit Plus coursework which receives an addition 1.0 quality point for final grades of C or better. College Credit Plus coursework will follow the grading scale of the credit granting institution.

The maximum number of weighted courses used in the Grade Point Average calculation is limited to the number of weighted courses (AP and/or College Credit Plus) opportunities offered on site at Liberty Union High School.

4-Point Grading Scale Quality Point Assignment	Advanced Placement and College Credit Plus Quality Point Assignment
A = 4 B = 3 C = 2 D = 1 F = 0	A = 5 B = 4 C = 3 D = 1 F = 0

Academic Honors Awards

After Valedictorian and Salutatorian, Academic Honors Awards will be given for students meeting the same minimum required coursework and achieving grade point averages of 3.30 or higher.

- Academic Honors for 3.30 - 3.7499
- Summa Cum Laude for 3.75 - 4.00
- Distinguished Honors for over 4.00

Eligibility

Students who are completing their fourth year of high school and have completed at least twelve (12) units of the required coursework credits at Liberty Union-Thurston High School are eligible for Valedictorian and Salutatorian.

Special Circumstances

In the event of a tie for highest or second highest grade point average in the required coursework for Valedictorian and Salutatorian, other factors will be considered for selection. Other factors in order of priority include:

- Score on ACT
- Score on SAT
- Score on Ohio's State Tests (English/Language Arts and Math)

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High School Physical Education Waiver

Students are required to complete one-half unit (120 hours) of Physical Education for graduation.

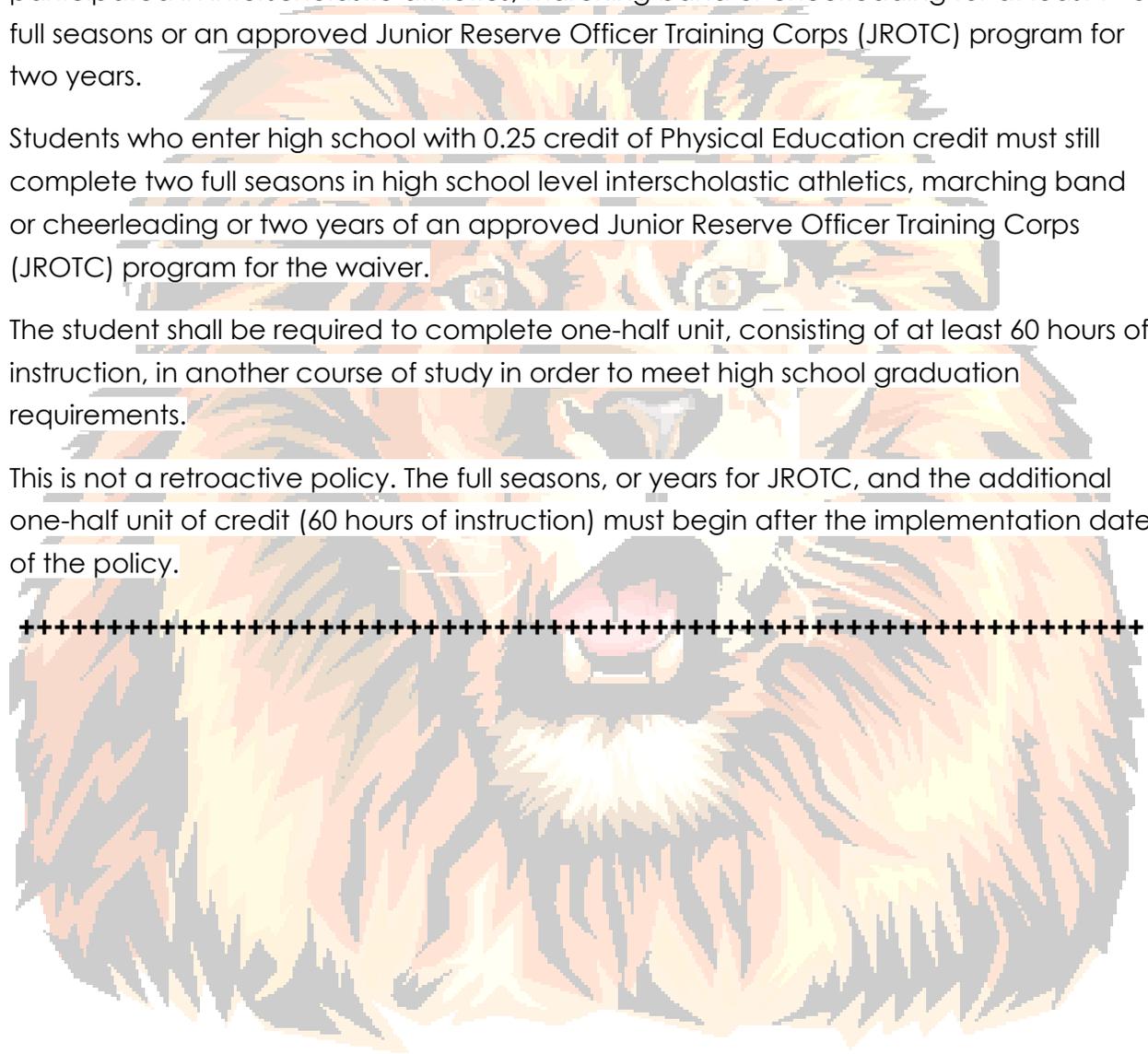
It is approved by the Liberty Union-Thurston School Board to waive the high school physical education requirement for each student who, during high school, has participated in interscholastic athletics, marching band or cheerleading for at least two full seasons or an approved Junior Reserve Officer Training Corps (JROTC) program for two years.

Students who enter high school with 0.25 credit of Physical Education credit must still complete two full seasons in high school level interscholastic athletics, marching band or cheerleading or two years of an approved Junior Reserve Officer Training Corps (JROTC) program for the waiver.

The student shall be required to complete one-half unit, consisting of at least 60 hours of instruction, in another course of study in order to meet high school graduation requirements.

This is not a retroactive policy. The full seasons, or years for JROTC, and the additional one-half unit of credit (60 hours of instruction) must begin after the implementation date of the policy.

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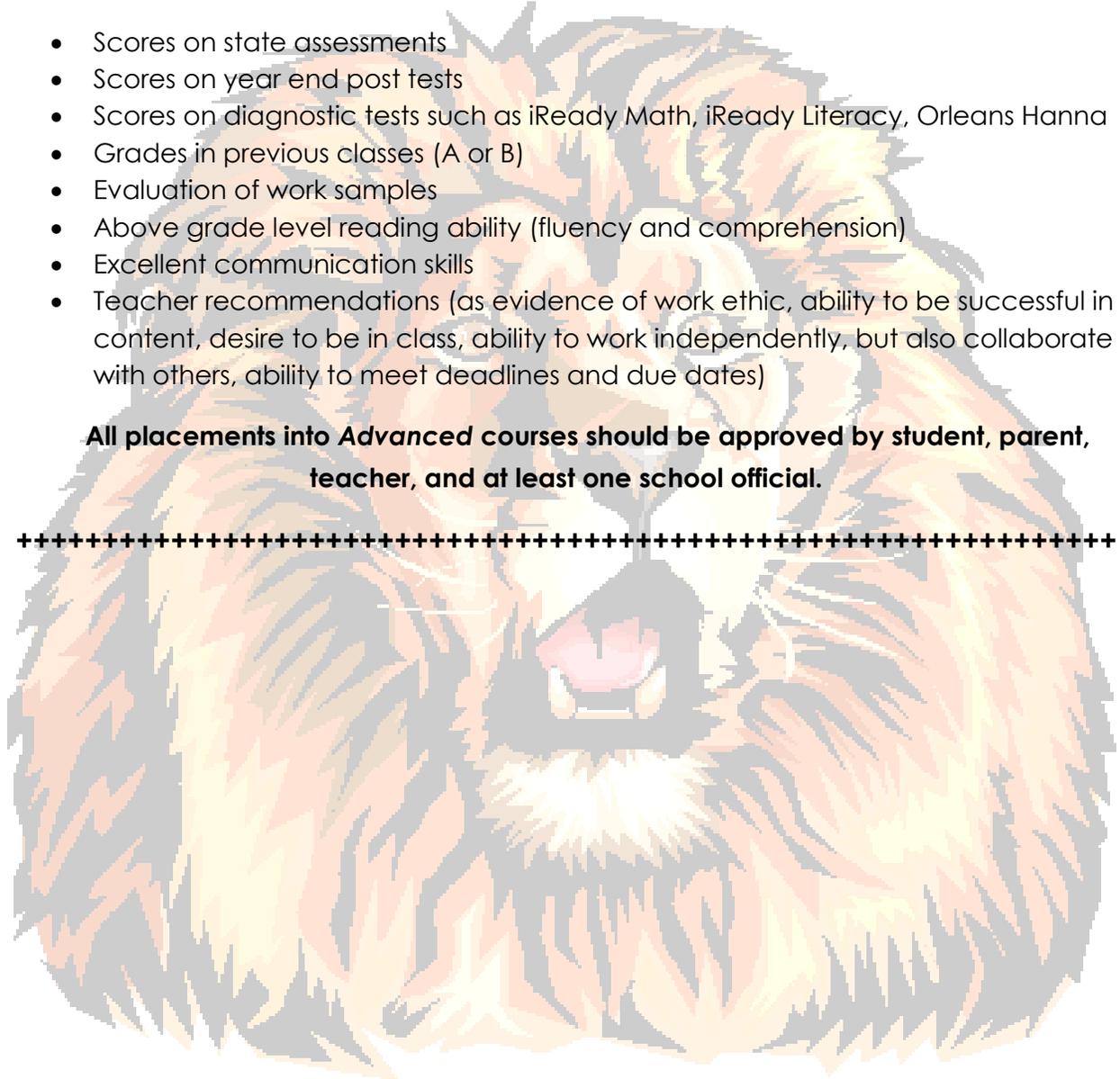
Course Placement

In addition to Gifted Services classes, students may be placed into “Advanced” courses in which the content is being taught at a faster pace and with deeper analysis. Placement into *Advanced* courses is based on a combination of any **THREE** of the following criteria.

- Scores on state assessments
- Scores on year end post tests
- Scores on diagnostic tests such as iReady Math, iReady Literacy, Orleans Hanna
- Grades in previous classes (A or B)
- Evaluation of work samples
- Above grade level reading ability (fluency and comprehension)
- Excellent communication skills
- Teacher recommendations (as evidence of work ethic, ability to be successful in content, desire to be in class, ability to work independently, but also collaborate with others, ability to meet deadlines and due dates)

All placements into *Advanced* courses should be approved by student, parent, teacher, and at least one school official.

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Ohio Means Jobs and Career Advising

www.ohiomeansjobs.com is a free Self: Career/Educational Exploration Tool that can be used by both the student and the parents. Directions for this tool are easy to follow, and it is useful for assisting the student in creating an educational plan, career exploration, and future job/career opportunities in many career/job areas.

In accordance with ORC 3313.6020 Policy on Career Advising, the Liberty Union-Thurston Local School District has adopted the following Career Advising Plan for students in Grades 6 through 12. This plan aligns with an Ohio Department of Education sample. The plan includes activities for students and parents as well as activities, resources, and implementation ideas for staff.

The ORC also requires development of a Student Success Plan for all “at-risk” students. Liberty Union-Thurston Schools will utilize the U.S. Department of Education definition of “high-needs” students as a basis for at-risk identification. The Student Success Plan template is also provided in this Board Policy.

Ohio Means Jobs and Career Cruising are two computerized programs that students will utilize in order to complete their Student Success Plans.

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Makerspace

Makerspace is a collaborative work space where students can utilize creative thinking skills in the area of STEM instruction. Students learn, explore, and share ideas about creating “something.” The space is intended to allow students to utilize critical 21st century skills with hands on learning in such as robotics, engineering, coding, and electronics. Makerspace foster entrepreneurial spirit and connect to the Liberty Union core value of collaborative leadership and innovative excellence. In an effort to provide Liberty Union-Thurston students with a well-rounded educational opportunities, Title 4B funds are allocated to support academic enrichment.

Grade Level Skill Expectations for ELA and Math

In the areas of English Language Arts and Math, there are certain skills or concepts that a student should have mastered in order to be successful in the upcoming grade level. The Academic Standards approved by the State of Ohio Department of Education list those skills in depth. Below is a teacher created, simplified list of these skills or concepts that students need upon entering their grade level. As a parent, if you would like to assist your students with these, please contact their teacher directly.

ELA

Skills Needed Before Entering Grade Listed

Grade K

- Write first name correctly
- Recognize upper and lower case letters
- Recognize rhymes in familiar stories
- Follow group rules
- Follow simple, oral directions
- Be able to sit and listen to a lesson or story attentively for approximately 10 minutes

Grade 1

- Recognize upper and lower case letters
- Match words one to one
- Sequence events from a story
- Hears and records beginning and ending sounds in words

Grade 2

- Understand syllable types that will lead to an understanding of multi-syllable words
- Have a concrete understanding of complete sentences (subjects/predicates)
- Define and use parts of speech within sentences (nouns, verbs, adjectives, etc.)
- Use graphic organizers and models for foundational narrative, informative, and opinion writing
- Reread work and use punctuation/capitalization correctly
- Use knowledge of capitalization and punctuation to build fluency when reading
- Use graphic organizers to compare and contrast
- Answer 5 W's and an H questions
- Understand non-fiction text features

Grade 3

- Know all letter sounds
- Recognize digraphs, blends, clusters
- Support opinion with reasoning
- Create a structured story
- Use text to support answer
- Utilize story elements: character, setting, problem, solution, ending

Grade 4

- Develop and answer literal questions citing evidence from the text
- Determine the main idea, theme, and author's purpose of a story and provide evidence for thinking
- Write narrative, informative, and opinion pieces with correct punctuation and capitalization

Grade 5

- Write in complete sentences
- Write a well-organized paragraph (topic sentence, 3 details, and closing thought)
- Understand the basic rules of grammar, punctuation, and spelling patterns
- Utilize decoding skills
- Utilizes reading skills for comprehension and fluency
- Understand elements of a story (plot, characters, setting)
- Distinguish the difference between fiction and non-fiction

Grade 6

- Have a strong understanding of phonics
- Write a well-organized paragraph
- Utilizes reading skills for comprehension
- Understand elements of a story (plot, characters, theme)
- Utilize conventions of standard American English

Grade 7

- Utilize conventions of standard American English
- Write a well-organized paragraph
- Write a well-organized essay
- Identify the differences in argumentative, expository, and narrative genres
- Utilizes reading skills for comprehension
- Understand elements of a story (plot, characters, theme)

Grade 8

- Utilize conventions of standard American English
- Independently write a well-organized essay
- Produce writing samples of argumentative, expository, and narrative writing
- Utilizes reading skills for comprehension
- Understand elements of a story (plot, characters, theme)
- Write to support opinions with textual evidence

Grade 9

- Support opinions with textual evidence
- Write a summary and paraphrase without plagiarizing
- Identify and properly use parts of speech (noun, verb, adverb, adjective)
- Write a thesis statement
- Demonstrate understanding of content words like describe and explain
- Compare and contrast below a surface level of comprehension

Grade 10

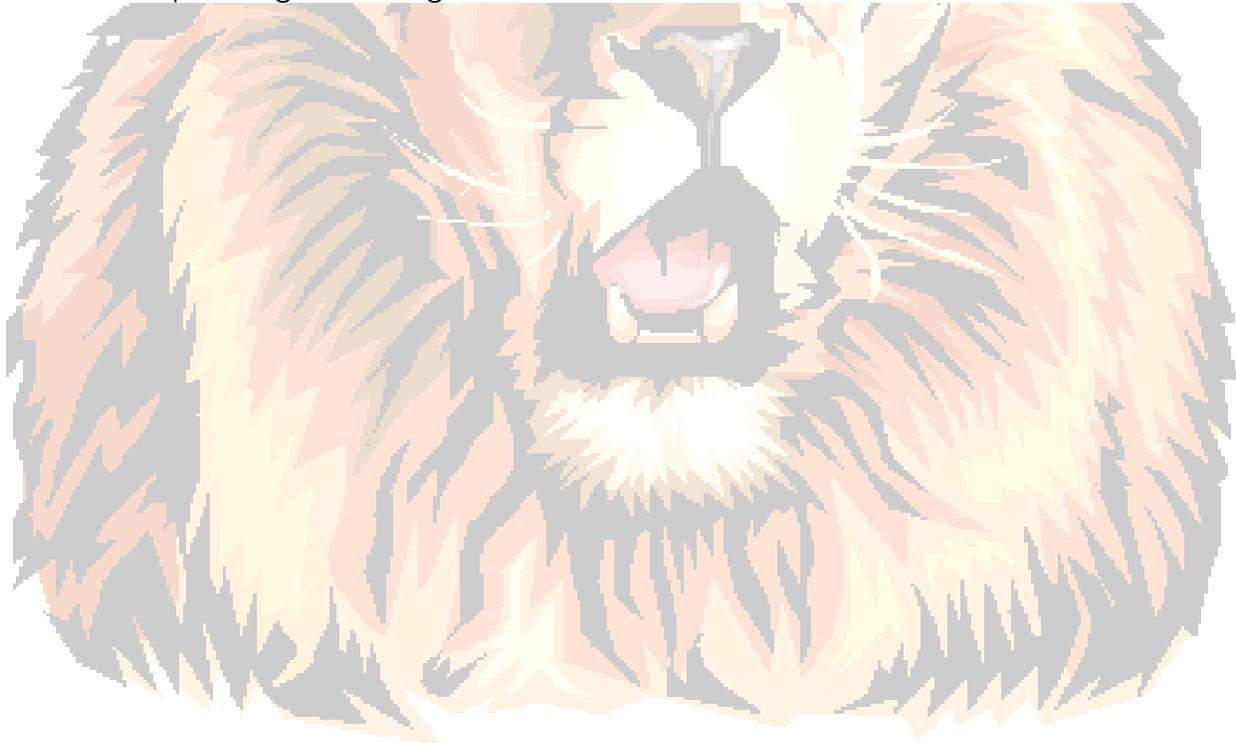
- Define and identify plot, characterization, symbolism, irony, figurative language, allusions
- Make connections between two different literary pieces
- Write a persuasive paper using sources to support rather than dominate the text
- Participate in a peer review session with constructive criticism
- Use drafting techniques to improve writing
- Participate in close reading of a variety of texts
- Participate in class discussions regarding texts and themes

Grade 11

- Utilize close reading strategies, research skills, Socratic Seminar skills, and critical thinking skills
- Be able to paraphrase, identify, and properly use parts of speech
- Understand theme
- Write a research paper with a Works Cited Page
- Cite evidence from literature and research resources
- Write a well-organized five-paragraph essay
- Write a persuasive essay
- Write and support a thesis
- Participate in Literature Circles
- Utilize InfoOhio and Operate Noodle Tools

Grade 12

- Utilize close reading techniques and textual analysis to be a strong and independent reader
- Read and analyze different literary genres: novels, short stories, poetry, plays, mythology, essays and biographies
- Articulate the relationship of literature to the real world
- Annotate text as well as identifying main ideas and pertinent information
- Possess note-taking abilities that enrich their understanding of a piece of literature, prepare them for upcoming writing assignments and exams, and organize and prioritize the most crucial aspects of the course
- Possess a working knowledge of the conventions of the English language (mechanics, usage, grammar, and spelling) and be able to consistently apply this skill to everyday tasks
- Plan and outline a text before writing it
- Discern between expository, analytical, and argumentative essays
- Peer edit and incorporate feedback to improve their own work
- Research for an essay, evaluating the researched material and properly incorporating and citing that research



Math

Skills Needed Before Entering Grade Listed

Grade K

- Recognize colors
- Count to 10
- Demonstrate 1 to 1 correspondence when counting
- Recognize the 4 basic shapes (triangle, circle, square, and rectangle)
- Identify and name numerals 0-9

Grade 1

- Have a concrete understanding that = means the same as or equal.
 - Examples- $5+5=10$ or $5+5=3+7$
 - Either way it is set up the equation is true
- Fluently add and subtract
- Understand place value
- Use vocabulary for commutative and associative properties

Grade 2

- Fluently add and subtract
- Make tens
- Deconstruct numbers
- Understand place value to 100
- Utilize a number line
- Interpret basic bar graphs
- Create equal groups

Grade 3

- Fluently add and subtract
- Regroup for addition and subtraction
- Know how to make tens and decompose it
- Understand and know place value
- Set up and use arrays
- Complete fraction problems
- Use a ruler and yardstick to measure in inches and feet

Grade 4

- Read and write multi-digit whole numbers
- Understand place value through millions
- Round numbers to any given place up to millions
- Complete multi-digit multiplication problems
- Apply long division
- Add, subtract, make equivalent, and multiply by whole numbers in fractions
- Understand decimal notation for fractions
- Fluently multiply and divide within 1,000
- Solve multi-step problems
- Measure various types of angles using a protractor
- Interpret and use equations
- Find and recognize factors and multiples of whole number
- Know, represent, record, and convert measurement

Grade 5

- Fluently complete math facts – speed and accuracy with basic operations
- Add, subtract, make equivalent, and multiply by whole numbers in fractions
- Develop number sense
- Recognize lines and rays

Grade 6

- Expand number sense
- Use proportional reasoning
- Use estimation
- Calculate simple square roots

Grade 7

- Follow rules of order of operations
- Understand integers
- Solve one step linear equations
- Use proportional reasoning
- Expand number sense – place value and rounding
- Coordination graphing

Grade 8

- Follow rules of order of operations
- Calculate with integers
- Use inverse operations
- Solve for X
- Combine like terms
- Graph using x/y charts and slope-intercept form
- Round and use place value
- Use estimation
- Complete operations with fractions and decimals
- Understand slope
- Substitute numbers into variable expressions

Grade 9

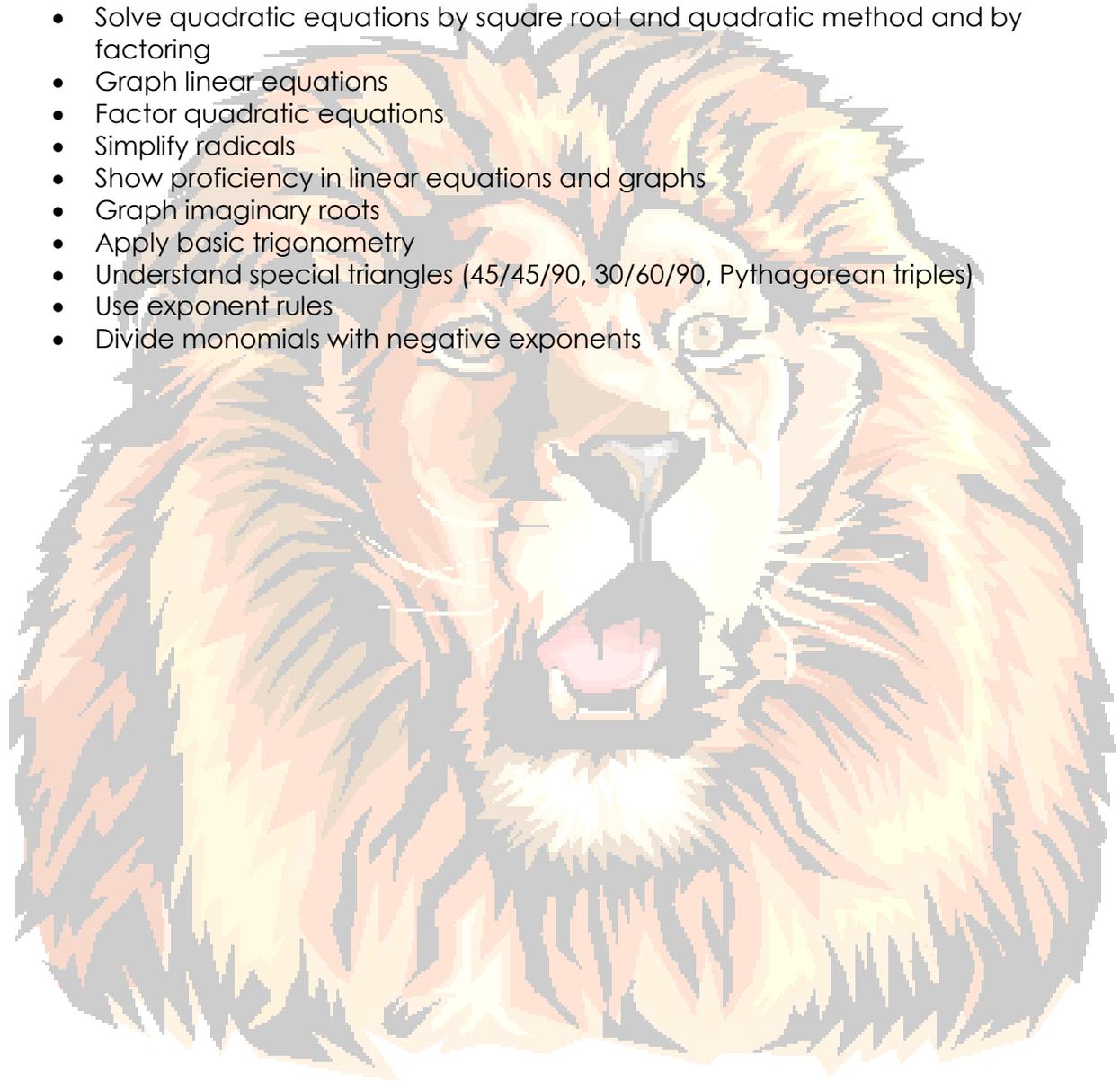
- Add, subtract, multiply, and divide fractions without a calculator
- Divide without a calculator
- Plot points and lines on a coordinate plane
- Solve one-step equations
- Solve for X (multi-step)
- Expand number fluency for calculations
- Complete operations with fractions and decimals
- Rewrite problems in another form
- Use estimation
- Understand slope and rate of change
- Substitute numbers into variable expressions
- Graph using x/y charts and slope-intercept form
- Memorize perfect squares
- Simplify fractions without a calculator

Grade 10

- Solve 1 and 2 step linear equations
- Simplifying radicals
- Use factoring ($a=1$, GCF)
- Graph a line
- Use a protractor
- Convert from standard form of a line to slope-intercept form
- Solve systems of equations
- Solve by factoring (quadratic)

Grade 11 and 12

- Expand knowledge of factoring
- Solve systems
- Calculate square roots
- Simplify square roots
- Solve equations
- Complete the square
- Solve quadratic equations by square root and quadratic method and by factoring
- Graph linear equations
- Factor quadratic equations
- Simplify radicals
- Show proficiency in linear equations and graphs
- Graph imaginary roots
- Apply basic trigonometry
- Understand special triangles (45/45/90, 30/60/90, Pythagorean triples)
- Use exponent rules
- Divide monomials with negative exponents



Curriculum Programs, Course Descriptions, Course List

The Liberty Union-Thurston Local School District strives to offer a variety of courses for our students to ensure depth and breadth of instructional content. Courses are offered in the traditional classroom setting as well as through online curriculum vendors, through partnerships with colleges, and in work and community placement settings. The following is a description of curriculum programs or courses offered and approved by the LU-T School Board.

Approved Curriculum Programs

ELA

Dianne McCune Writing Strategies – Grades K through 4

Dr. McCune developed her own interdisciplinary process based on a hybrid of The Bloom Taxonomy of Educational Objectives and The Scientific Method. Her “multi-sensory” approach, reminiscent of the Socratic format of learning through direct experience, is designed to meet the needs of diverse student populations. McCune’s inquiry approach to teaching is easily incorporated with a variety of curricula. It is readily adaptable to classroom learning as well as extra-curricular activities.

<https://www.thehow2doc.com/the-strategies>

- | | | |
|------------------|--------------------|--------------|
| Questions | Acrostic | Summary |
| Identify/Restate | Diamante | Retelling |
| A-Z | Sentence Expansion | Narrative |
| Clustering | Defining Format | Venn Diagram |
| Metacognition | SWBST | |
| Morphology | Outline | |

Fundations – Grades K through 2

Based on the Wilson Reading System® principles, Wilson Foundations® provides research-based materials and strategies essential to a comprehensive reading, spelling, and handwriting program. Wilson Foundations makes learning to read fun while laying the groundwork for life-long literacy. Students in grades K-3 receive a systematic program in critical foundational skills, emphasizing:

- Phonemic awareness
- Phonics/ word study
- High frequency word study
- Reading fluency
- Vocabulary
- Comprehension strategies
- Handwriting
- Spelling

Literacy Footprints – Grades K through 2

Literacy Footprints is a complete system to support guided reading. It integrates reading, writing, and word study while supporting state ELA standards. Comprehension is the focus of every lesson.

Fountas and Pinnell LLI Intervention – Grades K through 4

The *Fountas & Pinnell Leveled Literacy Intervention System (LLI)* is a small-group, supplementary literacy intervention designed to help students improve reading skills. This program is used daily by reading intervention teachers in small-groups. *LLI* supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. The goal of *LLI* is to bring students to grade level achievement in reading.

SPIRE – Grades 1 through 4

This program is a multi-sensory reading instruction program designed for students who may have not reached their full potential using the standard approach in the general education classroom.

Math

Eureka Math – Grades K through 8

This math programs helps students develop a deeper understanding of mathematics by learning mathematical concepts in a logical way. Students are exposed to multiple ways of representing numbers and through a systematic process of instruction help students develop persistence in problem solving and be prepared for advanced math concepts.

Pearson Math – High School Math

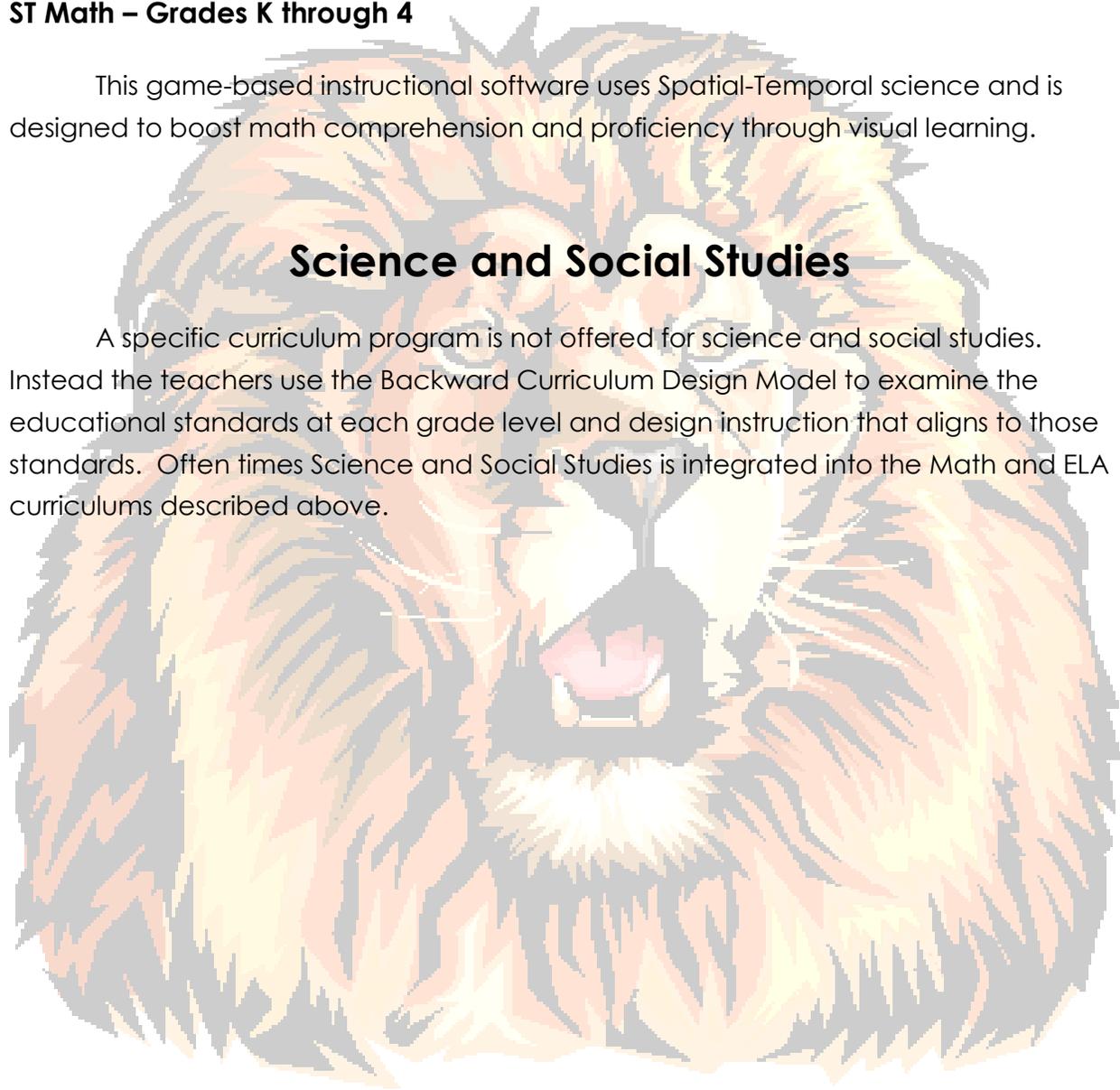
The Pearson Math program provides balanced procedural skill and fluency, conceptual understanding, and the application of mathematics to solve problems and formulate models.

ST Math – Grades K through 4

This game-based instructional software uses Spatial-Temporal science and is designed to boost math comprehension and proficiency through visual learning.

Science and Social Studies

A specific curriculum program is not offered for science and social studies. Instead the teachers use the Backward Curriculum Design Model to examine the educational standards at each grade level and design instruction that aligns to those standards. Often times Science and Social Studies is integrated into the Math and ELA curriculums described above.



Liberty Union Middle School Course Descriptions

Below is a listing of math, science, social studies, English, and elective course descriptions for Liberty Union Middle School. These course descriptions are crafted by the teacher of record for the course. In order to meet all students' learning needs, modifications to these courses is a possibility.

English Language Arts

English Language Arts 5

Students will read a variety of fiction and nonfiction literature, accurately citing literal and inferential evidence from informational and literary texts. Students will use oral and written communication in an appropriate format to address a variety of purposes and audiences. Students will acquire and use content and grade level specific vocabulary for reading, critical thinking and expressive writing. Students will evaluate, analyze, interpret and respond to a variety of informational and literary texts at grade level complexity.

English Language Arts 6

Students will study five units of information that cover Ohio English Language Arts Standards and include objectives in short stories, fiction and non-fiction, poetry, novels, and dramas as well as writing objectives in essays and public speaking.

English Language Arts 7

English Language Arts 7 follows the Common Core ELA standards, primarily focusing on those for writing, speaking and listening, and language, with a secondary focus on reading. Students explore expository, argumentative, and narrative writing genres, as well as research and oral presentation. Language lessons will be used to reinforce vocabulary, mechanics, usage, and grammar skills.

English Language Arts 8

English Language Arts 8 follows the Common Core ELA standards, primarily focusing on those for writing, speaking and listening, and language, with a secondary focus on reading. Students explore expository, argumentative, and narrative writing genres, as well as research and oral presentation. Language lessons will be used to reinforce vocabulary, mechanics, usage, and grammar skills. 8th grade reading involves reading articles, stories, and poetry from the text book. In addition, 8th grade reading includes reading novels and completing comprehension activities and higher level thinking activities that will enhance learning. Students are assessed using the iReady reading program, classroom formal assessments, and end of book and unit tests.

Math

Math 5

During the fifth grade year, students will work on the five domains set forth by the Ohio Department of Education. The domains are: Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations- Fractions, Measurement and Data, and Geometry. Students will learn to write and interpret expressions, analyze patterns, understand the base ten system, perform multi-digit operations, use equivalent fractions to add and subtract, convert like measurements, interpret data, graph points, and classify two-dimensional figures into categories based on their properties.

In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

Math 6

In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Math 7

In Grade 7, instructional time will focus on four critical areas: (1) Developing understanding of and applying proportional relationships; (2) Developing understanding of operations with rational numbers and working with expressions and linear equations; (3) 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; (4) Drawing inferences about populations based on samples.

Math 8/Pre-Algebra

Instruction time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Students enrolled into Advanced Math 8 will cover the same content as Math 8 but at an accelerated pace so that by the end of the year Algebra concepts will also be introduced.

Algebra

Algebra 1 is a required one-year course that provides the foundation students need to be successful in all other high school math courses. Throughout the course, students will develop problem solving and critical thinking skills by using graphs and equations to create, investigate and represent patterns and functions. Students will explore linear, quadratic, and exponential relationships. Additional topics include operations on rational numbers, solving and graphing equations and inequalities, systems of equations, factoring polynomials, and radical expressions.

Science

Science 5

Students will study life, earth and physical science topics. These topics will be connected through scientific inquiry and activities. The students will focus on components of various systems and then investigate dynamic and sustainable relationships within those systems.

Science 6

Sixth grade science focuses on Earth and Space Science, Physical Science, and Life Science. Earth and Space Science focuses on the study of rocks, minerals, and soil, which make up the lithosphere. Classifying and identifying different types of rocks, minerals, and soil can decode the past environment in which they formed. Physical Science focuses on the study of foundational concepts of the particulate nature of matter, linear motion, and kinetic and potential energy. Life Science focuses on the study of the basics of Modern Cell Theory. All organisms are composed of cells, which are the fundamental unit of life. Cells carry on the many processes that sustain life. All cells come from pre-existing cells.

Science 7

The seventh grade Science curriculum is aligned with the Ohio New Standards for Science developed by the Liberty Union-Thurston School District. Major areas of study include patterns and cycles in the universe, global climates and currents affecting the atmosphere, elements and their properties, biogeochemical cycles and the transfer of energy, ecosystems and biomes structures, the impact of human activities on the environment and the scientific method. Hands-on activities, class discussion, individual and group projects and activities, provide students opportunities to investigate science topics of relevance to their own lives and build understanding of essential learning in science through creative problem solving.

Science 8

This course is building upon biology, physics, and geology from previous years. There are three areas of concentration: physical science, life science and earth and space. This course is aligned with the Ohio New Learning Standards. The guiding principles include scientific inquiry and developing 21st century learning skills. Some of topics that are included:

- Newton's 1st law of motion
- Net force/diagrams
- Earth's layers/Plate tectonics
- Constructive/deconstructive forces
- Relative/Absolute Age
- Fossil Record
- Effects of Changes in the Environment
- Asexual/ Sexual Reproduction
- Mendelian Genetics
- Magnetic/Electrical Fields and Forces
- Monohybrid Crosses

Social Studies

Social Studies 5

Students will have an understanding that European exploration and colonization have helped create/change the present regions and people and have made a difference in the lives of those in the Western Hemisphere today. Students will have an understanding about geography's influence on culture and historical events. Students will have an understanding of early Indian civilizations (Maya, Inca, Aztec, and Native Americans) from the Western Hemisphere, and their cities, governments, social Structures, religions, technologies, and agricultural practices and products. Students will have an understanding how economic decisions affect the lives of people in the present and future. Students will have an understanding of public issues and the relationship between those in power and individual citizens in a democracy, a dictatorship and a monarchy.

Social Studies 6

Sixth grade social studies will focus on the study of world regions and people of the Eastern Hemisphere, with an emphasis on the four river valley civilizations. Students will study the early civilizations in the area of government, economic systems, social

structure, religion, technology, and agricultural practices and products. Students will also learn about some of the earliest people who lived in each region in order to understand how humans interact with environmental conditions at that time. Connections will be made to present-day world regions including characteristics of governments and economic interactions. This class will incorporate the academic and process standards: history, geography, economics and government. This course is based on the Ohio Revised Standards in Social Studies.

Social Studies 7

In 7th grade social studies students will be studying ancient civilizations from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age. Students will learn about the geographical, social, cultural, political, and economical factors. Students will learn how these factors led to the rise and fall of these civilizations and the impact it holds on our world today.

Social Studies 8

8th Grade U.S. History (1492 - 1877) - In this course, we will collectively learn how this nation came to be. Topics such as why the Europeans decided to come here, the Native peoples who were here long before European exploration began, the challenges to establishing and preserving a sovereign nation, the growth of our nation, and how to reconstruct this nation after internal conflict will all be explored as the year progresses. While we will use a textbook, much of our time will be spent doing what historians do: reading primary documents.

Advanced Social Studies 8

Advanced 8th Grade U.S. History (1492 - 1877) - In Advanced U.S. History, students will take a civics-based, skill centered approach to our past through the study of four major units: From Jamestown to the Declaration of Independence; the U.S. Constitution; the New Republic; Civil War and Reconstruction. Students will learn to examine primary-source documents like historians using the four skills of sourcing, contextualization, close-reading and corroboration. Students will study one novel, *Chains*, by Laurie Halse Anderson and one graphic novel, *March: Book One*, by John Lewis, Andrew Aydin, and Nate Powell.

Electives

Art 5

In fifth grade, students study he/she visual arts — painting, sculpture, and photography — from different cultures and time periods, learning about famous artists, styles, and cultures. Your child studies and creates art, including landscapes, and portraits. He/she explores various art materials such as pastels, clay, charcoals, and watercolors. He/she learns the elements and principles of art such as color, line, shape, form, texture, space, balance, and repetition. Your fifth grader compares and interprets works of art. He/she is able to create works of art by selecting subject matter, elements, composition, media, and techniques to communicate an idea, mood or feeling. He/she works with warm and cool colors, and contrast and perspective to show depth.

Art 6

The sixth grade art program covers the basics of art foundations. The students will learn about the elements of art (line, color, texture, space, value, form, and shape) by using a variety of techniques and materials. The students will focus on neatness and creativity throughout the course. The students will also learn how to self-evaluate their artwork.

Art 7

The seventh grade art program goes more in depth on the basic art foundations. Students will explore, organize, and use the elements and principals to create two and three dimensional original works in various forms and media. The students will also learn about the different art cultures and about different artists. The students will not only evaluate their own work, but they will be able to learn how to critique their peers work.

8th Grade Visual Design Primer

Visual design takes the form of charts, drawings, boxes and more. In this first course for the Visual Design and Imaging pathway, students gain a perspective of symbols, typography and product output. They acquire basic knowledge of today's role of graphics in communication industries. Focusing on the consumer, students analyze products and create their own designs for critique. They learn how safety, deadlines, teamwork and ethics relate to the work.

Middle School Band

Middle School Band begins preparing students for the high school marching band that performs for football games, parades, community events, and several competitions throughout the summer and fall.

General Music

General music serves as a bridge between elementary music and 7th grade choir. Students quickly transition from singing, reading, and writing music in pentatonic modes to major scales. A primary focus of the course is to strengthen students' abilities to read music through the study of written activities, performance, and piano skills. Students also study music history and styles of American music.

Choir 7

7th grade choir is a participatory class in which students will study the basic concepts and skills needed for choral singing. These skills include sight reading using solfege, tone production, intonation, diction, rhythm, harmony, breath support, posture, and general musicianship. Students will also have opportunities to learn proper audience etiquette. Students will have optional solo and small group opportunities. A uniform is required and is purchased by the student. This group performs combined with 8th grade choir. This is a yearlong class which meets daily. There are typically at least two required performances outside of the school day, in May and December.

Choir 8

8th grade choir is similar to 7th grade choir but students will focus on more advanced techniques, particularly range extension and articulation. They will continue working on skills from 7th grade choir, including sight reading using solfege, tone production, intonation, diction, rhythm, harmony, breath support, posture, and general musicianship. Students will also have opportunities to learn proper audience etiquette. Students will have optional solo and small group opportunities. A uniform is required and is purchased by the student. This group performs combined with 7th grade choir, but may also have some additional opportunities to perform alone. This is a yearlong class which meets daily. There are typically at least two required performances outside of the school day, in May and December.

5 Character Ed

Character Education places an emphasis on goal setting, concern for others' well-being, recognition of critical thinking and moral reasoning, and the development of interpersonal and emotional skills that allow individuals the capability to work effectively with each other in everyday situations. The curriculum involves activities to make students aware of social responsibilities and self-awareness. The DARE program is also introduced in this class.

5 and 7 Health

During 5th and 7th grade Health class, the students will learn concepts in the three parts of the Health Triangle: Physical Health, Social Health, and Mental/Emotional Health. Topics of study include communicable vs. non-communicable diseases, growth and development during puberty, health hazards of tobacco, alcohol, and drug use, and conflict and communication skills.

5, 6, 7 and 8 Information Technology

These introductory courses in the IT career field is designed to provide students with a working knowledge of computer concepts and essential skills necessary for work and communication in today's society. Students will learn safety, security, and ethical issues in computing and social networking. Students will also learn about input/output systems, computer hardware and operating systems, and office applications.

5, 6, 7, 8 Physical Education

Physical Education course content will align to Ohio's Six Academic Content Standards in Physical Education:

- Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2: Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.
- Standard 3: Participates regularly in physical activity.
- Standard 4: Achieves and maintains a health-enhancing level of physical fitness.
- Standard 5: Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.
- Standard 6: Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

8 Cultural Awareness

The National Center for Cultural Competence defines “cultural awareness” as being cognizant, observant, and conscious of similarities and differences among and between cultural groups (Goode, 2001, revised 2006). In this class students are asked to look at various cultural groups residing in the US and beyond its walls. We use the text, *If America were a Village* by Smith to break down the demographics of the U.S. into a village of 100 (about the size of the 8th grade) to help us learn about the cultural diversity of our country. We also look at our own familial culture and heritage in this 9 week long class for 8th graders.

8 Writing Study Skills

This course is designed to help 8th grade students sharpen their study habits in many of areas, including: listening; speaking; reading; writing; studying, collaboration, and critical thinking. Students will learn techniques to help them respond to a variety of prompts through the written word. Learners will be encouraged to use correct grammar to respond in various written mediums.

8 Agriculture

This is the first course in the Agribusiness and Production Systems career pathway. It is an introduction to various topics such as 1. Agriculture, Food, and Natural Resources, 2. Animal and Plant Science, 3. Animal and Plant Biotechnology, and 4. Forestry and Woodland Ecosystems. This course prepares students for entry into the high school level Agriculture Program and FFA.

8 Business Foundations – Finance – Financial Literacy

This is the first course for the Business and Administrative Services, Finance and Marketing career fields. It introduces students to specializations within the three career fields. Students will obtain knowledge and skills in fundamental business activities. They will acquire knowledge of business processes, economics and business relationships. Students will use technology to synthesize and share business information. Employability skills, leadership and communications and personal financial literacy will be addressed.



Liberty Union High School Course List

Any course name assigned as *Advanced* indicates that the curriculum is both accelerated and modified to a high level in order to prepare students for the possibility of enrolling in future Advanced Placement courses.

Course Descriptions for ALL courses can be found in the High School Program of Studies.

<u>ENGLISH</u>			<u>FOREIGN LANGUAGE</u>		
		<u>CREDIT</u>			<u>CREDIT</u>
011	English (9)	1.00	095	Spanish 1 (9-12)	1.00
012	*Advanced English (9)	1.00	096	*Spanish 2 (10-12)	1.00
022	*English 10 (10)	1.00	098	*Spanish 3 (11,12)	1.00
023	*Advanced English 10 (10)	1.00	099	*Spanish 4 (12)	1.00
033	*English 11 (11)	1.00		<u>FINE ARTS</u>	<u>CREDIT</u>
044	*English 12 (12)	1.00	700	Art 1 (9-12)	1.00
048	Fund. Of English & Writing (10,11,12)	1.00	701	Sculptures (10-12)	0.50
049	AP Language & Composition (11)	1.00	702	Art 2 (10-12)	1.00
051	AP Literature & Composition (12)	1.00	703	Ceramics 1 (10-12)	0.50
	<u>SOCIAL STUDIES</u>	<u>CREDIT</u>	704	Ceramics 2 (10-12)	0.50
125	World. History (9)	1.00	705	Mixed Media Arts (10-12)	0.50
126	Advanced World History (9)	1.00	850	Symph Choir (9-12)	1.00
127	American History (10)	1.00	851	*Chorale (9-12)	1.00
128	Advanced American History (10)	1.00	888	Music Theory(10-12)	1.00
129	*AP US History (11,12)	1.00	855	*Piano 2 (9-12)	0.50
124	History Through Film (11,12)	1.00	863	Band (9-12)	1.00
158	Psychology (11,12)	0.50	852	Beginning Piano (9-12)	0.50
160	Sociology (11,12)	0.50		<u>HEALTH/PHYSICAL EDUCATION</u>	<u>CREDIT</u>
169	Amer. Govt. & Prin. Of Economics (11)	1.00	914	General Physical Educ. (9-12)	0.25
	<u>SCIENCE</u>	<u>CREDIT</u>	915	Health (9-12)	0.50
214	*Earth Science (11,12)	1.00	919	Weights, Cond. & Nutrition (9-12)	1.00
221	Physical Science (9)	1.00	920	Nutrition (9-12)	0.50
222	*Biology (10)	1.00	CTE-	<u>AGRICULTURAL SCIENCE</u>	<u>CREDIT</u>
224	*Anatomy & Physiology (11,12)	1.00	631	Ag, Food & Natural Resources (9-12)	1.25
227	Advanced Physical Science (9)	1.00	632	*Animal & Plant Science (10-12)	1.25
235	*Chemistry (10-12)	1.00	635	*Mechanical Principles (11,12)	1.25
237	*Advanced Chemistry (10, 11)	1.00	636	*Agricultural & Industrial Power-Capstone (12)	1.25
242	*Physics (11,12)	1.00	642	*Greenhse&Nursery Mgmt.(11)	1.25
				Continued on next page...	

MATH		CREDIT			
			643	*Animal & Plant Biotechnology (12)	1.25
320	Applied Algebra 1 (9)	1.00	647	*Animal Anatomy & Physiology (11,12)	1.25
331	Algebra 1 (9)	1.00		ELECTIVES	CREDIT
332	*Algebra 2 (10-12)	1.00	001	Yearbook (10-12)	1.00
334	*Advanced Algebra 2 (10)	1.00	999	Service Learning (11,12)	0.50
342	*Geometry (10)	1.00	500	Business Foundations (9-12)	1.00
344	*Advanced Geometry (9)	1.00	502	Financial & Managerial Acct. (10-12)	1.00
370	Transition to College Math (11,12)	1.00	503	Help Desk (10-12)	0.50
371	*Business Mathematics (11,12)	1.00	504	Business Public Speaking (10-12)	0.50
CCP	Statistics (11,12)	1.00	506	Business/Personal Law (10-12)	0.50
CCP	College Algebra (11,12)	1.00	507	Business Media Comm. (10-12)	1.00
			710	Freshman Academy (9)	0.50
			50	ACT Prep	1.00
			CCP	Principles of Management	1.00
			CCP	Accounting	1.00



Online Educational Options

Liberty Union-Thurston Local Schools offers online education for students in all grade levels.

Grades K through 8 - iReady

Students in Grades K through 8 utilize Curriculum Associates product called iReady. i-Ready combines a valid and reliable growth measure and individualized instruction. After completion of an adaptive diagnostic assessment, every student is provided an individualized online instruction plan. Students in grades K through 8 work on their online learning plan in ELA and Math for at least 45 minutes a week.

Grades 9 through 12 – Florida Virtual School Global

Through a partnership with the Fairfield County ESC, Liberty Union – Thurston Local Schools offer an educational option to 9-12 grade students to take courses online. The courses are provided by FLVS Global. The courses can be taken for a variety of reasons including:

- Credit Recovery – an opportunity for students to earn high school credit for a course in which they previously earned a failing grade
- Expansion of Course Offerings – an opportunity for students to take a course in a content area that Liberty Union High School does not offer in a classroom setting
- Overcoming Scheduling Conflict – an opportunity for students to still gain the content knowledge in a subject area even though their class schedule does not permit the classes to be taken on site at Liberty Union High School

General Information

- All online courses all monitored by a LU-T staff member
- Course offerings vary each school year
- LU-T teachers can access all courses in order to assist with student questions as well as incorporate the virtual content into their classroom instruction
- There may be fees associated with taking these courses

College Credit Plus

Liberty Union – Thurston Local Schools offers the College Credit Plus program to students in grades 7-12. Through acceptance into a college, students can earn both high school and college level credit by taking college courses. Students can select the college in which they want to apply, but Liberty Union – Thurston District has specific agreements with Ohio University-Lancaster, Columbus State Community College, Zane State, and Southern State University.

More information about College Credit Plus can be found at this website:

https://www.ohiohighered.org/content/college_credit_plus_info_students_families

Or, by attending one of the Informational Meetings that are held at the high school. Contact the Guidance Department for more information at 740-862-4107

