EDUCATIONAL ALTERNATIVE
OUTREACH PROGRAM
CURRICULUM BULLETIN
2011-2012
THE SCHOOL BOARD OF DADE COUNTY, FLORIDA

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Educational Alternative Outreach Program

Dr. Barbara Union-Van Leer
Assistant Principal
Educational Alternative Outreach Program
Dear Students, Parents, and Community Members:

The Educational Alternative Outreach Program is a unique department of the Miami-Dade County Public School system that provides educational opportunities for all students, no matter what challenges they may face in life. We provide counseling and instruction via a collaborative effort with community agencies, hospitals, correctional facilities, and other government agencies. Our primary goal is to provide students with a standard core curriculum with an emphasis on improving student achievement, attendance, and social skills. We also seek to help each student in reaching their full potential. The fundamental philosophy of The Educational Alternative Outreach Program is that all students can learn, and no matter what their circumstances, deserves the opportunity to receive a quality education.

Enclosed is the Curriculum Bulletin for EAOP. The courses offered are the first step to enhancing the number of employment opportunities that will be available to you in the future. It is your responsibility to prepare your mind so that you can overcome any obstacles that stand between you and your ultimate educational goals. Please review your bulletin carefully before you make your selections.

Warmest Regards,

Samuel L. Johnson
Principal
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Educational Alternative Outreach Program

The Miami-Dade County Public Schools (M-DCPS) Educational Alternative Outreach Program is comprised of 26 centers, which serve students who are outside the mainstream of the traditional school program. The number of students enrolled in the Outreach Program fluctuates, but averages approximately 1,500. A standard core academic program is provided in each center, with an emphasis on improving student achievement, attendance, graduation rate and basic skills. Three of the centers, the Secondary Student Success Centers (S3C), offer a technology based credit recovery program for over-age middle school and high school students. Other subject areas include pre-vocational classes, art, physical education, and exceptional student education (SPED) and services to English Language Learners (ELL).

The 26 centers in the Outreach Program are composed of five major types: Department of Juvenile Justice (DJJ) residential and day treatment centers, correctional detentions centers, drug/alcohol rehabilitation centers, shelters and alternative programs. Referrals to, or placement in these programs is based on the students' school adjustment problems, substance abuse, being a runaway and/or dependent, removal from an alternative school, adjudication by the DJJ, placement in detention while awaiting adjudication, or expulsion from another Miami-Dade County Public School.

EAOP provides a vehicle for cooperation and collaboration between Miami-Dade County Community-Based Organizations/Agencies and M-DCPS toward the instruction of at-risk students in multiple settings. Selected Community-Based Organizations (CBOs) are funded through a contractual agreement with M-DCPS to provide educational services to at-risk students. Some CBOs collaborate with DJJ and M-DCPS, as mandated by the State of Florida, to provide educational services to at-risk students as well as dropout prevention initiatives for keeping students in school during expulsion periods. Still other CBOs provide students new to our country and culture educational support and services.

EAOP Vision and Mission Statements

Vision:
Empowering our students to return to the traditional school setting, resume their educational careers, and reconnect with dreams deferred.

Mission:
The Educational Alternative Outreach Program (EAOP) is dedicated to providing our students continued access to achieving the academic excellence and personal growth necessary for re-entry to traditional schools or advancement to post-secondary education or employment.
DISTRICT GRADUATION GUIDELINES AND COURSE REQUIREMENTS

Miami-Dade County Public Schools
2011-2012

GRADUATION GUIDELINES & COURSE REQUIREMENTS

- High School Graduation Programs
- 2011-2012 High School Graduation Options and Requirements
- Admission to Florida State University System
- Florida’s Bright Futures Scholarship Program
- Career Planning / College Entrance Examinations
- Career Technical Education / College Connection
- High School Diplomas / Certificates
- Grading Student Performance
- Grade Point Average
- Provisions for Acceleration
- Homework Policy
- Attendance Policy
- Eligibility for Participation in Interscholastic Extracurricular Athletics and Activities
- Student Rights and Responsibilities
- The Family Educational Rights and Privacy Act
- Magnet Programs
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HIGH SCHOOL GRADUATION PROGRAMS

The Secondary School Redesign Act, also known as the "A++ Plan for Education," was initially passed by the Florida Legislature and signed into law by the Governor to become effective on July 1, 2006 and was amended by the Legislature in the 2010 session. The provisions of this law include academic course requirements at the middle school level to better prepare middle school students for senior high school. Also, in order to increase the rigor and relevance of the senior high school experience and to prepare high school students for college and the workplace, the high school instructional program was changed significantly.

Ninth graders who entered high school in the 2007-2008 school year and thereafter, are required to earn 16 core academic credits and eight elective credits in order to graduate with a high school diploma. Core requirements consist of four credits in English and mathematics; three credits of science and social science; one credit of fine and performing arts; and one credit of physical education with the integration of health education. The amended Secondary School Redesign Act increased the rigor of mathematics and science requirements and also revised the assessment procedures used to assess student performance.

Currently, there are five options for high school graduation and earning a diploma, two of which are accelerated options. Students and their parents may select from one of the five options, although if the student and his/her parents do not select a graduation option, the student will be considered to have selected the four-year, 24-credit standard program. In order to graduate all five options require students to earn a passing score on the Grade 10 Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Reading test, earn a specific grade point average (GPA) on a 4.0 scale, and successfully complete the required courses listed in the chart entitled 2011-2012 Graduation Requirements.

The graduation options are as follows:

- A four-year, 24-credit standard program;
- A three-year, 18-credit college preparatory program;
- A three-year, 18-credit career preparatory program;
- An International Baccalaureate program; and
- An Advanced International Certificate of Education program.

Prior to selecting one of the two three-year, 18-credit programs the following requirements must be met:

1. The requirements, advantages, and disadvantages of each graduation option are to be explained to the student and his/her parents.

2. A signed parental consent form (FM-6911) must be submitted to the principal and school counselor to enroll in either one of the accelerated programs.

The requirements for the two three-year, 18-credit options have been changed several times by the Florida Legislature since these options became available to students in 2003-2004. Students are responsible for the requirements in force at the time they selected an accelerated program.

As mentioned above, the requirements for the four-year, 24-credit program were changed by the Florida Legislature for students who entered the 9th grade in 2007-2008 and again for students who entered 9th
grade in 2010-2011. Students who enrolled in the four-year, 24-credit program prior to July 1, 2007, are responsible for the requirements in force at that time.

High school courses successfully completed by a student in grades 6 - 8 can be applied to the requirements for graduation. However, the student and his/her parents are reminded that high school credits earned prior to 9th grade as well as those through the adult education program may not be recognized by the National Collegiate Athletic Association (NCAA) toward a student’s eligibility to participate in college athletics. For information regarding athletic scholarships and eligibility, it is recommended that contact be made with the National Collegiate Athletic Association (NCAA) at www.ncaa.org or the athletic director at the student’s school.

A student selecting either of the two three-year, 18-credit programs must be enrolled in high school for a minimum of three school years. Upon graduation this student will be eligible to apply for a Florida Bright Futures Scholarship, if he/she has met the program’s requirements.

A student, who has selected one of the three-year, 18-credit programs and is considering enrollment in a magnet school/program, career-focused academy, or career technical education preparation program, will need to inquire about the requirements of the specific program. There are certain programs which have requirements that would not be able to be met within either accelerated option. Staff responsible for the individual programs will be able to explain the requirements of a given program and whether or not it would be possible to meet those requirements within the three-year, 18-credit option.

Students who successfully complete the International Baccalaureate curriculum or the Advanced International Certificate of Education curriculum meet the graduation requirements and are eligible to receive a standard diploma.

In order to graduate, a student who has selected the four-year, 24-credit standard program, must demonstrate mastery of the Next Generation Sunshine State Standards and complete a community service project. In order to be designated as a 10th grade student, a 9th grade student must have earned a minimum of four credits, which must include one credit in English/ESOL and/or one credit in mathematics. To be designated as an 11th grade student, a 10th grade student must have earned a minimum of 9 credits, which must include two credits in English/ESOL, one credit in mathematics, and one credit in science OR one credit in English/ESOL, two credits in mathematics, and one credit in science. To be designated as a 12th grade student, an 11th grade student must have earned a minimum of 16 credits, which must include three credits in English/ESOL, two credits in mathematics, and two credits in science OR two credits in English/ESOL, three credits in mathematics, and two credits in science.

For a student enrolled in either one of the two accelerated graduation programs, the student must earn at least five credits by the end of grade 9 and 11 credits by the end of grade 10.

Entering 9th grade students must have completed an electronic Personalized Education Plan (ePEP). The ePEP should have been initiated in middle school and reviewed and revised, if necessary, at each grade level thereafter. Students entering 9th grade without an ePEP, must complete one no later than the end of the first semester of 9th grade.
This table represents requirements for students who entered 9th grade in the 2007-2008 through 2010-2011 school years. In order to graduate from high school and earn a diploma, students must successfully complete the required credits, earn the required grade point average (GPA), and earn a passing score on the FCAT graduation test.

<table>
<thead>
<tr>
<th></th>
<th>24 CREDIT OPTION</th>
<th>18 CREDIT COLLEGE PREPARATORY OPTION</th>
<th>18 CREDIT CAREER PREPARATORY OPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH/ESOL</strong></td>
<td>4 credits (major concentration in composition, reading for information, and literature)</td>
<td>4 credits (major concentration in composition, reading for information, and literature)</td>
<td>4 credits (major concentration in composition, reading for information, and literature)</td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td>4 credits (Algebra I, Geometry, &amp; 2 courses at the Algebra II level or higher)</td>
<td>4 credits (Algebra I, Geometry, &amp; 2 courses at the Algebra II level or higher)</td>
<td>4 credits (Algebra I, Geometry, &amp; 2 courses at the Algebra II level or higher)</td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td>3 credits (Earth/Space Science &amp; Biology I and 1 course from the following: Chemistry, Physical Science, Physics, or Integrated Science III)</td>
<td>3 credits (Earth/Space Science &amp; Biology I and 1 course from the following: Chemistry, Physical Science, Physics, or Integrated Science III)</td>
<td>3 credits (Earth/Space Science &amp; Biology I and 1 course from the following: Chemistry, Physical Science, Physics, or Integrated Science III)</td>
</tr>
<tr>
<td><strong>SOCIAL SCIENCE</strong></td>
<td>3 credits (World History, United States History, United States Government, &amp; Economics)</td>
<td>3 credits (World History, United States History, United States Government, &amp; Economics)</td>
<td>3 credits (World History, United States History, United States Government, &amp; Economics)</td>
</tr>
<tr>
<td><strong>FOREIGN LANGUAGE</strong></td>
<td>Not required (foreign language credit is required for admission to state universities)</td>
<td>2 credits in the same language or demonstrated proficiency in a second language</td>
<td>Not required</td>
</tr>
<tr>
<td><strong>PERFORMING/FINE ARTS OR PRACTICAL ARTS</strong></td>
<td>1 credit in performing/ fine arts or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination.</td>
<td>Not required</td>
<td>Not required</td>
</tr>
<tr>
<td><strong>PHYSICAL EDUCATION/HEALTH</strong></td>
<td>1 credit</td>
<td>Not required</td>
<td>Not required</td>
</tr>
<tr>
<td><strong>ELECTIVES</strong></td>
<td>8 credits</td>
<td>2 credits</td>
<td>3 credits in a single career/ technical education program &amp; 1 elective credit; or 3</td>
</tr>
<tr>
<td></td>
<td>Credits in a single technical certificate dual enrollment &amp; 1 elective credit; or 4 credits in career/technical education (including 3 credits in one sequential career/technical education program)</td>
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<tr>
<td>----------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grade Point Average (GPA)</strong></td>
<td>2.0</td>
<td>3.5 (beginning with students who entered 9th grade in 2006-2007 and thereafter; for students who entered 9th grade prior to 2006-2007, required GPA is 3.0)</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Minimum Grade to Earn Course Credit</strong></td>
<td>D</td>
<td>B (weighted or unweighted)</td>
<td>C (weighted or unweighted)</td>
</tr>
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<td><strong>Anticipated Time to Completion</strong></td>
<td>4 years</td>
<td>3 years</td>
<td>3 years</td>
</tr>
<tr>
<td><strong>Testing</strong></td>
<td>Students must earn a passing score on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)</td>
<td>Students must earn a passing score on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)</td>
<td>Students must earn a passing score on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)</td>
</tr>
<tr>
<td><strong>Community Service</strong></td>
<td>Required (see Explanatory Notes chart)</td>
<td>Not required</td>
<td>Not required</td>
</tr>
</tbody>
</table>

### 1. Explanatory Notes

**English/Language Arts**

English I, II, III, & IV or English I-IV Through ESOL are required to meet the English/language arts graduation requirement. This requirement applies to all three graduation options. It should be noted that grade 9 and 10 students who scored at Levels 1 and 2 on the most recent administration of the FCAT reading test as well as grade 11 and 12 retakers will be required to take an intensive reading course in lieu of an elective and in addition to the required English course. ELLs scoring at Levels 1 and 2 on the most recent administration of FCAT reading are to be enrolled in a Developmental Language Through ESOL course in lieu of an intensive reading course. The district's K-12 CRRP requires each school to conduct a screening and diagnostic process to identify appropriate placement of Level 1 and Level 2 students in reading classes to be completed prior to the end of the school year. The K-12 CRRP also requires a daily double block for all students who have reading deficiencies in decoding and fluency (Intensive Reading Plus). Some high achieving FCAT Level 2 students as per the CRRP may attend either an Intensive Reading or a
| **MATHEMATICS** | For the 24 credit option for students who entered 9th grade prior to 2007-2008, 3 credits of mathematics are required to graduate; for students who entered 9th grade in 2007-2008 and thereafter, 4 credits of mathematics are required to graduate. For the 18 credit options students must earn 3 credits. A four-year sequence includes Algebra I, Geometry, Algebra II, & Advanced Topics in Mathematics. Business Math & Liberal Arts Math meet the high school graduation requirement, but do not meet the minimum entrance requirement for the Florida University System nor the Florida Bright Futures Scholarship Award. For students who entered grade 9 in 2010-2011, Algebra I and Geometry are required graduation courses. For students entering grade 9 in 2012-2013, Algebra II will be a graduation requirement. This phase in of graduation requirements also applies to students in the two accelerated options, who, beginning with those students who entered grade 9 in 2010-2011, will be required to earn 4 mathematics credits in order to graduate. |
| **SCIENCE** | For students selecting any one of the three graduation options, 3 credits are required. The three-year recommended sequence includes: Earth/Space Science, Biology I, and 1 course from the following: Chemistry, Physical Science, Physics, or Integrated Science III. Students who entered grade 8 in 2007-2008 and thereafter, must enroll in one of the required science courses in grade 11. For students entering grade 9 in 2011-2012, Biology I will be a graduation requirement. For students entering grade 9 in 2013-2014, either Chemistry or Physics or an equally rigorous science course will be required for graduation. |
| **SOCIAL SCIENCE** | Regardless of the date of entry into grade 9, for students selecting the 24 credit program and the two accelerated programs, the required courses include: World History – 1 credit, United States History – 1 credit, United States Government - .5 credit, and Economics - .5 credit. |
| **PERFORMING/FINE ARTS/PRACTICAL ARTS/CAREER & TECHNICAL EDUCATION** | For students in the 24 credit option who entered 9th grade prior to 2007-2008, they are to earn .5 credit in performing/fine arts (art, dance, theatre, music, speech, or debate) and .5 credit in practical arts (any career/technical education course or a district-approved annual computer or journalism course). It should be noted that state statute provides for three methods by which high school students enrolled in the four-year, 24-credit, standard program can meet the Performing Fine Arts/Practical Arts graduation requirement. M-DCPS students are to earn 0.5 credit in Performing Fine Arts and 0.5 credit in Practical Arts. However, students transferring to M-DCPS from another Florida school district can meet the Performing Fine Arts and Practical Arts graduation requirement if they have met one of the other two methods provided in state statute, i.e., 1.0 credit in Performing Fine Arts or 1.0 credit in Practical Arts. For students in the 24 credit option who entered 9th grade in 2007-2008 and thereafter, they must earn 1 credit in performing/fine arts or an approved practical arts (see details in Graduation Options chart above). Students enrolled in the college preparatory program or the career preparatory program do not have to meet any requirement in this area. Completion of two years in a Junior Reserve Officers Training Corps (J.R.O.T.C.) class, a significant component of which is drill, shall satisfy the one-credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement. |
| **PHYSICAL EDUCATION** | For students in the 24 credit option who entered 9th grade prior to 2007-2008, this requirement is met by successful completion of Personal Fitness or Adaptive Physical Education and any other approved physical education semester course. Participation in an interscholastic sport at the junior varsity or varsity level, for two full seasons, and obtaining a passing score of A- or higher on a competency test on personal fitness shall satisfy the one credit physical education requirement. If the student satisfies the physical education graduation requirement through the interscholastic sport option, the student must earn one additional elective credit since no credit is
| ELECTIVES | For students in the 24 credit option who entered 9th grade prior to 2007-2008, 8.5 elective credits are required. Students enrolled in the college preparatory are required to take 3 credits and those students in the career preparatory program are required to take 2 credits unless they select the 5-credit career/technical option. For students enrolled in either of the two accelerated programs and who entered grade 9 in 2010-2011, the number of electives for the college preparatory program has been reduced from 3 to 2. For students enrolled in the career preparatory program the number of credits has been reduced from 2 to 1, unless they select the 4-credit career/technical option. For students in the 24 credit option who entered 9th grade in 2007-2008 and thereafter, they are required to complete 8 elective credits in sequential courses in a career/technical program, fine and performing arts, or academic content areas, selected by the student as part of the student's ePep. For students enrolled in the College Preparatory program at least six (6) of the 18 credits must be dual enrollment, Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, or Level 3 courses. Honors courses are not included in these six credits. |
| COMMUNITY SERVICE | For students in the 24 credit option, the completion of a community service project is an additional graduation requirement regardless of their date of entry into 9th grade. Students in either one of the 18 credit options are not required to complete a community service project. However, one of the requirements for the Florida Bright Futures Scholarship Program’s Academic Scholars Award is 75 hours of community service. |
ADMISSION TO THE FLORIDA STATE UNIVERSITY SYSTEM

Admission decisions are based on high school graduation, grade point average in academic core courses, admissions test scores, and course distribution requirements. The minimum requirements apply to all of the state universities; however, universities are permitted to have higher admission standards. There are three methods to qualify for admission into the universities: the traditional admissions criteria based on the Florida Division of Colleges and Universities sliding scale, the Talented Twenty program, or the student profile assessment.

TRADITIONAL REQUIREMENTS

In addition to graduation from an accredited high school with the 18 credits in approved college prep courses, students must meet grade point average and test score requirements as indicated on the chart below. The weighted grade point average (GPA) will be calculated by the university using a 4.0 scale from grades earned in high school academic core courses in designated subject areas. Additional weights may be assigned to certain grades in state designated Honors, Advanced Placement, International Baccalaureate, Dual Enrollment, Advanced International Certificate of Education, International Studies, and other advanced courses. Admissions eligibility for students who are not in the Talented Twenty program will be determined from the sliding scale, which allows an applicant to balance a lower recalculated GPA with a higher test score or a lower test score with a higher GPA.

<table>
<thead>
<tr>
<th>If the GPA in Academic Core Courses is:</th>
<th>One of the following composite admission test scores must equal or exceed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSGPA</td>
<td>SAT-I</td>
</tr>
<tr>
<td>2.0</td>
<td>1140</td>
</tr>
<tr>
<td>2.1</td>
<td>1110</td>
</tr>
<tr>
<td>2.2</td>
<td>1090</td>
</tr>
<tr>
<td>2.3</td>
<td>1060</td>
</tr>
<tr>
<td>2.4</td>
<td>1030</td>
</tr>
<tr>
<td>2.5</td>
<td>1010</td>
</tr>
<tr>
<td>2.6</td>
<td>1000</td>
</tr>
<tr>
<td>2.7</td>
<td>990</td>
</tr>
<tr>
<td>2.8</td>
<td>980</td>
</tr>
<tr>
<td>2.9</td>
<td>970</td>
</tr>
<tr>
<td>3.0</td>
<td>*</td>
</tr>
</tbody>
</table>

* There is no minimum test score for students with a GPA of 3.0 or better. However, either an ACT or SAT score must still be submitted.

TALENTED TWENTY

The Talented Twenty Program is part of the Governor’s One Florida Initiative. Students eligible for the Talented Twenty Program are guaranteed admission to one of the eleven state universities, and are given priority for award of funds from the Florida Student Assistance Grant (FSAG). The FSAG program is a need-based grant; therefore, Talented Twenty students must meet FSAG eligibility requirements in order to be eligible for priority funding. Please note that while eligible students are guaranteed admission at one of the state universities, they may not be admitted to the campus of choice.

In order to qualify for the Talented Twenty Program, one must:
● Be enrolled in a Florida public high school and graduate with a standard diploma.
● Be ranked in the top 20% of the class after the posting of seventh semester grades (with validation of the eighth semester ranking) for students enrolled in the 4-year, 24-credit program. For students in either one of the two 3-year, 18-credit programs, the ranking will occur after the posting of the fifth semester grades (with validation of the sixth semester ranking).
● Take the ACT or SAT (with no minimum score required).
● Complete the eighteen college preparatory courses as specified in State Board of Education Rule. (See www.FACTS.org for a list of these courses.)

APPLICATION FOR STATE UNIVERSITIES:

High school counselors and College Assistance Program advisors are prepared to assist students with the application process for state university admissions. To be considered for the FSAG program, students must file the Free Application for Federal Student Aid (FAFSA) in time to meet the application deadline established by the institution they plan to attend. The FAFSA is available online at www.fafsa.ed.gov and uses parent and student income information in a formula developed by the United States Congress to calculate the financial contribution families are expected to make toward a student’s post-secondary education.

STUDENT PROFILE ASSESSMENT

The majority of students are admitted on the basis of their past academic achievement and admissions test scores in relation to the minimum requirements. Universities are allowed flexibility to admit a limited number of students as exceptions to the minimum requirements provided that the university determines that the student has potential to be successful in college. Applicants who do not meet minimum requirements may be eligible for admission through a student profile assessment which considers factors such as: family educational background, socioeconomic status, special talents, or the high school or geographic location of the applicant. Any important attributes of special talents should be reported with the application. The factors will not include preferences on the basis of race, national origin, or gender.

FLORIDA’S BRIGHT FUTURES SCHOLARSHIP PROGRAM

The Bright Futures Scholarship Program establishes a lottery-funded scholarship for Florida high school graduates based on academic achievement, who enroll in eligible Florida postsecondary institutions. The scholarship may be used for either full-time or part-time enrollment and is renewable. Basic information and qualification requirements are outlined below.

Requirements for all scholarship levels include:

■ Be a Florida resident and a U. S. citizen or an eligible non-citizen;
■ Authorize the release of eligibility information to the Florida Department of Education;
■ Earn a Florida high school diploma or its equivalent from a Florida public or private high school;
■ Successfully complete certain courses while attaining the grade point average specified in the scholarship type;
■ Be accepted by and enroll in an eligible Florida postsecondary education program;
■ Be enrolled for at least six (6) semester credit hours or the equivalent;
■ Not have been found guilty of, nor pled no contest to a felony charge;
■ Apply for a scholarship from the program prior to high school graduation by completing the online Florida Financial Aid Application (FFAA) for the Florida State Student Financial Assistance Database (SSFAD) at www.FloridaStudentFinancialAid.org; and use the award within three years of high school graduation.
<table>
<thead>
<tr>
<th>Requirements for 2011-2012 Applicants</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FLORIDA ACADEMIC SCHOLARS AWARD (FAS)</strong></td>
</tr>
<tr>
<td><strong>Award Amount</strong></td>
</tr>
<tr>
<td><strong>Grade Point Average (GPA)</strong></td>
</tr>
<tr>
<td><strong>Required Credits</strong></td>
</tr>
</tbody>
</table>

See Comprehensive Course Table on Bright Futures Web site to identify courses that count toward each award level.
<table>
<thead>
<tr>
<th>Community Service</th>
<th>75 hours, as approved by M-DCPS</th>
<th>Not required</th>
<th>Not required</th>
</tr>
</thead>
</table>

| Test Scores       | Best composite score of 1270 SAT Reasoning Test or 28 ACT  
|                   | Note: The new writing sections for both the SAT and ACT will not be used in the composite.  
|                   | SAT Subject Tests are not used for Bright Futures eligibility.  
|                   | (ACT scores are rounded up for scores with 5 and higher; SAT scores do not require rounding.) | Best composite score of 980 SAT Reasoning Test or 21 ACT  
|                   | Note: The new writing sections for both the SAT and ACT will not be used in the composite.  
|                   | SAT Subject Tests are not used for Bright Futures eligibility.  
|                   | (ACT scores are rounded up for scores with 5 and higher; SAT scores do not require rounding.) | Students must earn the minimum score on each section of the CPT or SAT or ACT.  
|                   | Sections of different test types may not be combined.  
|                   | CPT Reading 83  
|                   | Sentence Skills 83  
|                   | Algebra 72  
|                   | SAT Reasoning Test  
|                   | Critical Thinking 440  
|                   | Math 440  
|                   | ACT English 17  
|                   | Reading 18  
|                   | Math 19 |

| Other Ways to Qualify  
Initial eligibility criteria used in Other Ways to Qualify must be met by high school graduation. | National Merit or Achievement Scholars and Finalists; National Hispanic Scholars; IB Diploma recipients; Students who have completed the IB curriculum with best composite score of 1270 SAT or 28 ACT; AICE Diploma recipients; Students who have completed the AICE curriculum with best composite score of 1270 SAT or 28 ACT; GED with best composite score of 1270 SAT or 28 ACT and a 3.5 weighted GPA in the above 15 required credits; Early Admissions with best composite score of National Merit or Achievement Scholars and Finalists and National Hispanic Scholars who have not completed 75 hours of community service; Students who have completed the IB curriculum with best composite score of 970 SAT or 20 ACT; AICE Diploma recipients who have not completed 75 hours of community service; Students who have completed the AICE curriculum with best composite score of 970 SAT or 20 ACT; GED with best composite score of 970 SAT or 20 ACT and a 3.0 weighted GPA in the above 15 required credits; Early Admissions with best composite score of 970 SAT or 20 ACT and a 3.0 weighted GPA in the above 15 required credits. | National Merit or Achievement Scholars and Finalists and National Hispanic Scholars who have not completed 75 hours of community service; Students who have completed the IB curriculum with best composite score of 970 SAT or 20 ACT; AICE Diploma recipients who have not completed 75 hours of community service; Students who have completed the AICE curriculum with best composite score of 970 SAT or 20 ACT; GED with best composite score of 970 SAT or 20 ACT and a 3.0 weighted GPA in the above 15 required credits; Early Admissions with best composite score of 970 SAT or 20 ACT and a 3.0 weighted GPA in the above 15 required credits. | The other ways to qualify listed below must also include a 3.5 unweighted GPA in a minimum of 3 career education credits in one career education program and minimum test scores listed above.  
| 3-year Career Preparatory diploma with 3.0 weighted GPA using the 14 core credits required for graduation listed below:  
| 4 English (3 with substantial writing)  
| 4 Math (including Algebra I)  
| 3 Science (2 with substantial lab)  
| 3 Social Science; or  
| 3-year College |

Neben den oben genannten Kriterien sind noch weitere Wege zur Qualifikation genannt. Die anderen Wege zur Qualifikation müssen auch eine 3.5 ungewichtete GPA in mindestens 3 Berufsbildungslehren mit den folgenden 14 Kernkursen erfüllen: 
- 4 Englische (3 mit erheblichem Lesen) 
- 4 Mathematik (einschließlich Algebra I) 
- 3 Wissenschaften (2 mit erheblichem Lab) 
- 3 Sozialwissenschaften; oder 
- 3-jährige Ausbildung
1270 SAT or 28 ACT and a 3.5 weighted GPA in courses completed; or 3-year college preparatory program with best composite score of 1270 SAT or 28 ACT and a 3.5 weighted GPA in the above 16 required credits.

GPA in the above 16 required credits; or 3-year college preparatory program with best composite score of 980 SAT or 21 ACT and a 3.0 weighted GPA in the above 16 required credits.

Preparatory diploma with 3.0 weighted GPA using the core credits required for graduation listed below:
4 English (3 with substantial writing)
4 Math (including Algebra I)
3 Science (2 with substantial lab)
3 Social Science;
2 Foreign Language; or
GED with 3.0 weighted GPA using the core credits required for the selected high school graduation program (standard, career, or college).

Additional information on the Bright Futures Scholarship Program may be obtained on the internet: www.floridastudentfinancialaid.org/ssfad/bf or you may call toll free 1-888-827-2004.

CAREER PLANNING / COLLEGE ENTRANCE EXAMINATIONS

In completing their postsecondary education plans, students may find it advisable to complete one or more of the standardized tests listed below which are used for college admissions, career planning, placement in college courses, and/or eligibility for scholarships. Recommended grade levels during which tests should be taken are shown in parenthesis ()).

1. ACT: American College Testing Program (11, 12)
2. ASVAB: Armed Services Vocational Aptitude Battery (11, 12)
3. PLAN: Preliminary ACT (10)
4. PSAT: Preliminary SAT (10, 11)
5. SAT I: Reasoning Test – formerly the Scholastic Assessment Test (11, 12)
6. SAT II: Subject Tests – formerly the Scholastic Assessment Test (11, 12)
7. CPT: College Placement Test (10, 11, or 12)

Students should see their school counselor for further information about the tests that would be most appropriate for meeting their needs. Some tests require the completion and mailing of a registration form several weeks in advance of the test date. These materials are available in the student services office.

THE CAREER TECHNICAL EDUCATION/COLLEGE CONNECTION

Students completing specific Career Technical Education (CTE) programs can earn post-secondary hours and/or scholarships to enable them to complete post-secondary training. The following options explain how students may maximize their high school CTE course work. For additional information students should contact their program instructor or school counselor.

ARTICULATION AGREEMENTS - POSTSECONDARY CREDIT FOR CTE COURSES

Students completing CTE training courses in the high school may earn credits toward completion of CTE training programs at area technical centers (Miami Lakes Educational Center, Robert Morgan Educational Center, Lindsey Hopkins Technical Education Center). Students completing CTE training programs at area technical centers may earn credits toward an Associate of Science degree at Miami-Dade College.
Specifically negotiated agreements between the college and M-DCPS award students college credit for CTE program work successfully completed in high school.

CAREER PATHWAYS

Career Pathway is an exciting and challenging educational initiative that allows students to obtain a sequential program of study which leads to a post-secondary career. Career Pathway students typically select general programs of study; show interest in career technical fields; transition on to a two-year certificate program; or pursue an associate or baccalaureate degree. The Career Pathway program of study provides students with skills and knowledge through a variety of curriculum choices and college credits. Students should check with their school counselors for information and approval of Career Pathway courses. After graduation from high school, students can continue their career-focused education at the community college or post-secondary institutions and earn a two-year associate degree or a two-year certificate. Post-secondary credits are granted through articulation agreements which may contain a dual-enrollment component.

HIGH SCHOOL DIPLOMAS / CERTIFICATES

The Miami-Dade County School Board provides for the awarding of a standard diploma, a certificate of completion, a CPT-eligible certificate of completion, a special diploma, or a special certificate of completion.

STANDARD DIPLOMA

A standard diploma will be awarded to graduates, if the student has earned the required credits and attained the grade point average for the graduation program selected. Also, students must pass the Grade 10 Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Reading test. The purpose of the standard diploma is to certify that the student has met all district and state standards for graduation. A special education student will be awarded a standard diploma if all of the criteria for a standard diploma have been met by that student.

SUPERINTENDENT’S DIPLOMA OF DISTINCTION

This diploma will be awarded to students who are enrolled in the 4-year, 24-credit program and complete an academically rigorous course of study. The requirements include at least four honors, Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, and/or International Studies courses; and completion of 75 hours of community service, which includes identification of a social problem of interest, development of a plan for personal involvement in addressing the problem and, through papers and other presentations, evaluate, and reflect upon the experience. All students must earn a 3.5 GPA (weighted scale) by the end of the first semester of the senior year with no final grade less than a "C."

CERTIFICATE OF COMPLETION

A student who is enrolled in the 4-year, 24-credit program and has met all requirements for graduation except passing the FCAT graduation test, or earning the 2.0 GPA required for graduation shall be awarded a certificate of completion. A student may make further attempts to meet the requirements for a standard diploma.

CPT – ELIGIBLE CERTIFICATE OF COMPLETION

Students who earn the 24 required graduation credits and achieve a GPA of 2.0 or higher, but do not pass the FCAT graduation test, are eligible to receive the College Placement Test (CPT) – eligible certificate of completion. Students who receive the CPT – eligible certificate of completion may enroll directly into a Florida community college or post-secondary career and technical education program.
Based upon the score the student receives on the CPT, the student may enroll in remedial or credit courses at the community college.

**SPECIAL DIPLOMA AND SPECIAL CERTIFICATE OF COMPLETION**

Students with disabilities who are enrolled in the 4-year, 24-credit program and have been properly classified may be eligible to receive a special diploma or a special certificate of completion. Parents who have questions concerning these special diplomas or certificates are urged to consult the school counselor, special education department chairperson, or Regional Center exceptional student education staffing specialist.

**FOR STUDENTS WHO ENTERED GRADE 9 IN 2007-2008 AND THEREAFTER, THE FOLLOWING STANDARD DIPLOMA DESIGNATIONS ARE AVAILABLE:**

- Completion of four or more accelerated college credit courses in Advanced Placement, International Baccalaureate, International Certificate of Education, or dual enrollment
- Career education certification
- Florida Ready to Work Credential

**GRADING STUDENT PERFORMANCE**

By School Board directive, academic grades are to reflect the student’s academic progress. The determination of the specific grade a student receives must be based on the teacher’s best judgment after careful consideration of all aspects of each student’s performance during a grading period, including such factors as class attendance, homework, and participation.

In authorized semester courses, the student’s final grade shall be determined as follows: 40 percent value for each of two nine-week grading periods and 20 percent value for the final examination, with a provision for teacher override.

In authorized annual courses, the student’s final grade shall be determined as follows: 20 percent value for each of four nine-week grading periods, 10 percent value for the midterm exam, and 10 percent for the final exam, with a provision for teacher override. In order to pass an annual course in grades 9-12, a student must earn a minimum of 10 grade points, of which a minimum of five must be earned in the second semester. Teacher override (either up or down) can be used.

For senior high school students the forgiveness policy for required courses is limited to replacing a grade of D or F with a grade of C or higher earned subsequently in the same or comparable course. The forgiveness policy for elective courses is limited to replacing a grade of D or F with a grade of C or higher earned subsequently in another course. In either situation when a student attempts forgiveness for a grade, only the new grade will be used to compute the student’s GPA. Any course not replaced according to this policy shall be included in the calculation of the cumulative grade point average required for graduation.

In both authorized semester courses and authorized annual courses, the criteria for grading certain students with disabilities may be modified by the Individual Educational Plan (IEP) team.

The following are the academic grades used:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Value (%)</th>
<th>Verbal Interpretation</th>
<th>Grade Point Value</th>
</tr>
</thead>
</table>

20
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Outstanding progress</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Good progress</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Average progress</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Lowest acceptable progress</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0</td>
</tr>
</tbody>
</table>

**GRADE POINT AVERAGE**

Grade point averages (GPA) may be used for any of the reasons listed below:

- High school graduation
- Rank in class
- Eligibility to participate in interscholastic extracurricular activities
- Academic Recognition Program
- Placement on the honor roll and/or membership in honor societies
- College admissions and scholarship competitions

The grade and bonus point values shown in the chart below are used in determining unweighted (without bonus points) and weighted (with bonus points) GPA’s.

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Grade Points</th>
<th>BONUS POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Honors</td>
<td>Advanced Placement</td>
</tr>
<tr>
<td>A</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**NOTE:** Dual enrollment courses are awarded the equivalent of Advanced Placement, International Baccalaureate, or Advanced International Certificate of Education bonus points as required by state statute.

The grade point average used for determining the final rank in class for students includes grades from all courses in which credits have been earned for high school graduation and the first semester of the students’ final year. The calculation process produces an unweighted GPA to which bonus values are added. This GPA is used for the ranking process.

Students selecting one of the three-year accelerated programs are included in the overall class ranking for their graduation year based on the relative ranking of his/her cumulative GPA. These students are also eligible for consideration for the academic recognition program and the Talented Twenty program.

The levels of the Academic Recognition Program are as follows:

- **Cum Laude**: the upper 15% of the graduating class, excluding the Summa and Magna Cum Laude students, using a weighted GPA or students who have a 4.0 GPA or higher

- **Magna Cum Laude**: the upper 10% of the graduating class, excluding the Summa Cum Laude students, using a weighted GPA
Summa Cum Laude: the upper 5% of the graduating class using a weighted GPA

The school counselor can assist students and parents in determining the processes for computing the GPA’s used for the various purposes listed above.

PROVISIONS FOR ACCELERATION

Students may utilize the acceleration options listed below to pursue a more challenging program of study or to accelerate entry into postsecondary institutions or vocations of their choice.

In addition to the two accelerated graduation programs (the college preparatory program and the career preparatory program), there are several provisions whereby students may accelerate their graduation or take additional courses prior to graduation. These include:

Middle School Option. Credits may be earned, with parental permission, in grades 6, 7, and/or 8, which may be applied toward the total credits needed for graduation, college admission, or Florida Bright Futures Scholarship Program requirements. During the time students are enrolled in designated senior high school courses, they are considered to be grade 9 students for those class periods. The decision to accept or reject the earned credit will be made at the beginning of the student’s ninth grade year, for those high school courses taken prior to the 2007-2008 school year. The courses will remain a part of the students’ middle school record. Factors to be considered in removing the courses from the high school record include the impact on the student’s GPA and subsequent rank in class, the possible lack of recognition by the National Athletic Association (NCAA) for senior high school courses taken in a grade below grade 9, and the benefit of retaking a course in which all the skills have not been mastered.

Optional Seventh Period. With prior approval of the high school principal, credits earned in an adult education optional seventh period may be applied to graduation for a senior high school program. The optional seventh period classes funded through the adult education program are considered an extension of the senior high school program.

Career Pathway. Career Pathway is a senior high school transition initiative that allows students to obtain a sequential program of study which leads to a post-secondary career. Students should check with their school counselors for information and approval of Career Pathway courses.

Dual Enrollment. Dual enrollment allows high school students who have completed ninth grade to simultaneously earn college or career technical education credit toward a post-secondary degree or certificate and credit toward meeting their high school graduation requirements. Students must meet the following eligibility criteria: (a) 3.0 unweighted grade point average (GPA) to enroll in college credit courses, or a 2.0 GPA to enroll in CTE certificate courses, (b) pass the appropriate section of the college placement test (CPT), and (c) meet additional admissions criteria established by the post-secondary institution. The college courses selected by the student must count toward high school graduation. They may earn bonus points equivalent to those earned in Advanced Placement, International Baccalaureate, or Advanced International Certificate of Education courses. Approval in advance of course registration is required. Students should check with their school counselors for information and approval of dual enrollment courses.

Early Admission. Early admission is a form of dual enrollment through which eligible students may enroll in a college or university on a full-time basis in courses that are creditable toward a high school diploma and the associate or baccalaureate degree. To be considered full-time, a student must enroll in a minimum of 12 college credit hours, but may not be required to enroll in more than 15 college credit hours.

Advanced Placement. Advanced Placement (AP) courses provide college experience to students while they are still high school students. AP programs are offered in each major academic area. Post-secondary credit for an AP course shall be awarded to students who score at least a 3 on a 5-point scale on the corresponding AP exam. A student who elects to enroll in an AP course that is jointly offered with a dual enrollment course may not earn postsecondary credit for that course through dual enrollment.
International Baccalaureate/Advanced International Certificate of Education/International Studies. The International Baccalaureate (IB), the Advanced International Certificate of Education (AICE), and the International Studies (IS) programs are offered in several schools for which eligible high school students earn credit toward graduation and may receive post-secondary credit at colleges and universities.

Career Education. Any career education course authorized for grades 13 or higher may be taken for credit by students in grades 9-12, based on the career objectives of the students.

Florida Virtual School. Middle and senior high school students are eligible to enroll in the Florida Virtual School (FLVS). The courses offered are teacher-facilitated and available throughout the state. Courses are based upon the same criteria as those taught in the standard high school program and, therefore, generate the same credit for students. Middle school students may earn credit only in those courses designated as "acceleration" courses as indicated above. Secondary students are also eligible to enroll in courses offered through the Miami-Dade Virtual School. A complete list of courses is available through FLVS's web site at http://www.flvs.net or Miami-Dade Virtual School's (M-DVS) web site at http://mdvs.dadeschools.net.

Credit by Examination. Credit by examination is a method by which post-secondary credit is earned based on the receipt of a specified minimum score on a nationally standardized general or subject area examination.

Credit Acceleration Program (CAP). Students may earn credit for selected high school courses by taking the End-of-Course (EOC) assessment for the course and earning a score that indicates the student has attained a satisfactory score on a state EOC assessment or on a district-created standardized EOC.

Students may obtain more information about any of these opportunities for acceleration from their school guidance counselors.

Florida Virtual School Option

While the initiative to use Florida Virtual (FLVS) classes district-wide originated with the class-size mandate, online learning was already common place in many students' educational experiences. With the mass proliferation of online digital content as well as changes in students' learning modalities, virtual education is continuing to expand and is a reality of the evolution of education. A 2008 study released by the Hoover Institute at Stanford University estimates that 50% of education courses will be delivered online by the year 2019. The advantages of virtual education include self-paced learning and access to course work not available in schools or not accessible due to scheduling conflicts. Additionally, virtual education provides students with a learning environment that closely resembles the 21st century workplace. In K-12 education, more than 70 percent of school districts in the United States currently offer at least one online course and at least two states have adopted policies that require high school students to take an online course to graduate. While Florida has yet to adopt such a policy, it was considered during the last legislative session and current trends such as computer-based end-of-course tests and legislation mandating full-time, K-12 virtual education are strong predictors that Florida may soon follow suit.

Florida Virtual Course Offerings

- The FLVS course list can be found at this link: http://www.flvs.net/areas/flvsCourses/Pages/Course%20Catalog/CourseListing.aspx.
- Schools may not limit core courses that are graduation requirements to online FLVS classes. For example, courses such as Government and Economics may be offered to students via Florida Virtual; however, face-to-face classes must also be offered.
- Elective courses may be limited to online options.
- Courses that will be provided online through Florida Virtual will be identified on subject selection forms.

Recommended Participation Criteria for Students
• Students who are reading at or above grade level (FCAT Reading score of 3 or above).
• Students who are motivated with a previous grade of A or B in subject area.
• Students with good attendance history.
• Students who have access to a computer with Internet access after school hours.
• Students who are English Language Learners (ESOL Levels 3 and 4) may participate based on the course and English proficiency.
• Students with disabilities may participate only if the IEP supports participation in online classes.

**Notification of Parents**
• FLVS does not require parent permission to register students for online classes.
• Schools will advise parents when students are enrolled in an FLVS class.

**Progress and Grade Reporting**
• FLVS progress reports will be provided to parents on a monthly basis.
• Grades will be reported at the end of each semester.
HOMEWORK POLICY*

Regular, purposeful homework is an essential part of a student's education. Homework is an integral factor in fostering the academic achievement of students and in extending school activities into the home and the community. Regular homework provides opportunities for developmental practice, drill, the application of skills already learned, the development of independent study skills, enrichment activities, and self-discipline. Homework should provide reinforcement and extension of class instruction, and should serve as a basis for further study and preparation for future class assignments.

Student's Responsibilities

1. Completing assigned homework as directed and in the spirit in which it was assigned.
2. Returning homework to the teacher by the designated time.
3. Submitting homework assignments that reflect careful attention to detail and quality of work.
4. Devoting a minimum of 30 minutes each day to reading as an additional part of the homework assignment.

NOTE: Students can receive additional help through the Homework Helpers Program, which includes the Dial-A-Teacher program, at 305-995-1800, Monday through Thursday from 5:30 P.M. to 8:30 P.M., WLRN, Channel 17. Students may also access Miami-Dade County Public School's web page at: http://www.dial-a-teacher.com.

Parents' Responsibilities

While it is understood that parents are not responsible for providing a great deal of assistance to their child in completing homework, there is still much that parents can do to promote good study habits. Parents' responsibilities include:

1. Providing an environment conducive to study.
2. Providing continued interest and concern for the child's successful performance in school, through encouraging and supporting the child in his/her performance of homework assigned.
3. Indicating an interest in assignments and assisting, if possible, when requested by the child, but not to include performing the work for the child.
4. Supporting the school in regard to the child being assigned homework.
5. Requesting assignments for the child when short-term absences are involved.
6. Assuring that the child reads for a period of at least 30 minutes each day in addition to any other assigned homework.

* Excerpt from School Board Rule 6Gx13- 6A-1.23
ATTENDANCE POLICY

There is probably no factor more important to a student’s progress in school than regular and punctual attendance. Miami-Dade Public Schools has a vision whereby each student engages in a rigorous instructional program which prepares him/her for a myriad of successful post-secondary options. Students are expected to:

- be present at school each and every day;
- attend class as scheduled;
- arrive at school and class(es) on time; and
- demonstrate appropriate behavior and readiness to learn.

Miami-Dade Public Schools has the affirmative obligation to increase student attendance through a monitoring process that will classify all absences as excused or unexcused, to inform parents of student absences, and to ensure that compulsory attendance laws are enforced as mandated by Florida statutes. This obligation will be satisfied through the implementation of an attendance review procedure, which monitors the type and number of student absences, as well as the impact of these absences on learning. Each school has an Attendance Review Committee, which is comprised of a minimum of a student services representative and an administrator or an administrative designee. The committee will provide guidance and support to students with significant absences by providing early intervention by convening when students reach an accumulation of five (5) unexcused absences in a semester course or ten (10) unexcused absences in an annual course.

A. Attendance Defined

1. School Attendance - Students are to be counted in attendance only if they are actually present or engaged in a school-approved educational activity which constitutes a part of the instructional program for the student.

2. Class Attendance - Students are to be counted in attendance if they are physically present in class or have been excused by the teacher on a class-related assignment, or have been requested by a member of the school support staff for an approved school activity.

3. Tardiness - It is a reasonable expectation that in order for a learning activity to take place, each student must arrive to school and class on time. Accumulated unexcused tardies will be counted toward the threshold for initiating attendance review.

4. Early Sign-outs - The early release of students causes disruption to academic performance of all students and may create safety and security concerns. No student shall be released within the final 30 minutes of the school day unless authorized by the school principal or principal’s designee, e.g., emergency, sickness.

B. Absences Defined

1. Excused School and Class Absences and Tardies

   - Student illness: students missing 5 or more consecutive days of school due to illness or injury are required to provide a written statement from a medical provider. The written statement must include all the days the student has been absent from school. If a student is continually ill and repeatedly absent from school due to a specific medical condition, he/she must be under the supervision of a physician in order to receive excused absences from school.

   - Medical appointment: if a student is absent from school because of a medical appointment, a written statement from a medical provider indicating the date and time of the appointment must be submitted to the principal.

   - Death in family.
• Observance of a religious holiday or service when it is mandated for all members of a
  faith that such a holiday or service be observed.
• School sponsored event or educational enrichment activity that is not a school sponsored
  event, as determined by the principal or principal’s designee. The student must obtain
  advance written permission from the principal or the principal’s designee. Examples of
  special events include: public functions, conferences, and regional, state, and national
  competitions.
• Subpoena by law enforcement agency or mandatory court appearance.
• Outdoor suspensions.
• Other individual student absences beyond the control of the parent or student, as
determined and approved by the principal or the principal’s designee. The principal shall
require documentation related to the situation.

2. Unexcused School Absence

Any absence that does not fall into one of the above excused absence categories is to be considered
unexcused. Any student who has been absent from school will be marked unexcused absent until
he/she submits the required documentation as specified above. Failure to provide the required
documentation within three school days upon the return to school will result in an unexcused absence.
Unexcused absences include:
• Absences due to vacations, personal services, local non-school event, program, or sport
  activity.
• Absence due to older students providing day care services for siblings.
• Absences due to the illness of others.
• Absences due to non-compliance of immunization requirements unless lawfully
  exempted.

The student is expected to:

1. Attend school/classes one hundred and eighty (180) days each school year.
2. Request the make-up assignments for all excused absences/tardies from his/her
   teachers upon his/her return to school or class. It should be noted that all classwork,
   due to the nature of the instruction, is not readily subject to make-up work.
3. Complete the make-up assignments for classes missed within three school days of the
   return to school. Failure to make up all assignments will result in the lower assessment
   of the student’s academic and/or effort grade.
4. Be reported as present for the school day in order to participate in athletic and
   extracurricular activities.

The parent is expected to:

1. Be responsible for his/her child’s school attendance as required by law and stress the
   importance of regular and punctual school attendance with his/her child.
2. Report and explain an absence or tardiness to the school.
3. Ensure that his/her child has requested and completes make-up assignments for
   all excused absences/tardies from the child’s teachers upon his/her return to school or
   class.
4. Appear before the Attendance Review Committee at the scheduled time to provide
   information relating to his/her child’s absences and support prescribed activities.

This information is from School Board Rule 6Gx13- 5A-1.041
ELIGIBILITY REQUIREMENTS FOR PARTICIPATION IN
INTERSCHOLASTIC EXTRACURRICULAR ATHLETICS AND ACTIVITIES

In order for a student to participate in extracurricular athletics and activities, a student must meet the
standards set forth by Section 1006.15, Florida Statutes, policies of the Greater Miami Athletic
Conference (GMAC), and Miami-Dade County School Board rules. In addition, a student must comply
with the school district's Contract for Student Participation in Interscholastic Competitions or
Performances, FM-7155.

To be eligible to participate in interscholastic extracurricular student athletics and activities a student must
maintain an unweighted cumulative grade point average (GPA) of 2.0 or above on a 4.0 scale in the
courses required for graduation. The student must also maintain a 2.0 GPA in conduct for the previous
semester. Computation of grade point averages requires the inclusion of all applicable high school
courses to which a forgiveness policy has been applied.

A student shall be eligible during the first semester of his/her ninth-grade year provided that it is the
student's first entry into ninth grade and he/she was regularly promoted from eighth grade the immediate
preceding year.

If a student becomes ineligible during the second semester of his/her ninth-grade year or during the first
semester of his/her 10th-grade year because the student’s cumulative grade point average was below 2.0
at the conclusion of the previous semester and continues to be below 2.0 at the conclusion of the
semester of ineligibility, he/she may regain his/her eligibility for the following semester provided:

(a) the student signs an academic performance contract with his/her school at the beginning of the
semester in which he/she is ineligible that states, at a minimum, that the student will attend summer
school, or its graded equivalent, AND
(b) earns a grade point average of 2.0 or above on a 4.0 unweighted scale or its equivalent in all courses
taken during the semester of ineligibility.

Once a student enters grade 11, he/she must have and maintain from that point forward a 2.0 or above
cumulative grade point average on a 4.0 scale, or its equivalent, in all courses required for graduation at
the conclusion of each semester to be eligible to participate during the following semester.

If a student’s eligibility is affected by an incomplete grade, the student is ineligible until the incomplete
grade is removed and all eligibility requirements are met.

All students participating in interscholastic athletic competition or who are candidates for an
interscholastic team(s) are required to pass an annual medical evaluation and purchase the School
Board's sponsored insurance program prior to engaging in any practice, tryout, or pre- or post-season
physical activity associated with the student's candidacy for an interscholastic athletic team.

A student shall be eligible for no more than four (4) consecutive academic years from the date he/she first
enrolls in the ninth grade. Four years from the date he/she first enrolls in the ninth grade, he/she shall
become ineligible for further interscholastic athletic competition. For students enrolled in either one of the
two accelerated graduation programs, once they have met all the graduation requirements, they cannot
remain in high school for a fourth year in order to continue eligibility to participate in high school
athletics/activities.

The school athletic director and guidance counselor can assist students in planning a program of study
that will include the appropriate courses to prepare for college entrance examinations and meet core
course requirements for participation in National Collegiate Athletic Association (NCAA) athletic
programs. They can also assist students in determining how to calculate the GPA required to be eligible
to participate in NCAA athletics and advise the student regarding which courses do not meet NCAA
eligibility requirements.
STUDENT RIGHTS AND RESPONSIBILITIES*

GRADES

PHILOSOPHICAL BASIS:
Grades, at best, are but an indicator of the student's knowledge or skill at any particular time. Grades are not necessarily an accurate gauge as to whether learning has taken place. However, since much emphasis is placed upon grades, a student's academic grade should reflect the teacher's most objective assessment of the student's academic achievement. Academic grades should not be used as a threat in order to maintain classroom decorum.

<table>
<thead>
<tr>
<th>Rights:</th>
<th>Responsibilities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students have the right to be informed of the teacher's grading criteria, which is consistent with district guidelines, at the beginning of each grading period.</td>
<td>Students have the responsibility to ask teachers in advance of a graded assignment, for an explanation of any Grading criteria or practice they may question or that needs clarification.</td>
</tr>
<tr>
<td>Students have the right to receive an academic grade that reflects their achievement.</td>
<td>Students have the responsibility for maintaining reasonable standards of academic performance commensurate with their ability.</td>
</tr>
<tr>
<td>Students have the right to be notified when they are performing unsatisfactorily.</td>
<td>Students have the responsibility for making every effort to improve their performance upon receipt or notification of unsatisfactory performance.</td>
</tr>
<tr>
<td>Students have the right to receive a conduct and effort grade in each class consistent with their overall behavior and effort.</td>
<td>Students have the responsibility to conduct themselves in each class in ways that are conducive to the learning process.</td>
</tr>
<tr>
<td>Students have the right to achieve academic success based upon their own initiative and ability without interference from others.</td>
<td>Students have the responsibility to earn grades based upon their performance while guarding against cheating by other students.</td>
</tr>
</tbody>
</table>

(*) Excerpt from the Code of Student Conduct (Secondary)
Board Rule 6Gx13- 5D-1.08
THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) is a federal law. The intent of this law is to protect the accuracy and privacy of student educational records. Under this law, parents have the right upon request, to inspect, release, and challenge information contained within the student's educational records. This right transfers to the student when he/she reaches the age of 18. Only authorized individuals having legitimate educational interest will have access to a student's educational records. The Board approved directive for implementing the provision of the Family Educational Rights and Privacy Act is contained in the document "Student Educational Records," and is available [http://www.ehandbooks.dadeschools.net/policies/91/SER.](http://www.ehandbooks.dadeschools.net/policies/91/SER. FERPA’s legal statute citation can be found in the U.S. Code of Federal Regulations for Title 34; (20 USC section 1232g; 34 CFR Part 99). Education records include a range of information about a student that is maintained in schools in any recorded way, such as handwriting, print, computer media, video or audiotape, film, microfilm, and microfiche. Examples are:

1. Date and place of birth, parent's address, and where parents can be contacted in emergencies;
2. Grades, test scores, courses taken, academic specializations and activities, and official letters regarding a student's status in school;
3. Special education records;
4. Disciplinary records;
5. Medical and health records that the school creates or collects and maintains;
6. Documentation of attendance, schools attended, courses taken, awards conferred, and degrees earned;
7. Personal information such as a student's identification code, social security number, photograph, or other information that would make it easy to identify or locate a student.

Personal notes made by teachers and other school officials that are not shared with others are not considered educational records as long as they are kept private by the maker of the record. Additionally, law enforcement records created and maintained by a school district law enforcement unit are not education records.

Parents or eligible students are guaranteed the right, upon request, to inspect and review their children's records and to obtain copies of them under federal and state laws. Parents are guaranteed a right of "meaningful" access to copies of their children's records. The parent or eligible student also has the right to request that a school correct records which he/she believes to be inaccurate or misleading. The parent's rights extend to any lawyer, lay person, or advocate whom the parent authorizes to represent him or her. Access must be granted within 30 calendar days from the initial request.

NOTE: The Florida Department of Education (and all state education agencies) is required to afford parents and eligible students (students who are 18 years of age or older) to access educational records the state agency maintains, e.g., state assessment tests.
MAGNET PROGRAMS
2010-2011

Through the School Choice & Parental Options office, Miami-Dade County Public Schools offers numerous Magnet program options that infuse career-oriented themes, provide enhanced quality educational opportunities, and promote diversity. Thus, the District has one of the largest representations of Magnet programs/schools in the United States. A major feature of the programs/schools has been to appeal to students with similar interests but diverse backgrounds, and to draw them into a learning environment in which they will prosper.

These programs provide unique educational experiences for students in areas of interest or special talent. Such programs have been successful because their content has satisfied the educational needs of the students. Some programs accept all interested students, while other programs have specific entrance criteria. When the number of eligible students exceeds the number of available seats in non-talent magnets programs, a random selection procedure is utilized to admit students according to guidelines set in the Magnet School Board Rule 6Gx13- 6A-1.46.

CAREERS AND PROFESSIONS
A variety of programs prepare senior high school students for careers and professions. These programs are tailored to maximize the understanding of any given career and profession. Students are given experiences in real-world situations to enable them to succeed in college and the workforce.

Information about individual school programs in Careers & Professions can be found at:
http://choice.dadeschools.net/ms.asp

LIBERAL ARTS

The Liberal Arts magnet theme provides programs that prepare students to be knowledgeable citizens and empower them to meet the challenges of a rapidly changing world. The programs are dedicated to the formation of knowledge in the Humanities, Natural Sciences, and Social Sciences through the use of cutting edge technology, research, and artistic production. Academic excellence and commitment to the values of diversity, community, and collaboration and an appreciation for aesthetics distinguish the Liberal Arts Magnet schools. Each program views learning as a transformative, socially interactive process.

These schools are committed to furthering the career aspirations of students by developing their intellectual powers and offering them experiences in a variety of vocational directions before they enter their chosen careers.

Information about individual school programs in Liberal Arts can be found at:
http://choice.dadeschools.net/ms.asp

INTERNATIONAL PROGRAMS

International programs offer a challenging curriculum promoting high levels of academic productivity, comprehension of world cultures, and the acquisition of a foreign language. Through internationally benchmarked academic study and interdisciplinary courses, students become active lifelong learners and global citizens prepared to succeed in an ever-changing international society and economy.
INTERNATIONAL THEMES:

Through the International Studies program, school administration, teachers, students, and parents work collaboratively with foreign ministries of education in Spain, France, Italy, Brazil, and Germany to ensure that the educational requirements and standards of that country are infused and taught in the curriculum. The pedagogy results in the acquisition of a second language.

The International Baccalaureate (IB) Programme is a highly coordinated, rigorous course of study linking Humanities, Science, Mathematics, Languages, and Community Service. Curriculum in the IB Diploma Programme incorporates standards that assume a high level of aptitude and achievement. The IB Diploma is highly recognized at colleges and universities throughout the country and world-wide. For more information, visit www.ibo.org.

The Cambridge (AICE Diploma) Program is a challenging, accelerated curriculum that is based on Britain’s A Level examinations. At the senior high school level, the Cambridge Program becomes a four-year curriculum that progresses from two years of preparatory classes to entrance in the Advanced International Certificate in Education (AICE) Diploma Program. For more information, visit www.cie.org.uk.

International Education Programs immerse students in multicultural education with an emphasis on learning a second language. These programs which are delivered in various, successful, curricular designs prepare students to live effectively in a fast changing global society and economy.

Florida senior high school students who earn the International Baccalaureate Diploma or the Cambridge AICE Diploma qualify for the Florida Bright Futures Scholarship Program.

Information about individual school offerings in International Programs can be found at: http://choice.dadeschools.net/ms.asp

MONTESSORI

Montessori programs are based on a philosophy whose fundamental belief is that children learn best within a social environment which supports each child’s individual development. The child is considered as a whole. The physical, emotional, social, aesthetic, spiritual, and cognitive needs and interests are inseparable and equally important. The aim of Montessori education is to foster responsible and active citizens who will become lifelong learners and problem solvers. These programs offer carefully planned, stimulating environments that promote the development of essential study habits, decision-making skills, self-awareness, and ideas which are vital for continuous learning. Learning occurs in an inquiring, nurturing atmosphere that encourages social interaction for cooperative learning, peer teaching, and emotional development. Students increase their own knowledge through self and teacher-initiated experiences. The specific and uniquely designed curriculum and the use of multi-sensory learning materials enable students to become self-directed and motivated learners.

Information about individual school featuring Montessori programs can be found at: http://choice.dadeschools.net/ms.asp

MATHEMATICS, SCIENCE, AND TECHNOLOGY

Mathematics, Science, and Technology programs utilize innovative strategies and technology to engage students in investigation and discovery. This hands-on approach captures natural curiosity and stimulates interest, thereby building better understanding and quality performance. Students utilize mathematics,
science, and technology laboratories, as well as real world environmental sites, to engage in mathematical analysis, scientific inquiry, and engineering design.

Information about individual school programs in Mathematics, Science and Technology can be found at: [http://choice.dadeschools.net/ms.asp](http://choice.dadeschools.net/ms.asp)

VISUAL AND PERFORMING ARTS

Visual & Performing Arts talent programs provide intellectually stimulating and educationally challenging classes in the arts. Students and teachers engage in a continuous exchange with numerous opportunities to develop and showcase talents.

Information about individual school programs in Visual & Performing Arts can be found at: [http://choice.dadeschools.net/ms.asp](http://choice.dadeschools.net/ms.asp)
ELEMENTARY PROGRAMS, PLACEMENT, PROGRESSION, AND COURSES OFFERED

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Grades Offered</th>
<th>Program Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boystown</td>
<td>5</td>
<td>A temporary residential shelter for unaccompanied foreign nationals.</td>
</tr>
<tr>
<td>Citrus CCSU (Children’s Crisis</td>
<td>K-5</td>
<td>Crisis unit and residential facility for children under psychiatric evaluation and treatment.</td>
</tr>
<tr>
<td>Service Unit)</td>
<td></td>
<td>A residential treatment facility for adolescents undergoing treatment for emotional and substance abuse problems.</td>
</tr>
<tr>
<td>Miami Children’s Hospital</td>
<td>K-5</td>
<td>A temporary residential psychiatric treatment facility for children and adolescents</td>
</tr>
<tr>
<td>Jackson Memorial Hospital Child</td>
<td>K-5</td>
<td>A temporary residential psychiatric treatment facility for children and adolescents</td>
</tr>
<tr>
<td>Jackson Memorial Hospital (SIPP)</td>
<td>5</td>
<td>A residential treatment facility for children with psychiatric needs</td>
</tr>
</tbody>
</table>
PROMOTION AND PLACEMENT IN THE ELEMENTARY SCHOOL

A. Promotion, Placement, and Retention

1. Required Program of Study

The required program of study for elementary school grades in M-DCPS reflects state and district requirements, including the SSS, for elementary education as contained in the M-DCPS CBC. The following areas of study are required for each grade, K-5/6:

<table>
<thead>
<tr>
<th>ELEMENTARY SCHOOL PROGRAM REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>REQUIRED PROGRAMS</td>
</tr>
<tr>
<td>Language Arts</td>
</tr>
<tr>
<td>(ESOL as appropriate)</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>Social Science</td>
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<tr>
<td>Art</td>
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<tr>
<td>Health</td>
</tr>
<tr>
<td>Music</td>
</tr>
<tr>
<td>Physical Education</td>
</tr>
<tr>
<td>Safety Education</td>
</tr>
<tr>
<td>Recess</td>
</tr>
</tbody>
</table>

In grades K-5/6, 90 minutes of consecutive, uninterrupted, daily instruction in language arts/reading. ELLs are required to have the same instructional time as non-ELLs for language arts/reading. For dual language programs (Extended Foreign Language and Bilingual School Organization) a portion of the instruction may be delivered in the target world language, e.g., French, Spanish, Haitian-Creole.

Tier 1 students (never retained but have an identified deficiency) will receive intervention services during the 90-minute block. Tier 1 students may follow the Tier 2 (retained once) required schedule for high risk students. Tier 1 students in grades 4-5, who are FCAT Level 1 or 2, must receive 30 minutes of intervention outside the 90 minute block. ELLs who have been in the ESOL program for less than two years, are an exception. These students will receive 150 minutes of Home Language Arts weekly.

Tier 2 students (retained once) are required to have an additional 30 minutes of intervention during the school day. Recommendations regarding the most appropriate intervention for ELLs who are Tier 2 are to be made through the action of the ELL Committee.
Tier 3 students (retained two times in the same grade) are required to have an additional hour of intervention during the school day. Recommendations regarding the most appropriate intervention for ELLs who are Tier 3 are to be made through the action of the ELL Committee. For strategies to assist Tier 1, 2, and 3 students in grades K-3 with reading deficiencies see Appendix D (Required).

- In grades K-5/6, 150 minutes of weekly writing instruction with a minimum of 30-minute instructional blocks (Required). For dual language programs (Extended Foreign Language and Bilingual School Organization) a portion of the instruction may be delivered in the target world language, e.g., French, Spanish, Haitian-Creole.
- In grades K-5/6, 60 minutes of consecutive, uninterrupted, daily instruction in mathematics (Required). For dual language programs (Extended Foreign Language and Bilingual School Organization) a portion of the instruction may be delivered in the target world language, e.g., French, Spanish, Haitian-Creole.
- In grades K-1, 90 minutes per week of science instruction (Required). In grades 2-5/6 150 minutes per week of science instruction (Required). This instruction is to include a minimum of a 45-60-minute block of scientific investigations using the inquiry approach (science lab) once a week. For dual language programs (Extended Foreign Language and Bilingual School Organization) a portion of the instruction may be delivered in the target world language, e.g., French, Spanish, Haitian-Creole.
- In grades K-1, 90 minutes per week of social science instruction (Required). In grades 2-5/6, 150 minutes per week of social science instruction (Required). For dual language programs (Extended Foreign Language and Bilingual School Organization) a portion of the instruction may be delivered in the target world language, e.g., French, Spanish, Haitian-Creole.
- In grades K-1, 40 minutes a week of art instruction provided by a teacher (Required). In grades 2-5/6, 60 consecutive minutes a week of art instruction provided by the art education teacher (Required).
- In grades K-1, 40 minutes per week of music instruction provided by a teacher (Required). In grades 2-5/6, 60 minutes of music instruction provided by the music education teacher every week (Required).
- In grades K-1, 150 minutes of weekly instruction of
physical education provided by a teacher (Required).
In grades 2-5/6, 150 minutes of weekly instruction of physical education provided by the physical education teacher. (Required).
• In grades Pre-K through grade 5, 20 minutes twice per week or 15 minutes three times per week of recess (Required).
• In grades K-5/6, 150 minutes weekly of Spanish-S/Haitian Creole instruction (Recommended).
• In grades 2-5/6, 150 minutes weekly of World Languages - Spanish (formerly Spanish-SL) instruction (Recommended).
• In grades K-5/6, 150 minutes weekly of Home Language Arts for all ELLs (Required). For ELLs, home language arts constitutes an alternative language arts program, and as such, may represent the comparable time required for intervention. Recommendations regarding the most appropriate intervention for ELLs who are Tier 2 (retained once) or Tier 3 (retained two times in the same grade), are to made through the action of the ELL Committee.
• In grades K-5/6, a minimum of 45 minutes daily of Curriculum Content in the Home Language for ELLs, Levels I and II, which can be scheduled as pull-out or in-class models. Both models must comply with SPP requirements (Required).
• Tier 3 time requirements may be modified in art, music, and social science with a minimum of 30 minutes each for art and music and 60 minutes for social science. This is because of the state mandate for additional time for Tier 3 intervention.
• Dual Language Programs include: Extended Foreign Language (EFL), Bilingual School Organization (BISO), and International Studies (IS). All schools implementing dual language programs must provide a minimum of 300 minutes of language arts/reading/writing instruction weekly in the target world language. This may be accomplished by delivering a portion of the required language arts/reading or writing instructional block in the target world language or integrating writing in science/social science as needed in selected time blocks. In grades K-1, art and music instruction may be infused in the curriculum. Schools implementing Models B or C have flexibility of delivering any of the core subject areas in the target world language.
• Model A - 300 minutes weekly of instruction of
language arts/reading/writing in the target world language (EFL).

- Model B - 300 minutes weekly of instruction of language arts/reading/writing in the target world language and additional instruction of a core subject area in the target world language (EFL).
- Model C - 300 minutes weekly of instruction of language arts/reading/writing in the target world language and additional instruction of two core subject areas in the target world language (BISO/IS).

Additional Requirements:

- African American history and culture (K-5)
- Hispanic contributions to the United States (K-5)
- Economic education (K-5)
- Substance abuse education (K-5)
- Human growth and development (including HIV/AIDS education) (K-5)
- Child abuse prevention education (K-5)
- Gun safety (K-5)
- Water safety, W.H.A.L.E. Tales (K-5)
- Internet safety (K-5)
- Pedestrian/bicycle safety (K-5)
- Computer literacy (K-5)
- Multicultural education (K-5)
- Women's contributions to the United States (K-5)
- Character education (K-5)
- Holocaust education (K-5)
- Sacrifices made by veterans in protecting democratic values (K-5)
- History and content of the Declaration of Independence and the U.S. Constitution (K-5)

2. Required Time for English Language Learners

The time ELLs are required to participate in basic ESOL instruction must be equal to the time non-ELLs are required to participate in the regular English language arts/reading program. This can be achieved through a combination of ESOL instruction in and participation in alternative language arts, i.e., Spanish-S or Haitian Creole Language Arts. Teachers providing any portion of the Language Arts/ESOL instruction must have appropriate certification and required training, i.e., ESOL endorsement.
3. **Performance Expectations for Students in Grades K-5**

Each student in grades K-5 must meet specific levels of performance in reading, writing, mathematics, and science. For each student who does not meet district or state performance levels in reading, writing, mathematics, and/or science, the school, in consultation with the student's parent, must implement a school-wide PMP to assist the student in meeting state and district expectations for proficiency.

ELLs who are not meeting district and/or state student performance levels in language arts/reading/ESOL, and/or mathematics and have participated in the ESOL program for more than two consecutive years, must be involved in the school-wide PMP process as delineated in the PMP procedures. ELLs who have participated in the ESOL program for less than two years are to participate in the PMP assessments for monitoring progress only. They are not to participate in the PMP process.

Reading proficiency of recently classified ELLs must be assessed following procedures stipulated in the district’s K-12 CRRP by the end of the first nine-weeks in an approved ESOL program. Students who do not meet grade level expectations in reading will be required to be included in the school-wide PMP process.

For students with disabilities, the IEP will constitute involvement in the school-wide PMP process.

4. **Students with Substantial Deficiency in Reading Skills K-3**

A student who exhibits a substantial deficiency in reading skills, based on results of locally-determined assessments as delineated in the K-12 CRRP, or by teacher recommendation, must have a PMP and be given intensive intervention immediately following the identification of the deficiency. The student must continue to be given intensive intervention as specified in his/her PMP, until the reading deficiency is remedied. For strategies to assist Tier 1, 2, and 3 students in grades K-3 with reading deficiencies, see Appendix D.

The parent of any student who exhibits a substantial deficiency in reading skills must be notified in writing of the following:

- that the child has a reading deficiency,
- a description of the services being offered,
- a description of the proposed supplemental instructional services,
• that the child must be retained if the reading deficiency is not remediated by the end of third grade or is exempt for good cause, and
• strategies for the parent to use in helping his/her child succeed in gaining reading proficiency.

In compliance with Section 1008.25, F.S., if the student’s reading deficiency is not remediated by the end of grade 3 and the student scores Achievement Level 1 on the FCAT SSS Reading portion, the student must be retained, unless good cause is determined. The School Board may only exempt grade 3 students from mandatory retention for good cause as defined on pages 20-22. If the student is to be retained, the retention intervention strategies must be completed. (See Appendix C)

The law focuses accountability on reading proficiency at the end of third grade demonstrated by scoring at Level 2 or higher on the FCAT. If the reading deficiency of any student, including a student with disabilities, is not remedied by the end of grade 3, as demonstrated by scoring at Level 2 or higher on the FCAT in reading for grade 3, the student must be retained. The district may only exempt students from mandatory retention for good cause. Good cause exemptions are listed on pages 20-22 of this document.

A student in K-3 who exhibits a substantial deficiency in reading must be given immediate intensive intervention in addition to initial instruction addressing the specific areas of deficit. The student’s reading deficiency must be reassessed at the beginning of the next year, and intensive reading instruction must continue until the reading deficiency is remedied.

5. **Reading Enhancement and Acceleration Development (READ) Initiative K-3**

In accordance with Section 1008.25 (7) (b) 7, F. S., schools must establish a Reading Enhancement and Acceleration Development (READ) Initiative in order to prevent the retention of grade 3 students and to offer intensive accelerated reading instruction to:

• grade 3 students who failed to meet standards for promotion to grade 4
• each K-3 student who is assessed as exhibiting a reading deficiency

The READ Initiative must:

• be provided to all K-3 students at risk of retention as identified
by the statewide assessment system used in Reading First schools that measures phonemic awareness, phonics, fluency, vocabulary, and comprehension;
• be provided during regular school hours in addition to the regular reading instruction; and
• provide a state-identified reading curriculum that has been reviewed by the Florida Center for Reading Research at Florida State University and meets, at a minimum, the following specifications:

1. assists students with a reading deficiency in developing the ability to read at grade level;
2. provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension;
3. provides scientifically based and reliable assessment;
4. provides initial and ongoing analysis of each student’s reading process;
5. is implemented during regular school hours; and
6. provides a curriculum in core academic subjects to assist students in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.

Appropriate implementation of the state-approved K-12 CRRP and the School Board-approved Literacy Plan for Students With Reading Deficiencies meets the requirements of the aforementioned legislative mandate.

For strategies to assist Tier 1, 2, and 3 students in grades K-3 with reading deficiencies, see Appendix D.

B. Activities Required Prior to Retention

1. Retention Determination Procedure

• Review student’s educational progress. Students not meeting district or state performance levels in reading, writing, mathematics, and/or science must be monitored for progress following the procedures delineated in the school-wide PMP.
• Review of ELLs’ educational progress follows the procedures delineated in the school-wide PMP. ELLs are expected to show progress toward meeting district and state performance levels, which may be demonstrated in either English or the students’ home language.
• Conduct activities listed in Appendix C,
• Consider/conduct additional activities necessary to assist in this decision and improve performance.
• Submit a request for waiver (See Appendix H) to the Regional Superintendent for students that need to be retained, and for some extraordinary reason, the school has not been able to complete the intervention strategies required for retention.
• Use procedures that apply to students in middle school for students in grade 6 in elementary school.

2. Retention Implementation Requirements:
• Review the computerized report of students who are retained. The report is forwarded to each school once during the fall and once during the spring term.
• Assure that all strategies have been implemented.
• Plan and implement appropriate follow-up activities to reduce potential, subsequent retentions.

C. Successful Progression of Retained Third Grade Students

Each school must ascertain that the following guidelines, as specified in Section 1008.25 (7) (a)(b), F.S. are implemented:
• Retained students must be provided intensive interventions in reading to ameliorate the student’s specific reading deficiency, as identified by a valid and reliable diagnostic assessment.
  • This intensive intervention must include:
    1. effective instructional strategies,
    2. small group targeted interventions,
    3. participation in summer reading camp, and
    4. appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level and ready for promotion to the next grade.
• Schools must:
  1. conduct a review of the student’s progress as delineated in the procedures for the school-wide PMP for all grade 3 students who did not score above Level 1 on the reading FCAT and did not meet the criteria for one of the good cause exemptions,
  2. the review must address additional supports and services needed to remediate the identified areas of reading deficiency,
  3. ensure that a student portfolio is completed for each such student; and
4. provide students who are retained with intensive instructional services and supports to remediate identified areas of reading deficiency including:

- a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and which may include, but are not limited to:
  - small group instruction,
  - reduced teacher-student ratios,
  - more frequent progress monitoring,
  - tutoring or mentoring,
  - transition classes containing grade 3 and grade 4 students,
  - extended school day, week or year, and
  - summer reading camps.

- Students who are retained in grade 3 must be provided with a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals.

- In addition to required reading enhancement and acceleration strategies, schools must provide the parent of a student to be retained with at least one of the following instructional options:

  1. supplemental tutoring in scientifically research-based reading services in addition to the regular reading block, including tutoring before and/or after school,
  2. a "Read at Home" plan outlined in a parental contract, including participation in "Families Building Better Readers Workshops" and regular parent-guided home reading, and
  3. a mentor or tutor with specialized reading training. In the case of Schools in Need of Improvement (SINI), parents of students on free or reduced-price meals can be offered NCLB Supplemental Educational Services, delivered by state-approved providers.

Appropriate implementation of the state-approved K-12 CRRP and the School Board-approved Literacy Plan for Students with Reading Deficiencies meets the requirements of the aforementioned legislative mandate.

D. Intensive Acceleration Class for Retained Third Graders

Each elementary school must establish, where applicable, an Intensive Acceleration Class for retained grade 3 students who subsequently score at
Level I on FCAT Reading. The focus of the Intensive Acceleration Class is to increase a child’s reading level at least two grade levels in one school year. The Intensive Acceleration Class must:

- Provide uninterrupted reading instruction for the majority of student contact time each day.
- Incorporate opportunities to master the grade 4 SSS in other core subject areas using a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year.
- Provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech language therapist.
- Include weekly progress monitoring measures to ensure progress is being made.

Appropriate implementation of the state-approved K-12 CRRP and the School Board-approved Literacy Plan for Students With Reading Deficiencies meets the requirements of the aforementioned legislative mandate.

E. Transitional Instructional Setting for Retained Third Graders

Each school must provide a student who has been retained in grade 3 the option of being placed in a transitional instructional setting. Such setting must specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of the reading deficiency. Students who are retained in grade 3 a second time must be placed in a 3/4 grade level combination to ensure that grade 4 curriculum is being provided in subject areas where the student does not have a deficiency.

Appropriate implementation of the state-approved K-12 CRRP and the School Board-approved Literacy Plan for Students With Reading Deficiencies meets the requirements of the aforementioned legislative mandate.

F. Student Performance Standards

1. Assessment, Evaluation, and Monitoring of Student Progress

A student's proficiency and progress toward meeting the standards in reading, writing, mathematics, and science must be assessed in order to monitor student progress and provide appropriate instructional programs and/or interventions. The standards for evaluating student performance and the specific levels of performance for each grade and content area must be considered in
this process. In addition to the determination of whether the student has attained acceptable levels of performance based on the established indicators, the evaluation of each student’s progress must be based upon classroom work, district, school, and classroom tests; and other relevant information.

2. **Specific Levels of Performance**

   The specific levels of student performance in reading, writing, mathematics, and science are listed in the chart, Student Performance Standards and Performance Levels, on page 63. The specific levels of performance on the FCAT were set by the Commissioner of Education.

   Students at each grade level except grade 3 students, must meet at least one (1) or more of the district’s indicators in each of the subjects reflected on the chart on page 63 or, students must meet the specified level of performance on the state assessments at selected grade levels.

   If a student fails to meet all of the district performance indicators, i.e., scores below the specific level on all of the measures or if a student fails to meet the state assessment indicators or if the teacher judges that the student is not proficient, the student must be provided with appropriate interventions, and student progress must be monitored as specified in the school-wide PMP.

3. **Specific Levels of Performance for Grade 3 Reading**

   The specific levels of performance on the FCAT required for grade 3 reading must be attained by the end of grade 3 for promotion to grade 4. Only the FCAT SSS, the Grade 3 Reading Student Portfolio, or an approved alternative assessment, may be considered for determining student proficiency. However, district assessments as delineated in the K-12 CRRP and other relevant academic information can and should be considered in the identification of the specific reading deficiencies, in designing the appropriate instructional interventions, and to monitor student progress.

   Grade 3 students who do not score at Level 2 or higher on the Grade 3 FCAT SSS Reading portion must be retained unless exempt from mandatory retention for good cause. (Refer to pages 20-22 for the good cause exemptions and to pages 18-20 for specific procedures for retention). The levels of performance for the portfolio and the alternative assessments listed in the chart below for grade 3 reading have been set by the state as two of the good cause exemptions (Good Cause #3 and #4).
4. **Student Performance Standards and Performance Levels, Grades K-5**

<table>
<thead>
<tr>
<th>K</th>
<th>• FAIR 3rd administration score of .25 or higher per the FAIR Probability of Reading Success.</th>
</tr>
</thead>
</table>
| Reading Grades 1-2 | • Stanford Achievement Test (SAT) Reading Comprehension percentile score at or above the 25th percentile (grades 1-2, as available) or  
  • FAIR 3rd administration score of .25 or higher per the FAIR Probability of Reading Success |
| Reading Grade 3   | • Grade 3 FCAT SSS Reading Achievement Level 2 or higher; or  
  • Mastery of benchmarks on the Grade 3 Reading Student Portfolio (mastery consists of 5 acceptable demonstrations on each of the 8 benchmarks); or  
  • Passing score on a Florida Board of Education approved alternative assessment: ITBS (at or above the 50th percentile) or SAT-10 (at or above the 45th percentile). |
| Reading Grade 4-5 | • FCAT SSS Reading Achievement Level 2 or higher or  
  • FAIR 3rd administration score of .25 or higher per the FAIR Probability of Reading Success. |
| Writing Grades 1-5 | • M-DCPS Writing Prompt score (as available) of:  
  • Developmental Writing Stage 6, 7, or 8 in grade 1**;  
  • Score of “medium” in grade 2; and  
  • Score of 2.5 in grade 3, and score of 3 or higher in grades 4-5; or  
  • FCAT Writing score of 3.0 or higher (grade 4 only). |
| Mathematics Grades 1-5 | • Stanford Achievement Test, -10th Edition (SAT-10) Mathematics Problem Solving percentile score at or above the 25th percentile (grade 2, as available) or  
  • FCAT SSS Mathematics Achievement Level 2 or higher (grades 3-5 only). |
| Science Grade 5   | • FCAT SSS Science Achievement Level 2 or higher (grade 5 only). |

* Performance levels for Grade 6 students who are housed in an elementary school are found on page 70 of this Plan.

** See the M-DCPS K-12 GRRP
## EAOP Programs That Offer Middle School Curriculum

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Grades Offered</th>
<th>Program Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMI Kids Miami-Dade North</td>
<td>6-8</td>
<td>A day treatment and conditional release center serving students assigned by the Department of Juvenile Justice. M-DCPS curriculum with an emphasis on marine-related activities is provided through differentiated classroom instruction as well as computer based instruction.</td>
</tr>
<tr>
<td>AMI Kids Miami-Dade South</td>
<td>6-8</td>
<td>A day treatment and conditional release center serving students assigned by the Department of Juvenile Justice. M-DCPS curriculum with an emphasis on marine-related activities is provided through differentiated classroom instruction as well as computer based instruction. TEEN BIZ, for ELL students and PLATO Credit Recovery Program are two of the computer assisted instructional programs available at the site.</td>
</tr>
<tr>
<td>Bay Point Schools (Kendall)</td>
<td>6-8</td>
<td>A residential treatment facility for adjudicated boys assigned by the Department of Juvenile Justice.</td>
</tr>
<tr>
<td>Boystown</td>
<td>6-8</td>
<td>A temporary residential shelter for unaccompanied foreign nationals.</td>
</tr>
<tr>
<td>Citrus CCSU (Children’s Crisis Service Unit) - (Northwest Dade Center)</td>
<td>6-8</td>
<td>Crisis unit and residential facility for children under psychiatric evaluation and treatment.</td>
</tr>
<tr>
<td>Citrus Health (Lou Panci Educational Center)</td>
<td>6-8</td>
<td>A non-residential facility for students with disabilities in therapeutic foster care.</td>
</tr>
<tr>
<td>Citrus Health SIPP</td>
<td>6-8</td>
<td>Crisis unit and residential facility for children under psychiatric evaluation and treatment.</td>
</tr>
<tr>
<td>Dade Juvenile Residential Facility</td>
<td>6-8</td>
<td>A residential treatment facility for adjudicated boys assigned by the Department of Juvenile Justice, in need of intensive dual diagnosis treatment services or intensive mental health treatment services.</td>
</tr>
<tr>
<td>Here’s Help North</td>
<td>7-8</td>
<td>A residential substance abuse treatment facility. Department of Childrens and Families/Voluntary placement.</td>
</tr>
<tr>
<td>Jackson Memorial Hospital Child</td>
<td>6-8</td>
<td>A temporary residential psychiatric treatment facility for children and adolescents</td>
</tr>
<tr>
<td>Jackson Memorial Hospital SIPP</td>
<td>6-8</td>
<td>A residential treatment facility for children with psychiatric needs</td>
</tr>
<tr>
<td>Little Havana Institute</td>
<td>6-8</td>
<td>An alternative education center for students in grades 6 through 12 who have an increased risk for potential dropout. All students must apply and meet the district dropout prevention criteria. M-DCPS curriculum is provided through differentiated classroom instruction as well as computer based instruction.</td>
</tr>
<tr>
<td>Institution</td>
<td>Grades</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>--------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Miami Behavior Health Center</td>
<td>6-8</td>
<td>A residential crisis unit for children.</td>
</tr>
<tr>
<td>Miami Bridge, Inc. North</td>
<td>6-8</td>
<td>A temporary residential shelter for neglected(dependent) children and runaways referred by Florida Department of Children and Families (DCF)/Police/Or Voluntary Placement.</td>
</tr>
<tr>
<td>Miami Bridge, Inc. South</td>
<td>6-8</td>
<td>A temporary residential shelter for neglected(dependent) children and runaways referred by the Department of Children and Families (DCF)/Police/Voluntary Placement.</td>
</tr>
<tr>
<td>Miami Children's Hospital</td>
<td>6-8</td>
<td>A residential treatment facility for adolescents undergoing treatment for emotional and substance abuse problems.</td>
</tr>
<tr>
<td>Richmond-Perrine Optimist – Project LEAP</td>
<td>6-8</td>
<td>An alternative education center for students in grades 6 through 12 who have an increased risk for potential dropout. All students must apply and meet the district dropout prevention criteria. M-DCPS curriculum is provided through differentiated classroom instruction as well as computer based instruction.</td>
</tr>
<tr>
<td>Secondary Student Success Centers (S3C)</td>
<td>6-8</td>
<td>An alternative, computer-based credit recovery program for over-age middle school students.</td>
</tr>
<tr>
<td>Hialeah-Miami Lakes Senior High School (HML)</td>
<td>6-8</td>
<td>An alternative, computer-based credit recovery program for over-age middle school students.</td>
</tr>
<tr>
<td>Secondary Student Success Centers (S3C)Lindsay Hopkins Educational Center</td>
<td>6-8</td>
<td>An alternative, computer-based credit recovery program for over-age middle school students.</td>
</tr>
<tr>
<td>Secondary Student Success Centers (S3C)Robert Morgan Educational Center</td>
<td>6-8</td>
<td>An alternative, computer-based credit recovery program for over-age middle school students.</td>
</tr>
<tr>
<td>The Village Boys Unit</td>
<td>7-8</td>
<td>A residential substance abuse treatment facility for adolescent males assigned or supervised by the Department of Children and Families.</td>
</tr>
<tr>
<td>The Village Girls Unit</td>
<td>7-8</td>
<td>A residential substance abuse treatment facility for adolescent females assigned or supervised by the Department of Children and Families.</td>
</tr>
<tr>
<td>Troy Community Academy</td>
<td>7-8</td>
<td>A non-residential alternative center for 7th through 12th grade students who are considered high-risk potential dropouts and who may also be involved in the Juvenile Justice System.</td>
</tr>
<tr>
<td>Turner-Guilford-Knight Correctional Center</td>
<td>7-8</td>
<td>A residential facility for young men who are in detention while awaiting final disposition of a pending criminal case.</td>
</tr>
<tr>
<td>Wings for Life South Florida</td>
<td>6-8</td>
<td>A residential center for adjudicated teenage parents assigned by the Department of Juvenile Justice.</td>
</tr>
<tr>
<td>Women’s Detention Center - Miami-Dade County</td>
<td>7-8</td>
<td>A residential facility for young women who in detention while awaiting final disposition of a pending criminal case.</td>
</tr>
</tbody>
</table>
PROMOTION AND PLACEMENT IN THE MIDDLE SCHOOL

A. Promotion, Placement, and Retention

To decide whether students have met the minimum level of achievement required in the M-DCPS CBC, which incorporates the SSS, and to receive credit toward promotion, teachers will consider all available data. This will include standardized test results, progress tests, daily assignments, teacher observation, and other objective information. The student’s mastery of the content of the course in which the student is enrolled, as determined by the teacher, is a further condition for passing the course. There are mechanisms which make it possible for students to benefit from the advantages of a semester system without the disadvantages of major rescheduling at midyear or midyear promotions. (See Appendix E)

Teachers should observe continually and carefully assess each student’s performance throughout the school year to determine if expected achievement levels are being met. Under no circumstances should student performance be judged solely on the basis of a test(s).

Students must meet School Board-approved and state-mandated course requirements. The Secondary School Redesign Act, also known as the “A++ Plan for Education,” was passed by the Florida Legislature and signed into law by the Governor and became effective on July 1, 2006. In order to increase the rigor and relevance of the middle high school experience and to prepare middle school students for senior high school, the requirements contained in this legislation became effective with entering sixth graders in the 2006-2007 school year. (See pages 65-66 of this plan.)

Promotion for ELLs and ELLs with disabilities is to be based on the student’s performance in the dominant language while the student is in the process of becoming independent in English. Retention of ELLs requires the review and recommendation of the ELL committee. Retention of a student with disabilities who is also ELL (ESE/ESOL) requires the review and recommendation of the IEP team.

Language Arts Through ESOL instructional time for ELLs must be equal to the time non-ELLs are required to participate in the regular English language arts/reading program. The courses MJ Language Arts (1,2,3) Through ESOL mirror the course descriptions for regular middle school Language Arts. In addition, all secondary ELLs, i.e., ESOL Levels I-IV are required to take a second period of Developmental Language Arts Through ESOL.

Students in grades 6 - 8 may retake failed courses by utilizing the following options:
- By means of middle school course recovery, students in grades 7 or 8 who have failed a language arts, mathematics, science, or social studies course are eligible to retake the course in a modified timeframe. A student can be promoted to the next grade level, where, in addition to taking the current grade level language arts, mathematics, science, or social studies course, the student will take the failed course in a concentrated one semester format. The middle school course recovery option can be delivered in either a computer-based or traditional classroom instructional model or a combination thereof.

- Modified/flexible student schedules during the regular school day or placement in alternative models developed by schools to meet these criteria, e.g., Early Bird, Extended School Day, Saturday Academy.

- Students in Grades 6 and 7 who pass four (4) or five (5) courses at each grade level, including language arts or mathematics, are to be placed in the next grade level and double blocked in the regular school year or enrolled in alternative models.

Students who pass less than 4 courses are retained in the same grade, interventions are continued, and progress must be monitored as specified in the school-wide PMP. Prior to a recommendation for a second retention, a student is to be referred to a SST for consideration of placement in an alternative program or initiation of the comprehensive SST collaboration process.

B. Required Program of Study

1. Required Courses for Students in Middle School

   It is required that all students in the middle school receive instruction in the state and district grade level objectives and competencies approved in mathematics, language arts/ESOL, social science, science, physical education, and career exploration as well as in a range of exploratory/elective areas, including but not limited to music, art, foreign language, and career and technical education.

   For students who entered grade 6 in 2006-2007 and thereafter, promotion to senior high school requires that the student successfully complete the following academic courses:

   - three middle school annual courses in English. These courses are to emphasize literature, composition, and technical text. (M/J Language Arts Through ESOL must be taken by ELLs. These courses meet the state requirement.)
   - three middle school annual courses in mathematics.
   - three middle school annual courses in science.
   - three middle school annual courses in social science.

   --
• one semester of physical education in grades 6, 7, and 8 beginning in the 2009-2010 school year. This requirement may be waived if a student is enrolled or required to enroll in a remedial course or if the student's parent indicates in writing a request that the student enroll in another course or that the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement. Parents are to be notified of the waiver options before scheduling the student to participate in physical education. Students may elect additional physical education courses.

• a middle school course which incorporates career and education planning, to be completed in 7th grade. This course will culminate in completion of an electronic Personalized Education Planner (ePEP), which must be signed by the student, the student's guidance counselor, and the student's parent. Students with disabilities can elect to complete an ePEP related to the requirements for a standard high school diploma or a special diploma plan, but they must complete the ePEP to be promoted.

For each year in which the student scores at Level 1 or 2 on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year.

For each year in which a student scores at Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>LANG. ARTS***</th>
<th>MATH</th>
<th>SOCIAL SCIENCE</th>
<th>SCIENCE</th>
<th>PHYS. ED.</th>
<th>ELECTIVES **</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td>7*</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>.5</td>
<td>15**</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>.5</td>
<td>15</td>
<td>6</td>
</tr>
</tbody>
</table>

* Students in grade 7 are required to enroll in a course listed in the 2009-2010 Course Code Directory, which includes career and education planning.

** Students scoring at Level 1 and Level 2 on FCAT Reading will lose the opportunity to select an elective course and will be required to enroll in an intensive reading course. Students scoring at Level 1 and Level 2 on FCAT Math may also lose the opportunity to select an elective course.

*** MU Language Arts Through ESOL as appropriate. All ELLs are required to take a second ESOL course. The MU Developmental Language Through ESOL course will count as an elective credit.
2. **Middle School Interdisciplinary Teams.**

   The interdisciplinary team is an essential middle school element. The functions of the interdisciplinary team shall include perpetuating academic excellence, exploring and infusing curriculum elements appropriate to the students on the team, fostering students’ personal development, increasing basic skills mastery, infusing School-To-Career strategies throughout the curriculum, and promoting instruction in interdisciplinary units. Middle grades instructional units in mathematics, science, language arts, and social science may be provided through an interdisciplinary team design which ensures integration of the core curriculum and which reflects the CBC objectives and competencies.

3. **Language Arts/Reading/Mathematics Instruction.**

   Developmental instruction in reading/mathematics may be required during grade 6 when student performance in grade 5 indicates a need for strengthening. These courses will be in addition to the regular language arts/mathematics courses and may be offered as electives. Students scoring at Levels 1 and 2 on the most recent administration of FCAT reading are to be enrolled in M/J Intensive Reading in addition to their required M/J Language Arts course in grades 6, 7, and 8. The district’s K-12 CRRP requires each school to conduct a screening and diagnostic process to identify appropriate placement of Level 1 and Level 2 students in reading classes to be completed prior to the end of the school year. The K-12 CRRP also requires a daily double literacy block for all Level 1 or 2 FCAT reading students who have reading deficiencies in decoding and fluency (Intensive Reading Plus). All FCAT Level 1 and 2 students are required to be enrolled in an Intensive Reading or Intensive Reading Plus course with the exception of ELLs who are required to enroll in a M/J Developmental Language Arts Through ESOL course.

   Students requiring further strengthening in mathematics should take the M/J Intensive Mathematics.

   Reading strategies in the content areas are to be provided to students in all grades in the middle schools. These strategies should be in addition to those taught during language arts classes.
4. **Required Topics of Study for Middle Grades.**

The following topics are specifically required by Florida statutes, the Florida Board of Education, or the School Board, and they are embedded within various authorized middle school courses:

- Human Growth and Development (Science, grades 6, 7, and 8)
- Substance Abuse Education (Science, grades 6, 7, and 8)
- Sexually Transmitted Diseases (including HIV/AIDS Education) (Science, grades 6, 7, and 8)
- Economic Education (Social Science, grades 6, 7, and 8)
- Florida History, Government, and Geography (Social Science, grades 6, 7, and 8)
- African American History (Social Science, grades 6, 7, and 8)
- Character Education (Social Science, grades 6, 7, and 8)
- Hispanic contributions to the United States (Social Science, grades 6, 7, and 8)
- Women's contributions to the United States (Social Science, grades 6, 7, and 8)
- History of the Holocaust (Social Science, grades 6, 7, and 8)
- Multicultural Education (Social Science, grades 6, 7, and 8)
- Sacrifices made by veterans in protecting democratic values (Social Science, grades 6, 7, and 8)
- History and content of the Declaration of Independence and the U.S. Constitution (Social Science, grades 6, 7, and 8)
- History of the U.S., including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the U.S. to its present boundaries, the world wars, and the civil rights movement to the present (Social Science, grade 8)

Students should also receive instruction in computer literacy. Instruction should be provided in critical thinking skills and other related skills in the context of mathematics, language arts/reading, science, social science, and elective courses.

5. **Elective Courses.**

For ELLs only one elective course is allowed since the second elective is the required M/J Developmental Language Arts through ESOL.
6. **Establishment of Increased Requirements.**

Individual schools may establish requirements greater than prescribed district requirements, subject to the approval of the Regional Superintendent and the Superintendent of Schools, or designee. An increase in academic requirements shall not apply to students in grades 6-8 at the time of the increase. In each instance, the school shall establish school-level procedures for waiving such requirements for students with a demonstrated educational need.

7. **Senior High School Credit(s) for Students in Grades 6, 7, and 8.**

Students in grades 6, 7, and 8 may enroll in selected senior high school courses for the purposes of pursuing a more challenging program of study. Such courses are considered when computing grade point averages and rank in class (School Board Rule 6Gx13-5B-1.061). Up to six credits may be earned (with parental permission) in grades 6, 7, and/or 8, for courses taken prior to the 2007-2008 school year which may be applied toward the total credits needed for graduation, college admission, or for the Florida Bright Futures Scholarship Program requirements. During the time students are enrolled in designated high school courses, they are considered to be grade 9 students for those class periods. Students and their parents will be offered an opportunity in the fall of the student’s freshman year to restrict the inclusion of credits earned in this way from appearing on the high school transcript. Factors to be considered in removing the courses from the high school record include the impact on the student’s GPA and subsequent rank in class, the possible lack of recognition by the National Athletic Association (NCAA) for senior high school courses taken in a grade below grade 9, and the benefit of retaking a course in which skills have not been mastered. Courses taken will remain a part of a student’s middle school record. Approval from the principal is required when transferring more than six credits. Credit may be earned in the courses listed below:

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I Honors*</td>
</tr>
<tr>
<td>Geometry Honors*</td>
</tr>
<tr>
<td>Earth/Space Science Honors*</td>
</tr>
<tr>
<td>Biology Honors*</td>
</tr>
<tr>
<td>Computer Programming I &amp; above*</td>
</tr>
<tr>
<td>Foreign Language I &amp; above*</td>
</tr>
<tr>
<td>Spanish for Spanish Speakers I &amp; above</td>
</tr>
<tr>
<td>Haitian Creole for Haitian Creole Speakers I &amp; above</td>
</tr>
<tr>
<td>Language &amp; Literature for International Studies 1, 2, 3, &amp; 4 (French, German, Spanish)</td>
</tr>
</tbody>
</table>
Courses offered by The Florida Virtual School/Miami-Dade Virtual School.
(See Appendix K for information concerning The Florida Virtual School/Miami-Dade Virtual School.)

Must meet science lab requirement.

8. Mathematics and Science

Students should be encouraged to enroll in advanced/honors mathematics and science courses whenever appropriate. Students should begin this sequence early in order to follow a path leading to the successful completion of four credits of high school mathematics and a minimum of three credits of high school science.

Students who encounter difficulties in mathematics and science courses should be provided assistance through peer tutoring, teacher tutoring, before/after school programs, online tutorial programs, and/or Saturday school, where appropriate.

C. Student Performance Standards

The district-established student performance standards and specified performance levels as measured by district and state assessments are listed below. Students must meet at least one (1) or more of the district indicators in each subject and grade, or they must meet the specified level of performance on the state assessments.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Performance Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>- Grade &quot;C&quot; or better in the core Language Arts/English/ESOL course or</td>
</tr>
<tr>
<td>Grades 6-8</td>
<td>- FCAT SSS Reading Achievement Level 2.</td>
</tr>
<tr>
<td>Writing</td>
<td>- FCAT Writing score of 3.0 or higher (grade 8 only).</td>
</tr>
<tr>
<td>Grade 8</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>- Grade &quot;C&quot; or better in the core mathematics course or</td>
</tr>
<tr>
<td>Grades 6-8</td>
<td>- FCAT SSS Mathematics Achievement Level 2 or higher (grades 6-8).</td>
</tr>
<tr>
<td>Science</td>
<td>- FCAT SSS Science Achievement Level 2 or higher (grade 8 only).</td>
</tr>
<tr>
<td>Grade 8</td>
<td></td>
</tr>
</tbody>
</table>
D. Summary - Promotion and Placement Requirements in the Middle School

<table>
<thead>
<tr>
<th>END OF GRADE</th>
<th>COURSES PASSED</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>All Courses Passed</td>
<td>Promoted to Grade 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Regular 7th grade student</td>
</tr>
<tr>
<td>6</td>
<td>4-5 Courses Passed</td>
<td>7th Grade Student</td>
</tr>
<tr>
<td></td>
<td>Must pass language arts* or mathematics</td>
<td>Placed in grade 7 and scheduled to repeat courses</td>
</tr>
<tr>
<td></td>
<td>and at least 3 other courses</td>
<td>not passed as appropriate</td>
</tr>
<tr>
<td>6</td>
<td>Less than 4 Courses Passed in Grade 6</td>
<td>Retained 6th Grade Student</td>
</tr>
<tr>
<td>7</td>
<td>12 Cumulative Courses Passed</td>
<td>Promoted to Grade 8</td>
</tr>
<tr>
<td></td>
<td>6 courses passed in grade 6 and</td>
<td>Regular 8th grade student</td>
</tr>
<tr>
<td></td>
<td>6 courses passed in grade 7</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>8-12 Cumulative Courses Passed</td>
<td>8th Grade Student</td>
</tr>
<tr>
<td></td>
<td>4 courses passed in grade 6 including language arts*, mathematics, science,</td>
<td>Placed in grade 8 and scheduled to repeat courses</td>
</tr>
<tr>
<td></td>
<td>and social science</td>
<td>not passed as appropriate</td>
</tr>
<tr>
<td></td>
<td>4-5 courses passed in grade 7 including 7th grade language arts* or mathematics,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>science or social science, and/or a course which incorporates career and education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>planning</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>7-8 Cumulative Courses Passed</td>
<td>Retained 7th Grade Student</td>
</tr>
<tr>
<td>8</td>
<td>15-18 Cumulative Courses Passed</td>
<td>Promoted to Grade 9</td>
</tr>
<tr>
<td></td>
<td>Must pass 3 courses each in language arts*, mathematics, science, and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>social science, including a course which incorporates career and education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>planning, and 3 additional courses The student must also have completed his/her</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ePEP.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>14 or Fewer Courses Passed</td>
<td>Retained 8th Grade Student</td>
</tr>
</tbody>
</table>

*MIJ Language Arts Through ESL only as appropriate
E. High School Accelerated Graduation Options

Each school shall provide each student in grades 6 through 8 and their parents with information concerning the three-year and four-year high school graduation options described on pages 77-82 so that students and their parents may select the high school graduation option that best fits their needs in developing a postsecondary education or career plan.
COURSES OFFERED

Language Arts

781001001-Language Arts: 6-8 1.00 CREDIT
The purpose of this course is to provide instruction in functional and basic communication skills with emphasis upon the Florida student performance standards for exceptional students. The content should include, but not be limited to: instruction in functional and basic reading, comprehension, vocabulary, literature, listening/speaking skills, study skills, reference skills, and thinking and problem solving skills that relate to daily living and the world of work and careers. Composition should include writing for a variety of purposes.

100101001-M/J Language Arts 1 1.00 CREDIT
The purpose of this course is to provide educational experiences which develop English language arts concepts and skills. The content should include, but not be limited to, the study of literature, the use of the writing process, and the application of reading, listening, speaking, critical thinking and study skills. Information on how language arts skills apply to daily life and work should also be provided.

100104001-M/J Language Arts 2 1.00 CREDIT
The purpose of this course is to develop the ability to use, analyze and appreciate spoken and written English. The content should include, but not be limited to, the study of literature; practice in writing for a variety of purposes and audiences; activities in speaking, listening, and critical thinking, as well as in the use of reference materials. Developmental reading strategies should also be incorporated. Information on related career possibilities should be provided.

100107001-M/J Language Arts 3 1.00 CREDIT
The purpose of this course is to provide instruction in literature, reading, writing, and oral communications. The content should include, but not be limited to, an analysis of literature, the application of the writing process with emphasis on preparation for the Florida Comprehensive Assessment Test in reading and writing, and the use of reading, listening, critical thinking, and study skills in preparation for the Florida Comprehensive Assessment Test. Career information related to language arts should be provided.

100200002-M/J Language Arts 1 through ESOL 1.00 CREDIT
The purpose of this course is to develop English language arts concepts and skills for speakers of other languages. This course addresses the needs of limited English proficient (LEP) students through the application of second language strategies. The content should include, but not be limited to, the study of literature, the use of the writing process, and the application of reading, listening, speaking, critical thinking and study skills. Information on how language arts skills apply to daily life and work should also be provided.

100201002-M/J Language Arts 2 through ESOL 1.00 CREDIT
The purpose of this course is for speakers of other languages to develop the ability to use, interpret, and appreciate spoken and written English. This course addresses the needs of limited English proficient (LEP) students through the application of second language strategies. The content should include, but not be limited to, the study of literature; practice in writing for a variety of purposes and audiences, activities in speaking, listening, and critical thinking, as well as in the use of reference materials. Developmental reading strategies should also be incorporated. Information on related career possibilities should be provided.

100202002-M/J Language Arts 3 through ESOL 1.00 CREDIT
The purpose of this course is to provide instruction for speakers of other languages in literature, reading, writing, and oral communications. This course addresses the needs of limited English proficient (LEP) students through the application of second language strategies. The content should include, but not be limited to, an analysis of literature; the application of the writing process with emphasis on preparation for
the Florida Comprehensive Assessment Test, and the use of reading, listening, critical thinking, and study
skills in preparation for the Florida Comprehensive Assessment Test. Career information related to
to language arts should be provided.

100218RL1-M/J Developmental Language Arts through ESOL (MC) Level 1 1.00 CREDIT
The purpose of these courses is to enable native speakers of languages other than English to develop
proficient reading, writing, listening, viewing, and speaking skills in the English language. The courses
encourage the use of multimedia presentations, technology, and text resources to enrich student's
learning experiences and provide an active learning environment. Skills and strategies are designed to
increase the students' level of skill and proficiency while meeting state-mandated assessments. Oral
communication, reading, and writing skills are interrelated in order to build a connection between oral and
written language and empower students with the ability to function in the English language across all
subject areas. The content should include, but not be limited to the following: - participation in informal
and formal English conversation, reading, and writing activities with increased vocabulary usage; -
listening, speaking, reading, and writing experiences for increased communication; - opportunities for
informal, formal, and state-mandated assessments.

100218RL2-M/J Developmental Language Arts through ESOL (MC) Level 2 1.00 CREDIT
The purpose of these courses is to enable native speakers of languages other than English to develop
proficient reading, writing, listening, viewing, and speaking skills in the English language. The courses
encourage the use of multimedia presentations, technology, and text resources to enrich student learning
experiences and provide an active learning environment. Skills and strategies are designed to increase
the students' level of skill and proficiency while meeting state-mandated assessments. Oral
communication, reading, and writing skills are interrelated in order to build a connection between oral and
written language and empower students with the ability to function in the English language across all
subject areas. The content should include, but not be limited to the following: - participation in informal
and formal English conversation, reading, and writing activities with increased vocabulary usage; -
listening, speaking, reading, and writing experiences for increased communication; - opportunities for
informal, formal, and state-mandated assessments.

100218RL3-M/J Developmental Language Arts Through ESOL (MC) Level 3 1.00 CREDIT
The purpose of these courses is to enable native speakers of languages other than English to develop
proficient reading, writing, listening, viewing, and speaking skills in the English language. The courses
encourage the use of multimedia presentations, technology, and text resources to enrich student learning
experiences and provide an active learning environment. Skills and strategies are designed to increase
the students' level of skill and proficiency while meeting state-mandated assessments. Oral
communication, reading, and writing skills are interrelated in order to build a connection between oral and
written language and empower students with the ability to function in the English language across all
subject areas. The content should include, but not be limited to the following: - participation in informal
and formal English conversation, reading, and writing activities with increased vocabulary usage; -
listening, speaking, reading, and writing experiences for increased communication; - opportunities for
informal, formal, and state-mandated assessments.

100218RL4-M/J Developmental Language Arts through ESOL (MC) Level 4 1.00 CREDIT
The purpose of these courses is to enable native speakers of languages other than English to develop
proficient reading, writing, listening, viewing, and speaking skills in the English language. The courses
encourage the use of multimedia presentations, technology, and text resources to enrich student's
learning experiences and provide an active learning environment. Skills and strategies are designed to
increase the students' level of skill and proficiency while meeting state-mandated assessments. Oral
communication, reading, and writing skills are interrelated in order to build a connection between oral and
written language and empower students with the ability to function in the English language across all
subject areas. The content should include, but not be limited to the following: - participation in informal
and formal English conversation, reading, and writing activities with increased vocabulary usage;
listening, speaking, reading, and writing experiences for increased communication; opportunities for
informal, formal, and state-mandated assessments.
Mathematics

120400001-M/J Intensive Mathematics 1.00 CREDIT
This elective course is designed to assist students with content mastery of Math 1, Math 2, or Math 3. This course can be repeated as needed.

781201001-Mathematics: 6-8 1.00 CREDIT
This course is designed to provide instruction in basic mathematics skills. The content shall include, but not be limited to: numeration, computation, money, time, measurement, calculators, computers, geometric shapes, fractions, decimals, percents, percentages, and word problems.

SELECTION CONSIDERATION
Enrollment in this course is determined by the IEP goals for each exceptional student.

120501001-M/J Mathematics 1 1.00 CREDIT
The purpose of this course is to continue the development of the strands addressed in the Sunshine State Standards across the PreK-12 curriculum. The content should include, but not be limited to, numeration, whole numbers, fractions, decimals, percents, integers, geometry, measurement, estimation, graphing, number theory, ratio and proportion, probability, statistics, data analysis, algebraic thinking. The course should be taught within the context of problem solving, and calculators and computers should facilitate instruction.

120504001-M/J Mathematics 2 1.00 CREDIT
The purpose of this course is to continue the development of the strands addressed in the Sunshine State Standards across the PreK-12 curriculum. The content should include, but not be limited to, numeration, whole numbers, fractions, decimals, percents, integers, geometry, measurement, estimation, graphing, number theory, ratio and proportion, probability, statistics, data analysis, algebraic thinking. The course should be taught within the context of problem solving, and calculators and computers should facilitate instruction.

120507001-M/J Mathematics 3 (Pre-Algebra) 1.00 CREDIT
The purpose of this course is to continue the development of the strands addressed in the Sunshine State Standards across the PreK-12 curriculum and prepare students for Algebra I. The content should include, but not be limited to, numeration, whole numbers, fractions, decimals, percents, integers, geometry, measurement, estimation, graphing, number theory, ratio and proportion, probability, statistics, data analysis, algebraic thinking. The course should be taught within the context of problem solving, and calculators and computers should facilitate instruction.

Science

782001001-Science: 6-8 1.00 CREDIT
This course is designed to provide a basic knowledge of the concepts of life, earth, and the physical sciences. The content shall include, but not be limited to: earth science as it relates to the weather and climate; geology; the environment and ecology; physical science as it relates to energy, force, work, and simple machines, and the solar system.

SELECTION CONSIDERATION
Enrollment in this course is determined by the IEP goals for each exceptional student.

200205001-M/J Comprehensive Science 1, 1.00 CREDIT
The purpose of this course is to provide the first year of a sequential three year course of study in exploratory experiences and activities in advanced concepts of life, earth/space, and physical sciences. The content should include, but not be limited to, scientific method; cells, human body; protists; plants, animals, matter and energy, geology; astronomy, meteorology, and oceanography. This course meets the requirement for sixth graders. Laboratory investigation of selected topics are an integral part of the course.
The purpose of this course is to provide the second year of a sequential three year course of study in exploratory experiences and activities in advanced concepts of life, earth/space, and physical sciences. The content should include, but not be limited to, scientific method; cells, human body; protists; plants, animals, matter and energy, geology; astronomy, meteorology, and oceanography. Students are introduced to basic concepts about life, are given an overview of living organisms from the simple to the complex, and are taught about the human body. Also emphasized with respect to the human body are the importance of nutrition, the causes and effects of disease, and the effects of drugs, tobacco, and alcohol. Laboratory investigations of selected topics in the content which also include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of the course. This course meets the requirement for seventh graders. Completion of credit in this course precludes earning credit in M/J Comprehensive Science 2.

The purpose of this course is to provide the third year of a sequential three year course of study in exploratory experiences and activities in concepts of life, earth/space, and physical sciences. The content should include, but not be limited to, scientific method; cells, human body; protists; plants, animals, matter and energy, geology; astronomy, meteorology, and oceanography. Meets requirement for eighth graders. Completion of this course precludes earning credit in M/J Comprehensive Science 3, Advanced. Laboratory investigations of selected topics are an integral part of the course.

**Social Studies**

The purpose of this course is to develop a basic understanding of geography and government at the community and state levels. The content shall include but not be limited to: an awareness and knowledge of geography as it relates to the community and state, and an introduction to government and economics as they relate to an understanding of the individual's benefits, rights, and responsibilities in the family, community, and state.

The purpose of this course is to provide students an opportunity to acquire an in-depth and comprehensive understanding of the six essential elements of geography; i.e., the world in spatial terms, places and regions, physical systems, environment and society, and the uses of geography. The content should include, but not be limited to, the study of world regions as they relate to topography, climate, political divisions, natural resources and interrelationships of people and their environment.

The purpose of this course is to prepare students to participate as informed citizens of their community, state, and nation by providing them with comprehensive knowledge and skills necessary to function in our democratic society. An extensive understanding of the purpose and goals of our democratic society will be developed in order to instill a feeling of pride and patriotism for our system. The content should include, but not be limited to, an analysis of the United States constitutional government, the free enterprise system, the legal system, and the development, structure and function of local, state, and national governments within that constitutional framework. The course should lead the student to an understanding of contemporary social issues, a realization of the role of the individual in our democratic system and an understanding of rights, responsibilities, and obligations.

The purpose of this course is to provide students the opportunity to acquire knowledge and understanding of the heritage of the United States and its relationship to the present. The content should include, but not be limited to, the political, economic, technological, and social development of the United States from its historical beginnings to present day.
Elective

100001001-M/J Intensive Reading (MC) 1.00 CREDIT
The purpose of this course is to provide intensive reading instruction and practice in reading skills. The content should include, but not be limited to, content identified by diagnosis of each student's needs for intensive instruction specified in the academic improvement plan and practice in test-taking skills and strategies for reading. The course content must reflect appropriate Sunshine State Standards benchmarks.

781002001-Reading: 6-8 1.00 CREDIT
This course is designed for students functioning at mildly handicapped levels. The purpose of this course is to provide instruction in the acquisition of basic reading skills through an integrated reading, listening, speaking, and writing approach.

100600001-M/J Journalism 1 1.00 CREDIT
The purpose of this course is to provide instruction in media production as it relates to journalism. The content should include, but not be limited to, understanding the elements of the history and traditions of journalism, using reading strategies to obtain and analyze information from journalistic sources, using the writing process to produce writings appropriate to journalistic media, understanding the power of language, and using language in authentic contexts of journalism.

820021011-Computer Applications in Business 2 0.50 CREDIT
The purpose of this course is to refine and add to the student's ability in using integrated application software, expanding the level and speed of the student's keyboarding (typing) and decision making skills acquired in computer application in Business 1. Emphasis will be placed on work ethics, productivity and quality. The students will be able to use business decision making and problem solving techniques to develop a simulated work activity to produce a quality product.

820011011-Business Keyboarding 0.50 CREDIT
The purpose of this course is to provide instruction in keyboarding for business applications. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.

820022011-Computer Applications in Business 1 0.50 CREDIT
The purpose of this course is to acquaint students with career opportunities in the field of computers, as well as hands-on, practical experience using software applications. The student will be able to use business decision making and problem solving methods, identify uses of the computer, and become familiar with occupations dealing with hardware and software.

860004001-Exploration of Production Technology 0.50 CREDIT
This course will enable students to become familiar with a variety of careers in the broad field of manufacturing production. Students will engage in various hands-on activities using tools and equipment found in the various manufacturing production fields, working with woods, metals, plastic, and composite materials.

SELECTION CONSIDERATION
Students in this course will comply with safety rules and regulations concerning the use of machines and class procedures.
010100001-M/J Orientation to Art/2-D 1.00 CREDIT
This is a one year course to be taken in conjunction with course number 010103001 scheduled for two hours for specially selected first year students in a district-approved program for talented students. Students participate in in-depth two-dimensional activities using the elements and principles of design with a variety of media and techniques that provide extensive experience in the exploration of many solutions to visual problems. Emphasis is placed on aesthetic criticism and art history.

SELECTION CONSIDERATION
Students are admitted to the program for the talented using a nomination, screening, and selection procedure. See county-approved criteria. This course is reserved for use in board approved talent programs.

010102001-M/J Art/2-D2 1.00 CREDIT
This is a continuation of course number 010101001 and is for students who have mastered the production experiences in levels 1 and 2. Students are given in-depth opportunities to plan two-dimensional learning experiences according to teacher and personal interpretations of their aesthetic needs and strengths. Emphasis continues to be placed on creative reading, writing, listening, and investigative skills that lead to quality processes and products. Skills will be developed in the critiquing of art work based on aesthetic criteria.

SELECTION CONSIDERATION
Students are admitted to the program for the talented using a nomination, screening, and selection procedure. See county approved criteria. This course is reserved for use in board approved talent programs.
## EAOP Programs That Offer High School Curriculum

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Grades Offered</th>
<th>Program Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMI Kids Miami-Dade North</td>
<td>9-12</td>
<td>A day treatment and conditional release center serving students assigned by the Department of Juvenile Justice. M-DCPS curriculum with an emphasis on marine-related activities is provided through differentiated classroom instruction as well as computer based instruction.</td>
</tr>
<tr>
<td>AMI Kids Miami-Dade South</td>
<td>9-12</td>
<td>A day treatment and conditional release center serving students assigned by the Department of Juvenile Justice. M-DCPS curriculum with an emphasis on marine-related activities is provided through differentiated classroom instruction as well as computer based instruction. TEEN BIZ, for ELL students and PLATO Credit Recovery Program are two of the computer assisted instructional programs available at the site.</td>
</tr>
<tr>
<td>Bay Point Schools (Kendall)</td>
<td>9-12</td>
<td>A residential treatment facility for adjudicated boys assigned by the Department of Juvenile Justice.</td>
</tr>
<tr>
<td>Boystown</td>
<td>9-12</td>
<td>A temporary residential shelter for unaccompanied foreign nationals.</td>
</tr>
<tr>
<td>Citrus CCSU (Children’s Crisis Service Unit) - (Northwest Dade Center)</td>
<td>9-12</td>
<td>Crisis unit and residential facility for children under psychiatric evaluation and treatment.</td>
</tr>
<tr>
<td>Citrus Health (Lou Panci Educational Center)</td>
<td>9-12</td>
<td>A non-residential facility for students with disabilities in therapeutic foster care.</td>
</tr>
<tr>
<td>Citrus Health SIPP (Statewide Inpatient Psychiatric Program)</td>
<td>9-12</td>
<td>Crisis unit and residential facility for children under psychiatric evaluation and treatment.</td>
</tr>
<tr>
<td>Dade Juvenile Residential Facility</td>
<td>9-12</td>
<td>A residential treatment facility for adjudicated boys assigned by the Department of Juvenile Justice, in need of intensive dual diagnosis treatment services or intensive mental health treatment services.</td>
</tr>
<tr>
<td>Here's Help North</td>
<td>9-12</td>
<td>A residential substance abuse treatment facility. Department of Childrens and Families/Voluntary placement.</td>
</tr>
<tr>
<td>Jackson Memorial Hospital - Child and Adolescent Psychiatry In-Patient Unit</td>
<td>9-12</td>
<td>A temporary residential psychiatric treatment facility for children and adolescents</td>
</tr>
<tr>
<td>Jackson Memorial Hospital – Statewide In-Patient Psychiatric Program (SIPP)</td>
<td>9-12</td>
<td>A residential treatment facility for children with psychiatric needs</td>
</tr>
<tr>
<td>Little Havana Institute</td>
<td>9-12</td>
<td>An alternative education center for students in grades 9 through 12 who have an increased risk for potential dropout. All students must apply and meet the district dropout prevention criteria. M-DCPS curriculum is provided through differentiated classroom instruction as well as computer based instruction. Additionally, the Center for the Development of Infant and Adolescent Latinas (DIAL) is a part of the Little Havana Institute that serves pregnant girls and young mothers in grades 9 through 12. Childcare and parenting skills classes are provided.</td>
</tr>
<tr>
<td>Name</td>
<td>Grades</td>
<td>Description</td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td>--------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Miami Behavior Health Center</td>
<td>9-12</td>
<td>A residential crisis unit for children.</td>
</tr>
<tr>
<td>Miami Bridge, Inc. North</td>
<td>9-12</td>
<td>A temporary residential shelter for neglected/dependent children and runaways referred by Florida Department of Children and Families (DCF)/Police/or Voluntary Placement.</td>
</tr>
<tr>
<td>Miami Bridge, Inc. South</td>
<td>9-12</td>
<td>A temporary residential shelter for neglected/dependent children and runaways referred by the Department of Children and Families (DCF)/Police/Voluntary Placement.</td>
</tr>
<tr>
<td>Miami Children’s Hospital</td>
<td>9-12</td>
<td>A residential treatment facility for adolescents undergoing treatment for emotional and substance abuse problems.</td>
</tr>
<tr>
<td>Richmond-Perrine Optimist – Project LEAP</td>
<td>9-12</td>
<td>An alternative education center for students in grades 9 through 12 who have an increased risk for potential dropout. All students must apply and meet the district dropout prevention criteria. M-DCPS curriculum is provided through differentiated classroom instruction as well as computer based instruction.</td>
</tr>
<tr>
<td>Secondary Student Success Centers (S3C)</td>
<td>9-12</td>
<td>An alternative, computer-based credit recovery program for over-age middle school and high school students.</td>
</tr>
<tr>
<td>Hialeah-Miami Lakes Senior High School (HML)</td>
<td>9-12</td>
<td>An alternative, computer-based credit recovery program for over-age middle school and high school students.</td>
</tr>
<tr>
<td>Secondary Student Success Centers (S3C)Lindsay Hopkins Educational Center</td>
<td>9-12</td>
<td>An alternative, computer-based credit recovery program for over-age middle school and high school students.</td>
</tr>
<tr>
<td>Secondary Student Success Centers (S3C)Robert Morgan Educational Center</td>
<td>9-12</td>
<td>An alternative, computer-based credit recovery program for over-age middle school and high school students.</td>
</tr>
<tr>
<td>The Village Boys Unit</td>
<td>9-12</td>
<td>A residential substance abuse treatment facility for adolescent males assigned or supervised by the Department of Children and Families.</td>
</tr>
<tr>
<td>The Village Girls Unit</td>
<td>9-12</td>
<td>A residential substance abuse treatment facility for adolescent females assigned or supervised by the Department of Children and Families.</td>
</tr>
<tr>
<td>Troy Community Academy</td>
<td>9-12</td>
<td>A non-residential alternative center for 7th through 12th grade students who are considered high-risk potential dropouts and who may also be involved in the Juvenile Justice System.</td>
</tr>
<tr>
<td>Turner-Guilford-Knight Correctional Center</td>
<td>9-12</td>
<td>A residential facility for young men who are in detention while awaiting final disposition of a pending criminal case.</td>
</tr>
<tr>
<td>Wings for Life South Florida</td>
<td>9-12</td>
<td>A residential center for adjudicated teenage parents assigned by the Department of Juvenile Justice.</td>
</tr>
<tr>
<td>Women’s Detention Center - Miami-Dade County</td>
<td>9-12</td>
<td>A residential facility for young women who in detention while awaiting final disposition of a pending criminal case.</td>
</tr>
</tbody>
</table>
PROMOTION AND PLACEMENT IN THE HIGH SCHOOL

A. Academic Achievement

The Secondary School Redesign Act, also known as the “A++ Plan for Education,” was passed by the Florida Legislature and signed into law by the Governor to become effective on July 1, 2006. In order to increase the rigor and relevance of the senior high school experience and to prepare high school students for college and the workplace, the high school instructional program will be changed dramatically.

- Ninth graders who entered high school in the 2007-2008 school year and thereafter are required to earn 16 core academic credits and eight elective credits in order to graduate with a high school diploma. Core requirements consist of four credits in English and mathematics; three credits of science and social science; one credit of fine arts; and one credit of physical education with the integration of health.

- To better engage students in planning and making decisions for their future, they are to select an area of interest as part of their personalized career and education plan. Students are to earn four credits in a major area of interest, similar to college students, which may be in the arts, advanced academic studies, or career preparation. Each school will provide students and their parents with a list of district/state-approved major areas from which a selection may be made. The remaining four elective credits may be used to earn a second major area of interest, a minor, or for other elective courses.

- Entering ninth grade students must have a completed electronic Personalized Education Plan (ePEP). The ePEP should have been initiated in the 7th grade and reviewed and revised, if necessary, at each grade level thereafter. Students entering ninth grade without an ePEP, must complete one no later than the end of the first semester of ninth grade.

M-DCPS has made a commitment to ensure achievement of high academic standards by all students and to develop students so that they are able to successfully compete in the global economy by preparing students for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners, as stated in the Revised District Strategic Plan, 2005-2008. Students entering the ninth grade and their parents should be active participants in planning a high school program that will assist students in reaching their goals for the future. The wide range of courses and programs available in senior high schools will enable students, simultaneously, to prepare for college admission and learn skills for employment immediately after graduation if they plan effectively.
Before a student graduates from high school, the school shall assess the student’s preparation to enter the workforce and provide the student and the student’s parent with the results of the assessment. The Florida Department of Education has determined that since the FCAT assesses certain Educational Goal 3 standards which were developed by the U. S. Secretary of Labor in the report on necessary skills for the workforce, i.e., Secretary’s Commission on Achieving Necessary Skills (SCANS), the FCAT can serve as this assessment.

Opportunities that will assist students in preparing for life after high school graduation include:

- enrolling in career academy and/or magnet programs;
- attending career fairs to learn about employment opportunities and trends and to explore occupations of interest to them;
- learning more about their interests and aptitudes by completing interest and aptitude inventories;
- assessing their readiness for college study by taking the Preliminary SAT (PSAT), Preliminary ACT (PLAN), and/or Florida College Entry-Level Placement Test (CPT) in their sophomore year and using the results to increase their skills and knowledge;
- maintaining an ePEP, that allows them to reflect on what they have accomplished and plan for the future;
- using software or internet-based computer guidance programs to explore career and college choices and establish personal plans for future course work;
- participating in job shadowing and internship experiences to increase awareness of the skills and tasks involved;
- developing a plan for those involved in special education program to facilitate the smooth transition to postsecondary activities; and
- planning for students with disabilities beginning at age 14, or younger, if appropriate, to focus on the student’s anticipated course of study in secondary school.

Students and their parents may obtain assistance and direction for postsecondary planning from classroom teachers and student services personnel.

B. Promotion and Placement

Each student is required to have mastered the SSS, which are incorporated in the M-DCPS CBC, in order to be eligible for graduation from M-DCPS. Also incorporated into the CBC are the skills necessary to become successful participants in the workplace.
In order for a student, who is enrolled in the four-year, 24-credit program, to receive a grade 10 grade level designation, he/she shall have earned an annual credit in English/ESOL and/or an annual credit in mathematics. Additionally, the student shall have earned two or three annual credits in remaining courses for a cumulative total of four annual credits. In order for a student to receive a grade 11 designation, the student shall have earned a total of two English/ESOL credits, one mathematics credit, and one science credit OR one credit in English/ESOL, two mathematics credits, and one science credit and a cumulative total of 9 annual credits. In order for a student to receive grade 12 grade level designation, he/she shall have earned a total of three English/ESOL credits, two mathematics credits, and two credits in science OR two credits in English/ESOL, three credits in mathematics, and two credits in science and a cumulative total of 16 credits. In order to be graduated, a student must earn a cumulative total of 24 annual credits or 18 annual credits for those students selecting an accelerated graduation option and have met all state/School Board-approved graduation requirements.

### GRADES 9-12 GRADE LEVEL PROMOTION REQUIREMENTS

<table>
<thead>
<tr>
<th>END OF GRADE</th>
<th>MINIMUM CUMULATIVE TOTAL OF CREDITS FOR STUDENTS IN THE FOUR-YEAR, 24-CREDIT STANDARD PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>4 (including one English* or one mathematics credit)</td>
</tr>
<tr>
<td>10</td>
<td>9 (including two English* credits, one mathematics credit, and one science credit or one English* credit, two mathematics credits, and one science credit)</td>
</tr>
<tr>
<td>11</td>
<td>16 (including three English* credits, two mathematics credits, and two science credits or two English*credits, three mathematics credits, and two science credits)</td>
</tr>
<tr>
<td>12</td>
<td>24 (required for graduation)</td>
</tr>
</tbody>
</table>

* English Through ESOL as appropriate.

For each student enrolled in either one of the three-year, 18-credit graduation programs, the student must earn 5 credits by the end of grade 9 and earn 11 credits by the end of grade 10. Students enrolled in the three-year accelerated graduation programs are to be classified as ninth, tenth, and eleventh grade students. However, a student who has selected an accelerated program must be allowed to participate during his/her third year in all activities traditionally provided for graduating students, including Talented 20 and Bright Futures.
There are mechanisms which make it possible for students to benefit from the advantages of a semester system without the disadvantages of major rescheduling at mid-year or mid-year promotions and graduation. (See Appendix E)

To the extent that resources are available, each senior high school should create classes in English and/or mathematics of a reduced class size to provide instruction for those senior high students who are having difficulty meeting the standards for a high school diploma.

For each student who does not meet performance levels in reading, writing, mathematics and/or science, the school, in consultation with the student's parent, must implement a school-wide PMP to assist the student in meeting state and district levels for proficiency. Each plan must include provision for intensive remedial instruction through one or more of the following activities: Extended school day (before or after) programs, tutorial programs, Saturday class, referral to the School Support Team and/or suspension of instruction in elective courses.

Students who demonstrate a need for strengthening in either language arts/reading or mathematics or both should enroll in one or more courses to increase their level of functioning. Such courses would count as electives.

An academic preparation course may be required for students entering grade 10 who have not demonstrated the potential to pass the FCAT on the first attempt as grade 10 students. The course will address reading, writing, and/or mathematics skills, reading strategies in content areas, critical thinking, and general study skills appropriate to the senior high school. The student shall take one semester of reading, one semester of mathematics, or a full year of either or both as indicated by area(s) of deficiency. These courses may be available to students during the summer, prior to entry into grade 10 or during grade 10. These courses will not meet the four English, intensive reading, and/or the three mathematics credits or the four mathematics credits for students who entered grade 9 in 2007-2008 required for graduation.

An annual credit is a minimum of 135 hours of instruction in a designated course of study which contains performance standards, or the equivalent of six semester hours of college credit. The hourly requirements for one-half credit are one-half the requirements for an annual credit. A student attending a school-sponsored and approved activity directly related to the student’s academic program shall be considered as present for instruction.

Schools that want to offer block schedules or that want to combine two courses into one block of time may not meet the 135 hour requirement. Any school that offers a block schedule or that combines courses may do so without a waiver if:
• Performance-based criteria are in place for awarding credit to those students who progress through course standards in less than the 135 hours; and
• Procedures are in place to amend a school master schedule to 135 hours of instruction for students who may need the additional time to meet the course requirements.

C. High School Graduation Programs

There are five options for high school graduation, two of which are accelerated programs and two (#2 and #3) are advanced academic programs for which students may earn college credit. Students and their parents may select from one of the five options. Students selecting one of the two accelerated options (#4 or #5) must declare that option by the end of their 9th year. All of the five options require students to earn a passing score on the FCAT graduation test in order to graduate.

The graduation options are as follows:

1. A four-year, 24-credit standard program;
2. An International Baccalaureate program;
3. An Advanced International Certificate of Education program;
4. A three-year, 18-credit college preparatory program; and
5. A three-year, 18-credit career preparatory program.

Prior to selecting one of the two accelerated graduation programs the following requirements must be met:

1. In grade 9, designated school personnel shall meet with the student and the student’s parent to give an explanation of the relative requirements, advantages, and disadvantages of each graduation option.
2. The student shall submit to the high school principal and guidance counselor a signed parental consent form, the Graduation Options Contract (FM-6911), to enroll in the three-year accelerated graduation program.

The requirements for the two accelerated graduation options were amended by the 2004 Legislature and were further amended by the 2006 Legislature with the new requirements effective for students entering grade 9 in the 2006-2007 school year and enrolling in an accelerated program.

In order to enroll in an accelerated program, students and their parents are to receive information relative to the accelerated graduation options in grade 9 and make a selection with a written parental consent form no later than
the end of ninth grade. However, this deadline shall be extended to the end of the first semester of grade 10 for students who entered after grade 9 upon transfer from a private school or another state or who were prevented from choosing an accelerated graduation option due to illness during grade 9.

If a student at the end of grade 10 is not on track to meet the credit, assessment, or GPA requirements of an accelerated program, the school shall notify the student and parent of the following:

- The requirements the student is not currently meeting.
- The specific performance necessary in grade 11 for the student to meet the accelerated graduation requirements.
- The right of the student to change to the four-year, 24-credit standard program.

A student who has selected one of the three-year accelerated graduation options, shall automatically move to the four-year, 24-credit standard program if the student:

- Exercises his/her right to change to the four-year, 24-credit standard program.
- Fails to earn 5 credits by the end of grade 9 or fails to earn 11 credits by the end of grade 10.
- Does not achieve a score of 3 or higher on the grade 10 FCAT Writing assessment.
- By the end of grade 11 does not meet the course requirements, does not attain the required GPA, and does not earn passing scores on the FCAT graduation test or scores on a standardized test that are concordant with passing scores on the FCAT, if applicable.

D. Requirements for Graduation

The following chart represents the requirements for students who entered 9th grade in 2007-2008 and thereafter. For requirements for those students who entered 9th grade prior to the 2007-2008 school year refer to the chart below titled Explanatory Notes. In order to graduate from high school and earn a diploma, students must successfully complete the required credits, earn the required grade point average (GPA), and earn a passing score on the Florida Comprehensive Assessment Test (FCAT) graduation test.
## Graduation Options

<table>
<thead>
<tr>
<th></th>
<th>24 Credit Option</th>
<th>18 Credit College Preparatory Option</th>
<th>18 Credit Career Preparatory Option</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/ESOL</strong></td>
<td>4 credits (major concentration in composition &amp; literature and reading for information)</td>
<td>4 credits (major concentration in composition &amp; literature and reading for information)</td>
<td>4 credits (major concentration in composition &amp; literature and reading for information)</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>4 credits (Algebra I, Geometry, &amp; 2 courses at the Algebra I level or higher)</td>
<td>3 credits (Algebra I, Geometry, &amp; a course at the Algebra I level or higher)</td>
<td>3 credits (Algebra I, Geometry, &amp; a course at the Algebra I level or higher)</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>3 credits (Earth/Space Science &amp; Biology and 1 course from the following: Chemistry, Physical Science, Physics, or Integrated Science III)</td>
<td>3 credits (Earth/Space Science &amp; Biology and 1 course from the following: Chemistry, Physical Science, Physics, or Integrated Science III)</td>
<td>3 credits (Earth/Space Science &amp; Biology and 1 course from the following: Chemistry, Physical Science, Physics, or Integrated Science III)</td>
</tr>
<tr>
<td><strong>Foreign Language</strong></td>
<td>Not required (foreign language credit is required for admission to state universities)</td>
<td>2 credits in the same language or demonstrated proficiency</td>
<td>Not required</td>
</tr>
<tr>
<td><strong>Performing/Fine Arts/Practical Arts/Career &amp; Technical Education</strong></td>
<td>1 credit in performing/ fine arts or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination.</td>
<td>Not required</td>
<td>3 credits in a single career/technical education program, 3 credits in career/ technical dual enrollment courses, or 5 credits in career/ technical education courses</td>
</tr>
<tr>
<td><strong>Physical Education/Health</strong></td>
<td>1 credit</td>
<td>Not required</td>
<td>Not required</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>8 credits (4 credits must be in the student's major)</td>
<td>3 credits</td>
<td>2 credits unless earning 5 credits in career/</td>
</tr>
<tr>
<td>Area of Interest</td>
<td>Credits</td>
<td>Technical Education</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>---------</td>
<td>---------------------</td>
<td></td>
</tr>
<tr>
<td>Area of Interest, remaining credits may be used for another major, minor, elective courses, or intensive reading or mathematics courses</td>
<td>3.5 (beginning with students who entered 9th grade in 2006-2007 and thereafter, for students who entered 9th grade prior to 2006-2007, required GPA is 3.0)</td>
<td>3.0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Point Average (GPA)</th>
<th>2.0</th>
<th>3.5 (beginning with students who entered 9th grade in 2006-2007 and thereafter, for students who entered 9th grade prior to 2006-2007, required GPA is 3.0)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Minimum Grade to Earn Course Credit</th>
<th>“D”</th>
<th>“B” (weighted or unweighted)</th>
<th>“C” (weighted or unweighted)</th>
</tr>
</thead>
</table>

| Anticipated Time to Completion | 4 years | 3 years | 3 years |

| Testing | Students must earn a passing score on the Reading and Mathematics sections of the FCAT graduation test. | Students must earn a passing score on the Reading and Mathematics sections of the FCAT graduation test. | Students must earn a passing score on the Reading and Mathematics sections of the FCAT graduation test. |

| Community Service | Required (see Explanatory Notes chart) | Not required | Not required |

2. **Explanatory Notes**

**English/Language Arts**

**English I, II, III, & IV or English I-IV Through ESOL** are required to meet the English/language arts graduation requirement. This requirement applies to all three graduation options. Developmental Language Arts Through ESOL is required for each year that a student is classified as ELLs. It should be noted that grade 9 and 10 students who scored at Levels 1 and 2 on the most recent administration of the FCAT reading test as well as grade 11 and 12 retakers will be required to take an intensive reading course in lieu of an elective and in addition to the required English course. The district’s K-12 CRRP requires each school to conduct a screening and diagnostic process to identify appropriate placement of Level 1 and Level 2 students in reading classes to be completed prior to the end of the school year. The K-12 CRRP also requires a daily double block for all students who have reading deficiencies in decoding and fluency (Intensive Reading Plus). Some high achieving FCAT Level 2 students as per the CRRP may attend either an Intensive Reading or a homogeneously grouped
| **Mathematics** | For the 24 credit option for students who entered 9th grade prior to 2007-2008, 3 credits of mathematics are required to graduate; for students who entered 9th grade in 2007-2008 and thereafter, 4 credits of mathematics are required to graduate. For the 18 credit options students must earn 3 credits. A four-year recommended sequence includes Algebra I, Geometry, Algebra II, & Analysis of Functions, Informal Geometry meets the high school graduation requirement, but does not meet the minimum entrance requirement for the Florida University System. |
| **Science** | For students selecting any one of the three graduation options, 3 credits are required. The three-year recommended sequence includes: Earth/Space Science, Biology, and 1 course from the following: Chemistry, Physical Science, Physics, or Integrated Science III. Students who entered grade 8 in 2007-2008 and thereafter, must enroll in one of the required science courses in grade 11. |
| **Performing/Fine Arts/Practical Arts/Career & Technical Education** | For students in the 24 credit option who entered 9th grade prior to 2007-2008, they are to earn .5 credit in performing/fine arts (art, dance, theatre, music, speech, or debate) and .5 credit in practical arts (any career/technical education course or a district-approved annual computer or journalism course). They also must earn .5 credit in Life Management Skills. For students in the 24 credit option who entered 9th grade in 2007-2008 and thereafter, they must earn 1 credit in performing/fine arts or an approved practical arts (see details in Graduation Options chart above). Students enrolled in the college preparatory program do not have to meet any requirement in this area. Students in the career preparatory program must meet the requirements listed in the chart above. |
| **Physical Education** | For students in the 24 credit option who entered 9th grade prior to 2007-2008, this requirement is met by successful completion of Personal Fitness or Adaptive Physical Education and any other approved physical education semester course. Participation in an interscholastic sport at the junior varsity or varsity level, for two full seasons, and obtaining a passing score of “C” or higher on a competency test on personal fitness shall satisfy the one credit physical education requirement. If the student satisfies the physical education graduation requirement through the interscholastic sport option, the student must earn one additional elective credit since no credit is granted for an interscholastic junior or senior varsity sport. Completion of one semester with a grade of “C” or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a Reserve Officers Training Corps (R.O.T.C.) class with a significant component of drills, shall satisfy the one-half physical education elective requirement, but the student must still complete the Personal Fitness or the Adaptive Physical Education course. It should be noted that state statute provides for three methods by which high school students enrolled in the four-year, 24-credit standard program can meet the Performing Fine Arts/Practical Arts graduation requirement. M-DCPS students are to earn 0.5 credit in Performing Fine Arts and 0.5 credit in Practical Arts. However, students transferring to M-DCPS from another Florida school district can meet the Performing Fine Arts and Practical Arts graduation requirement if they have met one of the other two methods provided in state statute, i.e., 1.0 credit in Performing Fine Arts or 1.0 credit in Practical Arts. 

For students who entered 9th grade in 2007-2008 and thereafter, this requirement is met by successful completion of Personal Fitness or Adaptive Physical Education and any other approved physical education semester course. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one credit physical education requirement if the student passes a competency test on personal fitness with a score of “C” or higher. If the student satisfies the physical education graduation requirement through the interscholastic sport option, the student must earn one additional elective credit since no credit is granted for an interscholastic junior or senior varsity sport. Completion of one semester with a grade of “C” or higher in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class shall satisfy one-half credit in physical education or one-half credit in performing/fine arts. Students must still successfully complete the Personal Fitness course or the Adaptive Physical Education course. Completion of two years of a Reserve Officer Training Corps (R.O.T.C.) class with a significant component in drill and taking the one-half credit Personal Fitness
course or, if appropriate, the Adaptive Physical Education course, shall satisfy the one-credit requirement in physical education and the one-credit requirement in performing fine arts.

Students enrolled in either of the two 18 credit options are not required to take physical education.

**Electives**

For students in the 24 credit option who entered 9th grade prior to 2007-2008, 8.5 elective credits are required. Students enrolled in the college preparatory are required to take 3 credits and those students in the career preparatory program are required to take 2 credits unless they select the 5-credit career/technical option.

For students in the 24 credit option who entered 9th grade in 2007-2008 and thereafter, they are required to complete 4 credits in a major area of interest, such as sequential courses in a career/technical program, fine and performing arts, or academic content area, selected by the student as part of the student's ePep. Students are also required to take 4 credits in elective courses as part of the student's ePep, which include a second major area of interest, a minor area of interest, elective courses, or intensive reading or mathematics intervention courses.

For students enrolled in the College Preparatory program at least six (6) of the 18 credits must be dual enrollment, Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, or Level 3 courses. Honors courses are not included in these six credits.

**Community Service**

For students in the 24 credit option, the completion of a community service project is an additional graduation requirement regardless of their date of entry into 9th grade. Students in either one of the 18 credit options are not required to complete a community service project. However, one of the requirements for the Florida Bright Futures Scholarship Program's Academic Scholars Award is 75 hours of community service.

For each year in which a student scores at Level 1 or Level 2 on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year, with exception to ELLs who are required to enroll in the Developmental Language Arts Through ESOL course.

For each year in which a student scores at Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year, which may be integrated into the student’s required mathematics course.

Any course listed in the current *Florida Course Code Directory* which is appropriate for grades 9 or above may fulfill an elective credit for graduation except Study Hall and other courses identified as noncredit (NC), Adult Basic Education, and GED Preparation. In selecting their electives, students shall consider a specific career course plan.

Students will not be granted credit toward high school graduation for any Level I course, as designated in the *Florida Course Code Directory* and *Curriculum Bulletin-I*, unless the student’s assessment indicates a more rigorous course of study would be inappropriate, in which case a written assessment of the need must be included in a student’s IEP signed by the principal, the guidance counselor, and the parent of the student. Level I courses may be taken for credit toward a standard diploma if they are approved and listed in an IEP. Remedial and compensatory courses can be counted only as elective credit toward a standard diploma.
Other Areas of Study - Human Growth and Development and units in HIV/AIDS and Sexually Transmitted Diseases, and Substance Abuse education are required at each grade.

The history of the Holocaust; African American history, culture, and experiences; the study of Hispanic and women’s contributions to the United States; and in order to encourage patriotism, the sacrifices made by veterans to protect democratic values worldwide are to be incorporated throughout the curriculum as appropriate. Multicultural education and character education are to be incorporated throughout the curriculum as appropriate. In addition, School-To-Career strategies are to be infused throughout the curriculum.

Career and Technical Education Course substitutions are permitted for students completing job preparation programs as specified in Curriculum Bulletin-1 and Florida Board of Education rule. However, substitutions may not exceed two credits in each of the required academic areas of English, mathematics, and science, and may apply to only one area.

Adult Education Program Credit - A student who is eligible may, with prior written approval of the high school principal and acceptance into the adult education high school credit program, earn credits from the adult education program to apply toward graduation requirements for a high school diploma (FM-4269). It should be noted that adult education high school courses taken through the regular adult education program may not be recognized by the National Collegiate Athletic Association (NCAA) as meeting eligibility requirements to participate in college athletics.

Senior high school students may not withdraw from a senior high school class and enroll in the same or equivalent class for graduation credit through adult education in the same academic year except for extenuating circumstances and only by permission of the principal.

A “Credit Certification for Adult Education” form should be completed for each student who will transfer credits earned in an adult education program to his/her high school transcript. This form should also be used when the student is no longer enrolled in senior high school, but will use the adult education credit(s) to earn his/her diploma.

Students should be encouraged to enroll in honors, Advanced Placement, and dual enrollment language arts, social science, mathematics, and science courses whenever appropriate. Students should start the sequence of courses early in order to enable them to take the higher level courses. Students should not be restricted from taking multiple numbers of Advanced Placement courses; however, it is the school’s responsibility to advise and caution students regarding an excessive workload.
Students who encounter difficulties in language arts, social science, mathematics, and science courses should be provided assistance through peer tutoring, teacher tutoring, mentoring, before/after school programs, and Saturday school, where available.

Individual senior high schools may establish graduation requirements greater than the prescribed district requirements for students enrolled in the four-year, 24-credit standard program, subject to the approval of the Regional Superintendent and the Superintendent of Schools, or designee. In each instance, the senior high school shall establish school-level procedures for waiving such requirements for students with a demonstrated educational need. If approved, an increase of academic credit shall not apply to students enrolled in grades 9-12 at the time of the increase. Any increase in academic credit does not apply to a student who earns credit toward graduation requirements for equivalent courses taken through dual enrollment. Graduation requirements approved by the School Board may be waived only by the School Board. Additionally, students enrolled in the standard four-year, 24-credit or the two accelerated three-year, 18-credit programs may earn more than the 24 or 18 credits required for graduation.

E. Testing Requirements for Graduation

FCAT Test Requirements

In addition to other requirements, to graduate from a Miami-Dade County public senior high school or adult-center, students who select any one of the five graduation options must also meet student performance requirements as measured by the FCAT graduation test. The first opportunity students have to meet this requirement is through the Grade 10 FCAT SSS assessments in reading and mathematics. Subsequent opportunities are provided as FCAT Retake administrations. Students who fail one or both sections of the FCAT graduation test are not eligible for a standard diploma.

Students must earn a passing score on the FCAT graduation test in Reading and Mathematics in order to meet the graduation test requirement. Passing scores are 300 in Reading (1926 on the developmental scale) and 300 in Mathematics (1899 on the developmental scale).

Students classified as ELLs, regardless of the number of years in an ESOL program, must take and pass both sections of the FCAT graduation test in order to meet the testing requirement for a standard diploma.

In addition, a small number of students are eligible for application of lower passing scores on the FCAT graduation test. The lower scores
represent concordant scores for students who remain eligible to take the High School Competency Test (HSCT), or the original passing scores for students who were eligible to take the Grade 10 FCAT in its first administration as a graduation test. Eligibility to apply the lower passing scores is based on the year in which the student was initially enrolled in grade 9, and includes additional criteria which must be verified by Student Assessment and Educational Testing on a case-by-case basis. The table below shows the current passing scores required on the FCAT graduation test in Reading and Mathematics, and the lower scores that may apply.

<table>
<thead>
<tr>
<th>Original Graduation Test Requirement</th>
<th>School Year Enrolled in Grade 9</th>
<th>Passing FCAT Reading Score</th>
<th>Passing FCAT Mathematics Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSCT</td>
<td>1998-1999 or Earlier</td>
<td>268</td>
<td>278</td>
</tr>
<tr>
<td>2001 Grade 10 FCAT</td>
<td>1998-2000</td>
<td>297</td>
<td>295</td>
</tr>
<tr>
<td>FCAT Graduation Test</td>
<td>2000-2001 or Later</td>
<td>300</td>
<td>300</td>
</tr>
</tbody>
</table>

Test Exemptions for Students with Disabilities:

Participation in the statewide testing program (FCAT) is mandatory for all students, including students with disabilities, except as described on page 2 of IEP Insert D, FM-6132. The decision regarding whether a student will be exempted or tested with or without accommodations is made by the student's IEP team and recorded on the IEP. Students with disabilities who are exempt from the FCAT will be assessed through the Florida Alternate Assessment as documented on the IEP.

Generally, all students with disabilities, including ELLs with disabilities whose instructional program incorporates the general education objectives and competencies, should participate in the state assessment program. Students placed exclusively in programs for the Speech Impaired, Homebound or Hospitalized, Visually Impaired, or Gifted must participate in the state assessment program (FCAT).

In many instances, students with disabilities will require accommodations and support in order to demonstrate proficiency on state or district assessments. These accommodations and support should be documented on the IEP. The document provided by the

Testing Accommodations for Students with Disabilities:

- Facilitate an accurate demonstration of what the student knows or can do.
- Do not provide the student with an unfair advantage or interfere with the validity of the test.
- Are the same accommodations used by the student in classroom instruction and assessment.
- Are necessary for enabling the student to demonstrate knowledge, ability, skill or mastery.
- Are permitted by the testing protocol for each specific district and/or state assessment.

Parental Rights Regarding the FCAT for Students with Disabilities:

The 2002 Legislature mandated regulations for Florida public schools regarding student assessment and accommodations. The state regulations mandate that parents must:

- be notified and provided with information regarding the implication of non-participation, should their child not participate in the assessment;
- be informed when their child is being provided with accommodations in the classroom that are not permitted on the FCAT;
- sign consent in order for their child to receive accommodations in the classroom that would not be permitted on the FCAT;
- acknowledge in writing that they understand the implications of their child receiving accommodations in the classroom that are not permitted on the FCAT; and
- be informed of the potential impact on their child’s ability to meet expected proficiency levels in reading, writing, and math when students are provided with accommodations in the classroom that are not permitted on the FCAT.

These regulations must be addressed at every IEP meeting. Insert D of the IEP, (FM-6132), is designed to address the requirements of these regulations.

Graduation Test Requirement Waivers for Students with Disabilities:

- IEP teams have the authority to waive passing the FCAT as a requirement for graduation with a standard high school
diploma for students with disabilities whose abilities cannot accurately be measured by the FCAT. (See Appendix I).

- For certain students with disabilities, under specific circumstances, a request may be made to the Commissioner of Education for an exemption from the graduation test requirement for students with disabilities seeking a standard diploma. (See Appendix J for a checklist of procedures for this request.)

- In order to be considered for the waiver from the FCAT graduation requirement, the student must: 1) be identified as a student with a disability; 2) have an IEP; 3) be a senior or student with disabilities who remains enrolled seeking a standard diploma for whom the FCAT is the required graduation test; 4) have demonstrated mastery of the grade 10 SSS; 5) have taken the FCAT graduation test with appropriate, allowable accommodations at least twice (to include March of the senior year), or if not continuously enrolled in public school in Florida, at least once during each year of enrollment in grades 10, 11, or 12 including March of the senior year; 6) have participated in intensive remediation for FCAT Reading and/or FCAT Mathematics, if passing scores were not earned; and 7) be progressing toward meeting the state’s 24 credit/course and 2.0 cumulative GPA requirements and any other district requirements for graduation with a standard diploma.

Concordant Scores for the FCAT Graduation Test:

Beginning with the graduating class of 2003-2004 and thereafter, twelfth grade students, who have failed to earn a passing score on the FCAT graduation test after three (3) attempts and who have attained the SAT or ACT scores concordant with the FCAT passing scores, applicable to their graduating class, shall satisfy the assessment requirement for a standard high school diploma. This requirement does not apply to a student who is a new student in the Florida Public School System in grade 12.

<table>
<thead>
<tr>
<th>Concordant Scores for Class of 2004 &amp; Thereafter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>FCAT</td>
</tr>
<tr>
<td>SAT</td>
</tr>
<tr>
<td>ACT</td>
</tr>
</tbody>
</table>
F. Grade Point Average Required for Graduation

Graduation Requirement - A cumulative GPA of 2.0 on a 4.0 scale is needed for the 24 credits used to meet graduation requirements for students who select the standard four-year graduation program. Students who select the three-year college preparatory program must achieve a cumulative GPA of 3.0 on a 4.0 scale and also receive a weighted or unweighted grade that earns at least 3.0 points in order to earn course credit. Beginning with students entering grade 9 in 2006-2007 and enrolling in the college preparatory program, they must earn a cumulative GPA of 3.5 on a 4.0 scale. Students who select the three-year career preparatory program must achieve a cumulative GPA of 3.0 on a 4.0 scale, as well as receive a weighted or unweighted grade that earns at least 2.0 points in order to earn course credit. This would require the inclusion of all high school courses taken in the student's educational program, except those courses to which a forgiveness policy has been applied. For details see School Board Rule 6Gx13- 5B-1.061, Rank in Class - Grade Point Average. A student who has not achieved the required GPA may remain in the secondary school either as a full-time student or a part-time student for up to one additional year and receive special instruction designed to remedy his/her identified deficiencies.

Students are to be counseled regarding increases in the graduation requirements well in advance of the time such changes impact them. Additionally, students in the standard four-year graduation program, who have attained a cumulative GPA of 2.5 or below, are to be identified and provided assistance, e.g., counseling, academic review, forgiveness policy, summer school, schedule adjustments, and/or tutoring, to help them in achieving and maintaining a GPA that meets or exceeds the requirements for graduation.

G. Community Service

A community service project, which is described in Community Service Implementation Guidelines, is required for graduation for those students who select the four-year, 24-credit standard program. A community service project is not a graduation requirement for students enrolled in either one of the three-year, 18-credit accelerated programs. However, it should be noted that the Florida Bright Futures Scholarship's Florida Academic Scholars Award requires 75 hours of community service. In the implementation of the project, the student is to identify a social problem of interest, develop a plan for personal involvement in addressing the problem, and, through papers or presentations, evaluate and reflect upon the experience. No specific number of hours are required for graduation.

H. Computer Literacy
A student must successfully complete a computer education course, or a business technology course, or otherwise demonstrate mastery of basic computer literacy skills. This will no longer be a requirement for students who entered grade 9 in 2007-2008.

I. Diplomas/Certificates

The district will provide for the awarding of a variety of diplomas and certificates. A student completing the senior high school or adult program may earn either a standard diploma, a certificate of completion, a Superintendent’s Diploma of Distinction, an International Baccalaureate diploma, a special diploma, or a special certificate of completion.

1. Standard Diploma

A standard diploma will be awarded if the student has met the requirements outlined in the above chart, Graduation Options. The purpose of the standard diploma is to certify satisfactory completion of the high school program and to certify that the student has met all district and state standards required for graduation.

Students who entered grade 9 in the 2007-2008 school year and thereafter, and scheduled to graduate in 2011 are eligible to have a state-approved designation affixed to their standard diploma. These designations are:

- Major area of interest pursuant to the student’s completion of credits as provided in Section 1003.428, F.S.
- Completion of four or more accelerated college credit courses in Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, or dual enrollment courses
- Career education certification in accordance with Section 1003.431, F.S.
- Florida Ready to Work Credential in accordance with Section 1004.99, F.S.

The conditions under which a standard diploma may be awarded to a student with disabilities are:

- The student has taken a course with non-exceptional students and has passed the course, or the student has taken a special education course which is equivalent in content and/or aligned with the SSS to a course which is applicable to a standard diploma.
- Students may switch from a special diploma to a standard
diploma and receive elective credit toward a standard diploma for passing special education courses. Elective credits may be counted toward graduation requirements for a standard diploma.

- Course accommodations for students with disabilities which shall be available, based upon assessment of student need, and specified on the student’s IEP in both basic (general education) and special education courses include:

  - an increase or decrease in instructional time;
  - variations of instructional strategies;
  - teacher instruction or student response through special communication systems;
  - accommodation of content where specific sensory or motor functioning is severely impaired; and
  - accommodation of test administration procedures and other evaluation systems to accommodate the student’s disability permitted by the testing protocol for each specific district and/or state assessment.

M-DCPS provides students with disabilities certain modifications to basic education or vocational courses and programs of study to ensure students with disabilities the opportunity to meet graduation requirements for a standard or a special diploma. Modifications to basic courses shall not include modifications to the curriculum frameworks or student performance standards. When modifying vocational courses, the particular outcomes and student performance standards which a student must master to earn credit must be specified on the student’s IEP. Allowable adaptations to basic or vocational courses may include any of the following:

  - the instructional time may be increased or decreased;
  - instructional methodology/strategies may be varied;
  - special communications systems may be used by the teacher or the student; and
  - classroom and district test administration procedures and other evaluation procedures may be adapted to accommodate the student’s disability.

The time required to complete grades 9-12 will depend upon the time necessary for the student to earn the required number of credits for the selected diploma option and fulfill other requirements for graduation. Promotion is based upon the same criteria as that of the general education population. Students with disabilities may remain in school until they meet graduation requirements or, if they do not meet standard diploma graduation requirements, until the end of the school year in which they turn 22 years of age.
All students with disabilities may be given the opportunity to meet the requirements for a standard diploma. Exceptional students placed exclusively in programs for the Visually Impaired, Speech Impaired or Gifted, as well as students exclusively in the Homebound or Hospitalized Program, must pursue a standard diploma. For a student with disabilities, graduation with a standard diploma is considered a change in placement. As such, the parent must be notified of this change. To meet this requirement, FM-4877, Informed Notice of Proposal or Refusal to Change Evaluation, Identification, Educational Placement, or Free Appropriate Public Education (FAPE), must be completed.

The Individuals with Disabilities Education Act (IDEA 2004) requires that students with disabilities whose eligibility under special education terminates due to graduation with a standard diploma or due to exceeding the age of eligibility for free appropriate public education are to be provided with a document that summarizes the student’s academic achievement and functional performance. To meet this requirement, FM-6969, Summary of Performance (SOP) must be completed.

Students who have been enrolled in an ESOL program for less than two school years and have met all the requirements for the standard high school diploma except for passage of the FCAT graduation test or alternate assessment, may receive immersion English instruction during the summer following their senior year, if funding is available. Students receiving such instruction are eligible to take the FCAT or alternate assessment and receive a standard high school diploma upon passage of the FCAT graduation test or the alternate assessment.

2. Superintendent’s Diploma of Distinction

This diploma will be awarded to students who meet the requirements of the standard diploma and:

- Complete an academically rigorous program of study, including at least four honors, Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), International Studies (IS), and/or dual enrollment courses;
- Complete a 75-hour community service project; and
- Earn a 3.5 weighted GPA by the end of the first semester of the senior year with no final grades reflected on the transcript less than a “C.”
COURSES OFFERED
Language Arts

100131001-English 1 1.00 CREDIT BRIGHT FUTURES GRADUATION CREDIT FOR ENGLISH
The purpose of this course is to provide instruction in English language arts including reading, writing, speaking, and listening in the areas of literature and language. The content should include, but not be limited to, instruction in reading, writing, speaking, and vocabulary. The course should include composition instruction that focuses on writing effective paragraphs and multi-paragraph papers, with emphasis on all stages of the writing process. Speech instruction should include formal and informal presentations. The course should include opportunities for students to evaluate mass media. Literature study should include analysis of genres. The study of language should encompass elements of grammar, usage and mechanics.

100131001-English 2 1.00 CREDIT BRIGHT FUTURES GRADUATION CREDIT FOR ENGLISH
The purpose of this course is to provide instruction in English language arts and in the study of world literature. The content should include, but not be limited to, instruction in reading and vocabulary necessary for comprehension of text. The course should include composition instruction that focuses on the writing of essays for various purposes and audiences, using literary and nonliterary subjects with emphasis on preparation for the Florida Comprehensive Assessment Test in Reading and Writing. Literature study should emphasize analysis of selections found in world literature. The study of language should include grammar, mechanics, usage, and other conventions of Standard Written English. The study of mass media should include an analysis of propaganda and persuasion techniques. Speech instruction should include analysis of effective techniques in oral presentations.

100137001-English 3 1.00 CREDIT BRIGHT FUTURES GRADUATION CREDIT FOR ENGLISH
The purpose of this course is to provide instruction in English language arts and the study of American literature. The content should include/ but not be limited to/ frequent practice in writing multi-paragraph papers of various types/ with particular attention given to the writing of documented papers. Relative to these writing assignments/ reference and summarizing skills should also be emphasized. Listening/ speaking/ and writing assignments should be related/ when appropriate/ to the study of American literature. Literature study should include the analysis of various examples of American literary works in various genres. Literature instruction should be supported by instruction in reading strategies. Vocabulary study should focus upon verbal analogies and other patterns commonly found on standardized tests.

100140001-English 4 1.00 CREDIT BRIGHT FUTURES GRADUATION CREDIT FOR ENGLISH
The purpose of this course is to provide instruction in English language skills in the study of British literature and other world literature. The content should include, but not be limited to, instruction in vocabulary and reading necessary for students' comprehension of printed materials. Literature study should include analysis of representative examples from British literature and the literature of other cultures as they reflect changes in the language and the development of literary traditions. Writing experiences should be structured to provide practice in real-life writing situations likely to be encountered beyond secondary school. Opportunities should be given to students for extending their speaking and listening skills.

100230002 English 1 through ESOL Strategies 1.0 credit
The purpose of this course is to provide instruction in English language skills for speakers of other languages. The course includes reading, writing, speaking, and listening in the content areas of literature and language. This course addresses the needs of limited English proficient (LEP) students through the application of second language strategies. The content should include, but not limited to, instruction in reading, writing, speaking, and vocabulary. The course should include composition instruction that focuses on writing effective paragraphs and multi-paragraph papers, with emphasis on all stages of the writing process (prewriting, drafting, revising). Speech instruction should include formal and informal presentations. The course should include opportunities for students to evaluate mass media. Literature
study should include analysis of genres. The study of language should encompass elements of grammar, usage and mechanics. Credit in this course will meet graduation requirements for English.

100231002 English 2 through ESOL Strategies 1.0 credit
The purpose of this course is to provide instruction in English language skills for speakers of other languages. The course includes reading, writing, speaking, and listening in the content areas of literature and language. This course addresses the needs of limited English proficient (LEP) students through the application of second language strategies. The content should include, but not limited to, instruction in reading, writing, speaking, and vocabulary. The course should include composition instruction that focuses on writing effective paragraphs and multi-paragraph papers, with emphasis on all stages of the writing process (prewriting, drafting, revising). Speech instruction should include formal and informal presentations. The course should include opportunities for students to evaluate mass media. Literature study should include analysis of genres. The study of language should encompass elements of grammar, usage and mechanics. Credit in this course will meet graduation requirements for English.

100232002 English 3 through ESOL Strategies 1.0 credit
The purpose of this course is to provide instruction in American Literature and in English language skills for speakers of other languages. This course addresses the needs for limited English proficient (LEP) students through the application of second language strategies. The content should include, but not be limited to, frequent practice in writing multi-paragraph papers of various types, with particular attention given to the writing of documented papers. Relative to these writing assignments, reference and summarizing skills should also be stressed. Listening, speaking, and writing assignments should be related, when appropriate, to the study of American literature. Literature study should include the analysis of various examples of American literary works in various genres. Literature instruction should be supported by instruction in reading strategies. Vocabulary study should focus upon verbal analogies and other patterns commonly found on standardized tests. Credit in this course will meet graduation requirements for English.

100252002 English 4 through ESOL Strategies 1.0 credit
The purpose of this course is to provide instruction in English language skills in the study of British literature and other world literature for speakers of other languages. This course addresses the needs of limited English proficient (LEP) students through the application of second language strategies. The content should include, but not be limited to, instruction in vocabulary and reading necessary for students' comprehension of printed materials. Literature study should include analysis of representative examples from British literature and the literature of other cultures as they reflect changes in the language and the development of literary traditions. Writing experiences should be structured to provide practice in real-life writing situations likely to be encountered beyond secondary school. Opportunities should be given to students for extending their speaking and listening skills. Credit in this course will meet graduation requirements for English.

100238RL1 Development L.A. through ESOL Level 1 1.0 credit
100238RL2 Level 2 1.0 credit
100238RL3 Level 3 1.0 credit
100238RL4 Level 4 1.0 credit
The purpose of these courses is to enable native speakers of languages other than English to develop proficient reading, writing, listening, viewing, and speaking skills in the English language. The courses encourage the use of multimedia presentations, technology, and text recourses to enrich student's learning experiences and provide an active learning environment. Skills and strategies are designed to increase the students' level of skill and proficiency while meeting state-mandated assessments. Oral communication, reading, and writing skills are interrelated in order to build a connection between oral and written language and empower students with the ability to function in the English language across all subject areas. The content should include, but not be limited to the following: participation in informal and formal English conversation, reading, and writing activities with increased vocabulary usage; listening, speaking, reading, and writing experiences for increased communication; and opportunities for informal, formal, and state-mandated assessments.
791011001IN English 9-12

This course is designed to provide instruction in the acquisition of English language skills necessary for successful performance in school and society, and provide exposure to various forms of literature. The content shall include, but not be limited to: oral and written communication skills, study skills, vocabulary development, and exposure to various forms of literature and mass media. SC***Enrollment in this multiple credit course is determined by the IEP goals for each exceptional student. This course may be used for required or elective credit for a special diploma or elective credit for standard diploma.

791010001IN Reading 9-12

This course is designed to develop basic reading skills. The content shall include, but not be limited to: instruction in basic skills for word attack, sight vocabulary, comprehension, and study techniques. SC***Enrollment in this multiple credit course is determined by the IEP goals for each exceptional student. This course may be used for required or elective credit for special diploma or elective credit for a standard diploma.

100041001-Intensive Reading 1.00 CREDIT GRADUATION CREDIT FOR ELECTIVE

The purpose of this course is to provide intensive instruction and practice in reading skills for students two or more years below grade level in reading comprehension. The content should include, but not be limited to, content identified by diagnosis of each student's needs for intensive instruction specified in the academic improvement plan and practice in test-taking skills and strategies for reading and writing. The course content must reflect appropriate Sunshine State Standards benchmarks. Special note: this course may not be used to meet graduation requirements for language arts.

100041002-Intensive Reading Plus 1.00 CREDIT GRADUATION CREDIT FOR ELECTIVE

The purpose of this course is to provide intensive instruction and practice in reading skills for students two or more years below grade level in reading comprehension. The content should include, but not be limited to, content identified by diagnosis of each student's needs for intensive instruction specified in the academic improvement plan and practice in test-taking skills and strategies for reading and writing. The course content must reflect appropriate Sunshine State Standards benchmarks. Special note: this course may not be used to meet graduation requirements for language arts.

100830001-Reading 1 1.00 CREDIT ELECTIVE CREDIT IN LANGUAGE ARTS

The purpose of this course is to help students with serious reading problems to develop reading skills. The content should include, but not be limited to, instruction in vocabulary, comprehension, and study skills. Students should practice literal, inferential, and critical reading skills; listening skills; and test-taking skills. Students should also practice using appropriate reading rates for various kinds of written materials.

100932001-Creative Writing 1 0.50 CREDIT BRIGHT FUTURES ELECTIVE CREDIT IN LANGUAGE ARTS

The purpose of this course is to develop students’ writing and language skills needed for individual expression in literary forms. The content should include, but not be limited to, instruction in the development and practice of writing a variety of literary works, including original poetry, short stories, plays, novels, and/or essays and other nonfiction. The course may also include technical aspects of publishing students' work in a literary publication.

**Mathematics**

120031001-Algebra 1 1.00 CREDIT BRIGHT FUTURES GRADUATION CREDIT FOR MATHEMATICS
The purpose of this course is to provide the foundation for more advanced mathematics courses and to develop the skills needed to solve mathematical problems. Topics shall include, but not be limited to, sets; variables; structure and properties of the real number system; first-degree equations/inequalities; relations and functions; graphs; systems of linear equations/inequalities; integral exponents; polynomials; factoring; rational algebraic expressions; irrational numbers; radical expressions; quadratic equations and mathematical problems.

120630001-Informal Geometry 1.00 CREDIT GRADUATION CREDIT FOR MATHEMATICS
The purpose of this course is to emphasize the use of basic geometric skills as tools in solving real-world problems. No formal proofs are required. Topics shall include, but not be limited to, properties of lines, triangles, quadrilaterals, and circles; conditions of congruence and similarity; Transformations perimeters and areas of polygons and circles; Pythagorean theorem; volume and surface area of regular solid figures; simple constructions; and the use of algebra in the solution of geometric problems.

120631001-Geometry 1.00 CREDIT BRIGHT FUTURES GRADUATION CREDIT FOR MATHEMATICS
The purpose of this course is to emphasize reasoning and logic in the discovery of relationships and skill in applying the deductive method to mathematical situations. Topics shall include, but not be limited to, logic and reasoning, the study of Euclidean geometry of lines, planes, angles, triangles, similarity, transformations congruence, geometric inequalities, polygons and circles, area and volume, and constructions.

120033001-Algebra 2 1.00 CREDIT BRIGHT FUTURES GRADUATION CREDIT FOR MATHEMATICS
The purpose of this course is to continue the study of the structure of algebra and to provide the foundation for applying these skills to other mathematical and scientific fields. Topics shall include, but not be limited to, the review and extension of the structure and properties of the real number system; relations, functions and graphs; polynomials and rational expressions; quadratic equations and inequalities; polynomial functions; rational and irrational exponents; logarithms; complex numbers; and problem solving.

120234002-Pre-Calculus 1.00 CREDIT BRIGHT FUTURES GRADUATION CREDIT FOR MATHEMATICS
The purpose of this course is to emphasize the study of functions and other skills necessary for the study of calculus. Topics shall include, but not be limited to, polynomial, rational exponential, logarithmic, and circular functions and their inversions: sequences; series; theory of limits; vectors; conic sections; polar coordinates; symbolic logic; mathematical induction; and matrix algebra.

120040001-Intensive Mathematics 1.00 CREDIT GRADUATION CREDIT FOR ELECTIVE
The purpose of this course is to enhance skills of algebra and geometry. Content shall include, but not be limited to concepts involving algebraic thinking, number sense, measurement, geometry and spatial sense, as well as data and probability.

791205001IN Math 9-12
This course is designed to provide instruction in math computation. Content shall include, but not be limited to: skills in numeration, computation, money, time, measurement, calculators, geometric shapes, fractions, decimals, and percentages. SC***Enrollment in this multiple credit course is determined by the IEP goals for each exceptional student. This course may be used for required or elective credit for a special diploma, or elective credit for a standard diploma.

Social Studies

210931001-World History 1.0 CREDIT BRIGHT FUTURES GRADUATION CREDIT FOR WORLD HISTORY
The purpose of this course is to provide students the opportunity to acquire an understanding of the chronological development of civilization by examining the political, economic, social, religious, military, dynastic, scientific, and cultural events that have affected humanity. Specific content will include, but not be limited to, an understanding of geographic-historic and time-space relationships, the use of arbitrary periodization in history, a review of prehistory, the rise of civilization and cultural universals, the development of nationalism as a global phenomenon, the origin and cause of economic systems and philosophies, the influence of major historical figures and events, and contemporary world affairs.

210031001-American History 1.0 CREDIT BRIGHT FUTURES GRADUATION CREDIT FOR AMERICAN HISTORY

The purpose of this course is to provide students with the opportunity to acquire an understanding of the chronological development of the United States by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the rise and growth of our nation. The student should gain an understanding of geographic, historic 8 time-space relationships, the synthesizing of American culture, the westward expansion of American settlements, the origin of American ideals, the American colonial experience, the American revolution & Declaration of Independence, formation of the Constitution and the federal system, the interpretive evolution of the Constitution over two centuries, sectionalism in American life, the Civil War as the solution to the states rights issue, the technological and urban transformation of the country, the evolution of American lifestyles and ideals, American foreign policy development, the development of the American economy, and contemporary domestic, and foreign issues.

210631001-American Government 0.50 CREDIT BRIGHT FUTURES GRADUATION CREDIT FOR AMERICAN GOVERNMENT

The purpose of this course is to provide students the opportunity to acquire an understanding of American government and political behavior. The content should include, but not be limited to, an analysis of those documents which shape our political traditions (the Declaration of Independence, the Constitution, and the Bill of Rights), a comparison of the roles of the three branches of government at the local, state, and national levels, an understanding of the evolving role of political parties and interest groups in determining policy, how the rights and responsibilities of citizens in a democratic state have evolved and been interpreted, and the importance of civic participation in the democratic political process.

210231001-Economics 0.50 CREDIT BRIGHT FUTURES GRADUATION CREDIT FOR ECONOMICS

The purpose of this course is to provide students the opportunity to acquire an understanding of the way society organizes limited resources to satisfy unlimited wants, the major characteristics of the mixed market economic system in the U.S. and how economic questions are answered. Major emphasis is to provide students with an understanding of the forces of the marketplace by examining the effect of their role as producer, saver, consumer, investor, resource owner, voter, and taxpayer on the system. The student will develop an understanding of roles and impact of economic wants, productive resources, scarcity 8 choices, opportunity costs and tradeoffs, economic incentives, specialization, comparative advantage, division of labor interdependence, how markets work, savings 8 investment, roles of the citizen as producer, consumer 8 decision-maker, function of government policy, money, financial institutions 8 labor, distinctions between micro and macro-economic problems and similarities/differences of other economic systems.

792101001IN Social Studies 9-12

This course is designed to develop a basic understanding of geography and government on the local, state, national and world levels. The content shall include, but not be limited to: an awareness of geography as it relates to the community, state, nation, and world; and an introduction to government and economics. SC**This course is designed for mildly handicapped exceptional students (generally SLD, EH, HI, EMH & PI). This course may be used for required or elective credit for a special diploma, or elective credit for a standard diploma.
Science

200131001-Earth/Space Science 1.00 CREDIT BRIGHT FUTURES GRADUATION CREDIT FOR SCIENCE

The purpose of this course is to provide opportunities for the student to develop concepts basic to the earth, its materials, processes, history and environment and space. Content should include, but not be limited to, formation of the universe life cycle of stars, earth-moon system, U.S. manned space program, formation of igneous, sedimentary 8 metamorphic rock, identification. Of rocks 8 minerals, divisions of earth, formations of landforms 8 basic mountain types, fundamental plate tectonics, formation of water systems, erosion, oceanography, meteorology, soil composition, geologic periods 8 fossils, and renewable 8 non-renewable energy resources. Laboratory investigations of selected topics in the content which also include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of the course.

200031001-Biology 1 1.00 CREDIT BRIGHT FUTURES GRADUATION CREDIT FOR SCIENCE

The purpose of this course is to provide exploratory experiences, laboratory experiences, and real-life applications in the biological sciences. The content should include, but not be limited to the following: the nature of science; matter, energy, and chemical process of life; cell biology, reproduction and communication; genetic principles, diversity, and biotechnology; levels of organization, classification, and taxonomy; structure, function, and reproduction of plants, animals, and microorganisms; behavior of organisms; interdependence of organisms, humans, and the environment; biological selection, adaptations, and changes through time; agriculture, food, and medical technologies, and biological careers. Laboratory investigations, which include the use of scientific research, measurement, laboratory technologies, and safety procedures are an integral part of this course.

200331001-Physical Science 1.00 CREDIT BRIGHT FUTURES GRADUATION CREDIT FOR SCIENCE

The purpose of this course is to provide students with a quantitative investigative study of the introductory concepts of physics and chemistry. The content should include, but not be limited to, dynamics, classification and interaction of matter, periodic table, forms of energy, electricity and magnetism, chemical interactions, nuclear reactions, and career opportunities in physical science. Laboratory investigations of selected topics in the content which also include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of this course.

200334001-Chemistry 1 1.00 CREDIT BRIGHT FUTURES GRADUATION CREDIT FOR SCIENCE

The purpose of this course is to provide students with the study of the composition, properties and changes associated with matter. The content should include, but not be limited to, classification and structure of matter, atomic theory, periodic table, bonding, chemical formulas, chemical reactions and balanced equations, behavior of gases, physical and chemical changes, acids, bases, and salts, energy associated with physical and chemical changes, stoichiometry, equilibrium, and introduction to thermochemistry. Laboratory investigations of selected topics in the content which also include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of the course.

200030002-Intensive Science 1.00 CREDIT GRADUATION CREDIT FOR SCIENCE

The purpose of this course is to enable students to develop science skills and concepts through remedial instructions and practice. The content should include, but not be limited to, the following:

- Science content that has been identified by screening and individual diagnosis of each student's need for remedial instruction and specified in his/her Academic Improvement Plan (AIP)
- Critical thinking, problem solving, and test-taking skills and strategies
This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. The course requirements are designed for a one-credit course. This course may be repeated by a student as needed; if repeated, the required level of Student proficiency should increase.

200240001-Integrated Science 1 1.0 CREDIT BRIGHT FUTURES GRADUATION CREDIT FOR SCIENCE

This is the first course of a three-course series that also includes Integrated Science II and Integrated Science III. The integrated science course series develops comprehensive concepts in science in an integrated and spiraling curriculum. The purpose of this course is to provide opportunities to continue investigating the major theories and ideas associated with biological, earth and space, and physical sciences in a way that is relevant and useful. This course continues developing abilities to do scientific inquiry and developing understandings of the history and nature of science and its interactions with society. This series addresses all of the standards required at the high school level. Laboratory investigations, which include the use of scientific research, measurement, laboratory technologies, and safety procedures are an integral part of this course. This course precludes earning credit in Earth/Space Science.

792001001IN Science 9-12

This course is designed to provide a general knowledge of the concepts of life and the physical world. The content shall include, but not be limited to: the study of plants and animals, the human body, the food chain, ecology, geography and geology of the earth, climate and weather, and the solar system. SC***This course is designed for mildly handicapped exceptional students (generally SLD, EH, HI, EMH, & PI). This course may be used for required or elective credit for a special diploma, or elective credit for a standard diploma.

Physical Education/Health

150130001-Personal Fitness 0.50 CREDIT GRADUATION CREDIT FOR PHYSICAL EDUCATION

The purpose of this course is to provide students with opportunities to develop an individual optimal level of physical fitness, acquire knowledge of physical fitness concepts, and acquire knowledge of the significance of lifestyle on one's health and fitness. The content should include, but not be limited to, knowledge of the importance of physical fitness, assessment of the health related components of physical fitness, knowledge of health problems associated with inadequate fitness levels, knowledge and application of biomechanical and physiological principles to improve and maintain the health related components of physical fitness, knowledge of safety practices associated with physical fitness, knowledge of psychological values of physical fitness including stress management, knowledge of sound nutritional practices, and consumer issues related to physical fitness.

150139001-Comprehensive Fitness 0.50 CREDIT GRADUATION CREDIT FOR PHYSICAL EDUCATION

The purpose of this course is to: (a) acquire knowledge and concepts of fitness, (b) design a personal fitness program, and (c) improve health-related fitness. The content should include, but not be limited to the following:
- safety practices
- assessment of health-related fitness
- development of a fitness program
- facts and fallacies
- consumer issues
- fitness activities
080030001 - Health 1 - Life Management Skills 0.50 CREDIT GRADUATION CREDIT FOR LIFE MANAGEMENT

The purpose of this course is to provide students with opportunities to develop and enhance critical life management skills necessary to make sound decisions and take positive actions for healthy and effective living. Specific content shall include, but not be limited to, positive emotional development; communication, interpersonal and coping skills; responsible decision-making and planning; nutrition and weight management; substance use and misuse, including the hazards of smoking; knowledge and skills needed to be a wise consumer; community resources; personal money management; performance of one-rescuer cardiopulmonary resuscitation (CPR) and first aid for obstructed airway. This course will include materials on HIV/AIDS; human sexuality and pregnancy prevention.

Electives

240030001 - Leadership Skills Development and Techniques 1.00 CREDIT GRADUATION CREDIT FOR ELECTIVE

The purpose of this course is to teach leadership skills, parliamentary procedure, problem solving/decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building and other group processes. The content should include, but not be limited to, study in self understanding and development in such areas as goal setting, self-actualization and assertiveness, and the study of organizational theories and management.

830161003 - Work Experience 1 1.00 CREDIT GRADUATION CREDIT FOR PRACTICAL ART

This course is designed to meet the minimum student performance standards as outlined in the program. Students first entering the program begin with this course if in grades 9 or 10. Special note: this is an alternative education course for students classified on the "at-risk" profile. Students must concurrently enroll in Work Experience-OJT, C8301650JT)

830162003 - Work Experience 2 1.00 CREDIT GRADUATION CREDIT FOR PRACTICAL ART

This course is designed for the second year returning work experience student if in grades 9 or 10. Special note: students must concurrently enroll in Work Experience-OJT, #8301650JT. Special note: this is an alternative education course for students classified on the "at-risk" profile.

830163003 - Work Experience 3 1.00 CREDIT GRADUATION CREDIT FOR PRACTICAL ART

This course is designed for the third year returning work experience student that has completed Work Experience 1 and 2. Special note: students must concurrently enroll in Work Experience-OJT, 88301650JT. This is an alternative education course for students classified on the "at-risk" profile. Volunteer placements without pay must be approved by the district's program instructional supervisor.

830164003 - Work Experience 4 1.00 CREDIT GRADUATION CREDIT FOR PRACTICAL ART

This course is designed for the fourth year returning work experience student that has completed Work Experience 1, 2 and 3. Special note: students must concurrently enroll in Work Experience-OJT, 883016500JT. This is an alternative education course for students classified on the "at-risk" profile. Volunteer placements without pay must be approved by the district's program instructional supervisor.

8301650J2 - Work Experience-OJT 1.00 CREDIT GRADUATION CREDIT FOR PRACTICAL ART

This course is designed to provide occupational experiences through part-time on the job experience to expose the student to a variety of planned, paid, and volunteer learning experiences in the market place.
The work experience program teacher locates desirable and safe on the job training stations, and visits the homes and work-sites of the students periodically.

820033011-Computer and Business Skills /Level 2 0.50 CREDIT GRADUATION CREDIT FOR PRACTICAL ART

This course is designed to introduce students to the basic skills and foundations required for today's business environments. Emphasis is placed in developing proficiency with touch keyboarding and fundamental computer applications using databases, spreadsheets, presentation application, and the integration of these programs using software that meets industry standards.

820032011-Keyboarding and Business Skills /Level 2 0.50 CREDIT GRADUATION CREDIT FOR PRACTICAL ART

This course is designed to provide a basic overview of current business and information systems and trends and to introduce students to the basics and foundations required for today's business environments. Emphasis is placed on developing proficiency with touch keyboarding and fundamental word processing applications, so that they may be used as communications tools for enhancing personal and work place proficiency in an information-based society.

010434001-Drawing 1 0.50 CREDIT GRADUATION CREDIT FOR PERFORMING ARTS

The purpose of this course is to give students an understanding of drawing. The content should include, but not be limited to, perception and response to qualities of art found in drawings of artists, past and present; study of works of art made by both students and professionals; the production of drawings with specific intent and expressive quality; the history of drawings for identification of ways in which reality is represented on a flat surface in different times and cultures; and development and justification of judgments about the aesthetic merit and qualities of drawings.

010432001-Drawing and Painting 1 1.00 CREDIT GRADUATION CREDIT FOR PERFORMING ARTS

The purpose of this course is to give students an understanding of design and composition in drawing and painting. The content should include, but not be limited to, study of composition in drawing, painting, and design, including its symbolic use in aesthetic expression; the function of line and mass in visual terms perception and response to the formal qualities and expressive content in a particular work of art; expression of in-depth conceptions about art and artists; production of works that show an in-depth understanding of design and composition; history of art as it relates to understanding of design and composition; and development and justification of judgments of the aesthetic merit and qualities of selected drawings and paintings. This course also includes development of a critical approach to painting in terms of color use: expressiveness, symbolism, emotional and aesthetic design, and spatial treatments.

010433001-Drawing and Painting 2 1.00 CREDIT GRADUATION CREDIT FOR PERFORMING ARTS

The purpose of this course is to provide experience and skill development in design, composition, techniques, and media. The content should include, but not be limited to, in-depth study of intellectual and creative approaches to techniques; investigation of media; significance of drawing and painting in art; the contributions of outstanding artists, present and past; perception and response to the formal qualities and expressive content in selected drawings and paintings; valuing and understanding of the functions of drawing and painting in society; production of drawings and paintings with selected composition, subject matter, expressive quality, or expressive content; knowledge about the history of drawings and paintings and their relationship to other processes and periods; the criteria for making judgments about the aesthetic merit and qualities of selected drawings and paintings; generation of creative ideas, problem-solving, and planning for personal expression; and exploration of art career possibilities.

791039001IN Life Skills Communication 9-12
This course is designed to provide instruction in basic functional oral and written communication skills. The content shall include, but not be limited to: basic skills in grammar, listening and speaking, writing, reading, forms completion, and spelling. SC***Enrollment in this multiple course is determined by the IEP goals for each exceptional student. This course may be used for required or elective credit for a special diploma or elective credit for standard diploma.

**Business Education**

170037001-Critical Thinking and Study Skills 0.50 CREDIT GRADUATION CREDIT FOR ELECTIVE

Major concepts/content: the purpose of this course is to provide the foundation for and practice of good study habits and to develop the skills needed to process information, complete assignments accurately and perform well on tests. The content should include, but not be limited to, note taking, time management, test taking techniques, organizational skills, listening skills and critical thinking skills.

170038001-Career Research and Decision Making 0.50 CREDIT GRADUATION CREDIT FOR ELECTIVE

The purpose of this course is to enable students to develop decision-making and self-assessment skills, make informed career choices, and successfully plan for college or a career pathway. The content should include, but not be limited to, the following: decision making, self-assessment, sources of educational and career information, occupational fields and educational requirements, sources of educational financial assistance, education and career planning.

820902001-Computing for College and Careers 1.00 CREDIT GRADUATION CREDIT FOR PRACTICAL ART

This course is designed to provide a basic overview of current business and information systems and trends and to introduce students to the basics and foundations required for today's business environments. Emphasis is placed on developing proficiency with touch keyboarding and fundamental computer applications, so that they may be used as communication tools for enhancing personal and work place proficiency in an information-based society. This also includes proficiency with computers using databases, spreadsheets, presentation applications, and the integration of these programs using software that meets industry standards. After successful completion of this course, student will have met Occupational Completion Point - Data Code A, General Office Clerk (Information Technology Assistant) - OES 55321, SOC Code 43-4000.

792133001 Career Education 9-12

This course is designed to provide an understanding of preparations necessary for entering the world of work. The content shall include, but not be limited to: community awareness, career exploration, career choices, and skills and attitudes essential for job acquisition and maintenance. SC***This course is designed for mildly handicapped exceptional students (generally SLD, EH, HI, EMH & PI). This course may be used for required or elective credit for a special diploma, or elective credit for a standard diploma.