



# Curriculum Bulletin 2022-2023

**Mater Lakes Academy  
17300 N.W. 87<sup>th</sup> Avenue  
Miami, FL 33015**

*A Miami-Dade County Public Charter School*

Dear Students and Parents,

This Curriculum Bulletin is a guide for you and your parents to assist in making the best decisions about your High School and Middle School course selection process. Information concerning required and elective courses, promotion and graduation requirements, testing procedures and many special opportunities are also included. Making informed decisions for a specific course of study will provide you a solid foundation for your future career paths.

The decisions you make in selecting courses will greatly influence your future, whether you continue your formal education or enter the world of work upon graduation. Parents are encouraged to assist their children in choosing the appropriate courses.

School counselors will meet with students individually to create an academic plan and ensure all promotion and graduation requirements are met. If you have questions regarding the course selection process the school's staff stands ready and eager to assist. We challenge each of you to take the most rigorous course of study offered to best meet your future educational and career goals.

Best wishes for success as you establish high goals and continually challenge yourself to be prepared for a wonderful and rewarding future.

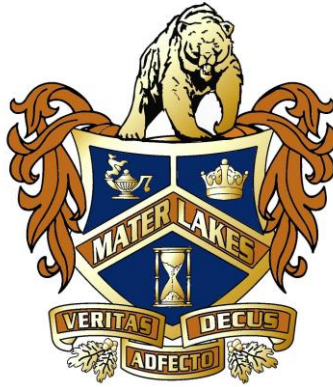
Sincerely,



A handwritten signature in blue ink that reads "Rene Roviroso". The signature is fluid and cursive, with a horizontal line underneath.

Rene Roviroso

Principal



## Home of the Bears

### Vision Statement of Mater Academy Inc.

**M**ater provides a safe learning environment where

**A**cademics are facilitated by

**T**eachers, administrators, parents, and the community which

**Enables** students to become confident, self-directed learners in a technologically-rich college preparatory environment through

**R**igor, Relevance and Relationships.

### Mission Statement

**The Mission of the District is:** Mater provides exemplary educational choices by offering an innovative college preparatory curriculum; empowering confident leaders of tomorrow.

## **ACADEMICS**

The curriculum is designed to serve students of all levels. All students will have access to every opportunity our teachers and administration can provide to accelerate their academic progress. Students who wish to pursue an advanced academic program will be provided with Gifted, Honors, Pre-AP (MS), and Advanced Placement (HS) courses. Students will also be given opportunities to enroll in Dual Enrollment classes. All students at the school will be encouraged to maximize their academic potential by taking the most rigorous program they can handle.

### **6<sup>th</sup> – 8<sup>th</sup> Grade Students**

The recommended course of study for all middle grade students will include three years of language arts, mathematics, science and social studies; required courses in physical education, career and education planning and recommended electives.

### **9<sup>th</sup> – 12<sup>th</sup> Grade Students**

The recommended course of study for all students will include four years of language arts, mathematics, science, and social studies; at least two years of a foreign language, a semester of a virtual class, the required courses in performing arts, physical education and personal fitness, and additional electives to complete the requirements to earn a high school diploma.

## **ACADEMIC PROGRESS**

Students need to have a minimum Grade Point Average (GPA) of 2.0, unweighted, to graduate from high school in the State of Florida. Also, this is the minimum requirement for participation in sports and activities. As part of our code of excellence, we will enforce more strict rules. Any student failing to achieve this minimum requirement at the end of any nine week period will be placed on Academic Probation. The parents will be required to attend an Academic Improvement Plan meeting (AIP). Parents and students are responsible for the implementation of all aspects of the plan. If there is proof of non-compliance with the requirements of the AIP, it will be considered a breach of contract between Mater Lakes Academy Preparatory School and the Parents.

## **ACADEMIC PLACEMENT**

One of our responsibilities includes the proper class placement of each student. We utilize an individualized approach for the proper placement of the students. We consider test scores, academic history and both state and district requirements.

## **SUMMER READING, WRITING, & FSA/EOC SUMMER CORSE WORK**

The purpose of the summer assignments is to combat the summer learning loss that affects students. Summer work helps students maintain academic and higher order thinking skills. It allows students to continue to learn, read, and write over the summer.

Students will read required grade-level books during the summer and complete a reading assignment

, as well as completing work that will help prepare for FSA and EOC success. Students will be given an assessment of the summer reading in the first two weeks of the new school year.

\*Much of the information in this booklet is taken directly from the 2022-2023 *Miami-Dade County Curriculum Bulletin* to ensure accuracy of academic, promotion, and graduation standards.

## **Middle School Information**

### **6<sup>th</sup> – 8<sup>th</sup> GRADE PROMOTION AND PLACEMENT**

At Mater Lakes Academy, we want our students to achieve high standards. Our students will take and pass three years of Language Arts, Social Studies, Science and Mathematics. Within our model, there are several strands infused that will give students the options to explore areas of the arts and high academic courses that will lead to earning high school credits while enrolled in middle school. Through our various partnerships, we will offer our students all the opportunities to explore these options while providing a first class education.

To decide whether students have met the minimum level of achievement required in the M-DCPS Competency Based Curriculum (CBC) 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.

Each student's performance is carefully observed throughout the school year to determine if achievement levels are being met. In order to increase rigor and relevance, 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 on July 1, 2006.

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 time frame. 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 courses, the student will retake the failed course. The middle school course recovery option can be delivered in either a computer-based or traditional classroom instructional model or a combination thereof.
- Students in Grades 6 and 7, who pass 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 5 courses are retained in the same grade, interventions are continued, and progress must be monitored as specified in the school-wide AIP. Prior to a recommendation for a second retention, a student is to be referred to a School Support Team (SST) for consideration of placement in an alternative program or initiation of the comprehensive SST collaboration process.

### **ELL Students**

Language Arts Through ESOL instructional time for English Language Learners (ELL) students must be equal to the time non-ELL students are required to participate in the regular English language arts/reading program. The courses M/J Language Arts (1, 2, and 3) Through ESOL mirror the course

descriptions for regular middle school Language Arts. In addition, all secondary ELL students, i.e., ESOL Levels I-IV are required to take a second period of Developmental Language Arts through ESOL.

Retention of an ELL student requires the review and recommendation of the ELL committee. Retention of a student with disabilities who is also ELL requires the review and recommendation of the IEP team.

## **Required Program of Study**

### **Required Annual Courses for Students in Middle Grades**

- It is required that all students in the middle grades receive instruction in the state and district grade level objectives and competencies approved in mathematics, language arts/ESOL, social studies, 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 ELL students. 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.
  - Civics is one of the required courses. The Civics course includes the roles and responsibilities of federal, state, and local governments, the structures and functions of the legislative, executive, and judicial branches of government, and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States. It is offered in 7th grade. A student's score on the statewide standardized Civics EOC examination will constitute 30% of the Civics final course grade.
  - A middle school course which incorporates career and education planning. At a minimum, the course must be Internet-based, easy to use, and customizable to each student, including students with disabilities, and include research-based assessments to assist students in determining educational and career options and goals. In addition, the course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; and must emphasize technology or the application of technology in career fields. The career and education planning course must inform students of high school graduation requirements, including a detailed explanation of the diploma designation options provided under Section 1003.4285, F.S.; high school assessments and college entrance test requirements; Florida Bright Futures Scholarship Program requirements; state university and Florida College system institution admission requirements; available opportunities to earn college credit in high school, including Advanced Placement courses; dual enrollment, including career dual enrollment; and career

education courses, including career-themed courses, and courses that lead to industry certification.

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

GRADE	LANGUAGE ARTS*	MATH	SOCIAL SCIENCE	SCIENCE	READING	PHYS ED	ELECTIVES	TOTAL
6	1	1	1	1	1	0.5	1.5	7
7	1	1	1	1	1	0.5	1.5	7
8	1	1	1	1	1		2	7

- \* M/J Language Arts Through ESOL as appropriate. All ELL students are required to take an ESOL course. The M/J Developmental Language Through ESOL course will count as an elective credit.

### Language Arts/Reading/Mathematics Instruction

All Mater Lakes 6<sup>th</sup>-8<sup>th</sup> grade students are enrolled in a Reading Class in addition to their Language Arts classes. This combination provides opportunity for those students to strengthen their reading and writing skills which are critical to continued success in Middle School, High School, and beyond.

Students scoring at Levels 1 and 2 on the most recent administration of FSA reading are to be enrolled in M/J Intensive Reading in addition to their required M/J Language Arts in grade 8. All FSA Level 1 and 2 students are required to be enrolled in an Intensive Reading or Intensive Reading Plus course with the exception of ELL students who are required to enroll in an M/J Developmental Language Arts through ESOL course.

### Elective Courses

In sixth grade all of our students are enrolled in a set schedule of courses which we feel provides a strong academic transition from elementary school to middle school. Sixth grade has the choice of one elective along with taking Health/PE and Reading as electives.

Seventh graders take a schedule of four core courses (Language Arts, Math, Science, and Social Studies) plus Reading and PE/Computer Applications therefore having room for one elective choice in their schedule. The exception would be students who need to recover a course in sixth grade for which credit was not earned.

Eighth graders have room for two electives along with a Reading/Critical Thinking elective in their schedule provided no earlier courses need to be recovered.

ELL students are allowed only two elective courses since one elective is the required M/J Developmental Language Arts through ESOL.

## **Pre-Advanced Placement Program**

The Pre-Advanced placement (Pre-AP) program at Mater Lakes Academy is a program which gives students an opportunity to be a part of an enthusiastic community of students who are excited about post-secondary educational experience. The courses that are offered are advanced courses designed to challenge and motivate students to understand rigorous content. Pre-AP middle school courses are designed to prepare students for high school Advanced Placement (AP) courses.

- **Students must meet the following eligibility criteria for both the Pre-AP and AP Program:**
  - Pass the FSA with a 4 or higher
  - Must have a grade of “B” or higher in previous academic courses (i.e. English, Math, Science, etc.)
  - Have permission from the high school counselor and administrator
  - Must maintain a grade of “B” or higher in their Pre-AP courses. If a student earns a “C” or lower in any one Pre-AP course he/she will not be allowed to continue the Pre-AP Program
  
- **Pre-Advanced Placement Courses**
  - **PRE-AP ENGLISH PROGRAM (all 6<sup>th</sup>-8<sup>th</sup> grade levels)**

Students will become skilled readers in a variety of literature and become skilled writers. Reading and writing should make students aware of the interactions among ideas, voice, word choice, sentence structure and etc. Please contact the Guidance Department for further details.
  - **PRE-AP SOCIAL STUDIES PROGRAM (all 6<sup>th</sup>-8<sup>th</sup> grade levels)**

Students will have a more rigorous academic experience with an emphasis on history, geography, Civil War, culture and life today. Please contact the Guidance Department for further details.
  - **PRE-AP SCIENCE PROGRAM (all 6<sup>th</sup>-8<sup>th</sup> grade levels)**

Students will learn and study the human body system as well as the cell structure. Students will be performing numerous hands-on labs. Studies throughout the course will include purposeful observation and forming hypothesis. They will be required to go further in depth with their research and be held to more rigorous standards as they develop and conduct their experiments. Please contact the Guidance Department for further details.

## **Gifted Program**

Students identified as Gifted will be enrolled in Social Studies Gifted Classes. Gifted student's educational plans (EP) will reflect acceleration and flexible grouping in their identified priority educational need.

## **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 which will be applied toward the total credits needed for graduation 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.



Credit may be earned in the courses listed below:

- Algebra I Honors
- Geometry Honors
- Algebra II Honors
- Physical Science
- Biology Honors
- Foreign Language I and above

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](http://www.ncaa.org) or with the athletic director at the student's school.

### Summary - Promotion and Placement Requirements in the Middle Grades

End of Grade	Courses Passed	Status
6	All courses passed	Promoted to Grade 7 Regular 7th grade student
6	5-6 Courses Passed Must pass language arts* or mathematics and at least 4 other courses	7th Grade Student Placed in grade 7 and scheduled to repeat courses not passed as appropriate
6	Less than 5 Courses Passed in Grade 6	Retained 6th Grade Student
7	14 Cumulative Courses Passed 7 courses passed in grade 6 and 7 courses passed in grade 7	Promoted to Grade 8 Regular 8th grade student
7	10-13 Cumulative Courses Passed 5-6 courses passed in grade 6 including language arts*, mathematics, science, and social studies 5-6 courses passed in grade 7 including 7th grade language arts* or mathematics, science or social studies, and/or the career and education planning course, unless incorporated in other courses	8th Grade Student Placed in grade 8 and scheduled to repeat courses not passed as appropriate
7	8-9 Cumulative Courses Passed	Retained 7th Grade Student
8	18-21 Cumulative Courses Passed Must pass 3 courses each in language arts*, mathematics, science, and social studies, including a course which incorporates career and education planning, and 5 additional courses	Promoted to Grade 9
8	17 or Fewer Courses Passed	Retained 8th Grade Student

## High School Graduation Programs

High school graduation requirements for Miami-Dade County Public Schools are established by the Florida Legislature, the Florida Board of Education, and The School Board of Miami-Dade County. From one school year to the next, the requirements may be amended by any one of these three entities and it is important that students and their parents are aware of any changes that may affect them. Your school counselor has the information relative to the graduation requirements in force when you entered ninth grade. Graduation requirements are outlined later in this document and in the District's Student Progression Plan, also updated annually after the legislative session.

Receipt of a standard high school diploma requires successful completion of 24 credits. The 24 credits include 16 core academic credits and eight elective credits. Core requirements consist of four credits in English/Language Arts and four credits in mathematics; three credits each of science and social science; one credit of fine and performing arts; and one credit of physical education with the integration of health education. At least one semester within the 24 credits must be completed through online learning. A high school level online course taken in grades 6- 8 fulfills this requirement. The required credits may be earned through equivalent, applied, or integrated courses or career education courses as defined including work-related internships approved by the State Board of Education and identified in the Course Code Directory.

In addition to earning the required 24 credits, a student must participate in and pass any statewide, standardized assessments required for a standard high school diploma or earn identified concordant scores or comparative scores, as applicable, for the cohort year in which they entered ninth grade.

The Florida Department of Education's High School Graduation charts, found herein represent the current Florida graduation requirements for each graduating cohort group.

Please note that these requirements may be revised, pending legislative changes during the 2018 legislative session.

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](http://www.ncaa.org) or with the athletic director at the student's school.

In order to graduate, a student who has selected the four-year, 24-credit standard program, must demonstrate mastery of the Florida Standards and complete a community service project. In order to be designated as a 10<sup>th</sup> grade student, a 9<sup>th</sup> 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 11 grade student, a 10<sup>th</sup> 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 12<sup>th</sup> grade student, an 11<sup>th</sup> 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 students who entered grade nine in the 2011-2012 school year or later at least one semester within the 24 credits required must be completed through online learning to meet the digital learning graduation requirement. An online course taken during grades 6 through 8 fulfills this requirement. This requirement may be met through an online course offered by the high school, or an online dual enrollment course, offered pursuant to a district inter-institutional articulation agreement. A student, who is enrolled in a full-time or part-time virtual instruction program, meets this requirement.

<b>24 CREDIT OPTION</b>	
<b>ENGLISH/ESOL</b>	4 credits (major concentration in composition, reading for information, and literature)
<b>MATHEMATICS</b>	4 credits (Algebra 1, Geometry, and two courses at the Algebra 2 level or higher)
<b>SCIENCE*</b>	4 credits (Physical Science, Biology 1, Chemistry, and one course from the following: Physics, Anatomy and Physiology, Marine Science or Environmental Science)
<b>SOCIAL STUDIES</b>	4 credits (1 credit World History, 1 credit in Psychology, Law Studies or International Relations, 1 credit United States History, 0.5 credit United States Government, and 0.5 credit Economics)
<b>WORLD LANGUAGES</b>	2 credits (2 consecutive courses of a foreign language credit is required for admission to state universities and for Bright Futures)
<b>PERFORMING/ FINE ARTS OR PRACTICAL ARTS</b>	1 credit in performing/ fine arts, speech and debate, or practical arts (eligible courses are listed in the Course Code Directory)
<b>PHYSICAL EDUCATION/ HEALTH</b>	1 credit (0.5 personal fitness 0.5 physical education elective)
<b>ELECTIVES</b>	4 credits
<b>GRADE POINT AVERAGE (GPA)</b>	Cumulative GPA of 2.0 on a 4.0 scale
<b>MINIMUM GRADE TO EARN COURSE CREDIT</b>	D
<b>ANTICIPATED TIME TO COMPLETION</b>	4 years
<b>TESTING</b>	Students must earn a passing score on the FSA Reading graduation test and applicable EOC test(s).
<b>COMMUNITY SERVICE</b>	Required (see Explanatory Notes chart)
<b>DIGITAL LEARNING</b>	Within the 24 credits, at least one online course is required

**EXPLANATORY NOTES**

<b>ENGLISH/ LANGUAGE ARTS</b>	<p>English 1, 2, 3, and 4 or English 1-4 Through ESOL are required to meet the English/Language Arts graduation requirement. This requirement applies to both graduation options.</p> <ul style="list-style-type: none"> <li>• It should be noted that grade 8th, 9th and 10<sup>th</sup> grade students who scored at Levels 1 and 2 on the most recent administration of the FSA ELA assessment, as well as grade 11 and 12 re-takers, will be required to take an Intensive Reading course in lieu of an elective and in addition to the required English course.</li> <li>• ELLs scoring at Levels 1 and 2 on the most recent administration of FSA ELA are to be enrolled in a Developmental Language Arts Through ESOL course which will count as elective credit and it is taken in lieu of an Intensive Reading course.</li> <li>• The District's K-12 CRRP requires each school to conduct a screening and diagnostic procedure 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).</li> </ul>
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<b>MATHEMATICS</b>	<p>For the 24 credit option, students who entered 9th grade in 2007-2008 and thereafter must earn 4 credits of mathematics to graduate. A four-year sequence includes Algebra 1, Geometry, Algebra 2, and one more Mathematics class. Students earning two of the required credits for graduation in middle school may be required by the high school principal to take a minimum of 3 credits in high school.</p> <p>Mathematics requirements:</p> <ul style="list-style-type: none"> <li>For students entering grade 9 in 2012-2013 and thereafter, 4 credits in mathematics are required, 3 of which must include Algebra 1, Geometry and Algebra 2. For Algebra 1 students must pass the EOC to receive course credit. Students who have taken but not passed the Algebra 1 EOC will be placed in an Algebra 1 Recovery course.</li> </ul>
<b>SCIENCE</b>	<p>For students selecting any one of the two graduation options 3 credits are required. The three-year sequence includes: Physical Science, Biology 1, Chemistry, and one course from the following: Physics, Anatomy and Physiology, Marine Science, Environmental Science. Additionally:</p> <ul style="list-style-type: none"> <li>For students entering grade 9 in 2011-2012 and thereafter Biology 1 is a graduation requirement including the Biology 1 EOC requirement. The EOC score will comprise 30% of the student's final grade in the Biology 1 course.</li> </ul>
<b>SOCIAL SCIENCE</b>	<p>Regardless of the date of entry into grade 9, or graduation option chosen, the required courses include: World History – 1 credit, United States History – 1 credit, United States Government – 0.5 credit, and Economics – 0.5 credit. In addition, students must earn 1 more credit in an elective Social Studies course.</p>
<b>PERFORMING/FINE ARTS/PRACTICAL ARTS/CAREER AND TECHNICAL EDUCATION</b>	<p>Students in the 24 credit option who entered 9<sup>th</sup> grade prior to 2007-2008 and thereafter, must earn 1 credit in performing/fine arts or an approved practical art (see details in Graduation Options chart above). Students enrolled in the college preparatory program or the career preparatory program need not meet any requirement in this area.</p>
<b>PHYSICAL EDUCATION</b>	<p>For students who entered 9<sup>th</sup> 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 will 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 will 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. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan.</p>
<b>ELECTIVES</b>	<p>For students entering 9<sup>th</sup> grade in 2010-2011 and thereafter, in the 24 credit option, 8 elective credits are required in sequential courses in a CTE program. For students enrolled in the College Preparatory program, at least 6 of the 18 credits must be completed in courses that include dual enrollment, Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, or are specifically listed as rigorous by the Florida Department of Education. Honors courses are not included in these 6 credits.</p>

<b>COMMUNITY SERVICE</b>	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 9 <sup>th</sup> grade. However, one of the requirements for the Florida Bright Futures Scholarship Program's Academic Scholars Award is 100 hours of community service, 75 hours for the Medallion Scholars Award, and 30 hours for the Gold Seal Vocational Award.
<b>DIGITAL LEARNING</b>	Beginning with students who entered grade 9 in the 2011-2012 school year and thereafter, at least one online semester must be taken in order to graduate. This requirement shall be met through an online course offered by the high school, the Florida Virtual School, or an online dual enrollment course. The requirement may also be met if the student takes an online course in grades 6 through 8.

## HIGH SCHOOL DIPLOMAS / CERTIFICATES

The Miami-Dade County School Board provides for the awarding of a standard diploma, a certificate of completion, a Superintendent's Diploma of Distinction, an 18 credit ACCEL option, an International Baccalaureate diploma, or an Advanced International Certificate of Education.

### Standard Diploma

The purpose of the standard diploma is to certify that the student has met all District and State standards for graduation. A standard diploma will be awarded to graduates if the student has earned the required 24 credits and attained a cumulative grade point average of 2.0 on a 4.0 scale. Also, students must pass the statewide standardized assessments or attain the concordant and/or comparative examination scores, applicable to the cohort year when the student entered 9th grade. 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.

### Standard Diploma Designations

Students who meet District and State criteria for a standard high school diploma may also earn one or both of the diploma designations, Scholar and/or Merit. The following designations are in addition to the standard high school diploma program requirements:

- Scholar Designation: Students entering grade 9 in the 2014-2015 school year and thereafter:
  - EOCs: Pass the Algebra 1 EOC. Geometry, Algebra II, Biology, and US History EOC count as 30% of a student's final grade in the course.
  - Earn 1 credit each in the following courses: Algebra 2; statistics or an equally rigorous mathematics course; chemistry or physics; a course equally rigorous to chemistry or physics; 2 credits in the same world language, and at least 1 credit in AP, IB, AICE, or dual enrollment.
  - A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student takes the respective AP, IB or AICE assessment; and earns the minimum score.
  
- Merit Designation: Students entering grade 9 in the 2011-2012 school year and thereafter:
  - Attain one or more industry certifications from the list established per 1003.492, F.S.

### Students with Disabilities and Scholar and/or Merit Designations

A student with a disability is eligible for a Scholar and/or Merit diploma designation and the student should have access to enroll in the required courses or programs. The Student's IEP must include a statement of

intent to pursue a standard high school diploma and a Scholar and/or Merit designation, as determined by the student's parent.

## **Superintendent's Diploma of Distinction**

This diploma will be awarded to students who meet the requirements of a standard diploma and complete an academically rigorous course of study. The requirements include at least four Honors, Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Dual enrollment, 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."

## **Florida Seal of Biliteracy Requirements**

The Florida Seal of Biliteracy Program is established to recognize a high school graduate who has attained a high level of competency in listening, speaking, reading, and writing in one or more foreign languages in addition to English by the award of a silver or gold seal on a standard high school diploma.

The Florida Gold Seal of Biliteracy is awarded to a student who has earned a standard high school diploma and who has satisfied one of the following criteria for eligibility:

- Has earned four (4) foreign language course credits in the same foreign language with a cumulative 3.0 grade point average or higher on a 4.0 scale and level 4 or higher on the grade 10 English Language Arts (ELA) Florida Standards Assessment (FSA);
- Has earned a score or performance level on any of the state approved examinations. Information on the specific examinations can be found at [diplomapathways.dadeschools.net](http://diplomapathways.dadeschools.net).
- Has satisfied alternative requirements as determined by the State Board of Education.

The Florida Silver Seal of Biliteracy is awarded to a student who has earned a standard high school diploma and who has satisfied one of the following criteria for eligibility:

- Has earned four (4) foreign language course credits in the same foreign language with a cumulative 3.0 grade point average or higher on a 4.0 scale;
- Has earned a score or performance level on any of the state approved examinations. Information on the specific examinations can be found at [diplomapathways.dadeschools.net](http://diplomapathways.dadeschools.net);
- Has satisfied alternative requirements as determined by the State Board of Education.

## **AP Capstone Diploma**

Students who earn a 3 or above in Advanced Placement (AP) Seminar, and Advanced Placement (AP) Research, and on four additional AP Examinations of their choosing shall receive an AP Capstone Diploma.

## **Certificate of Completion**

A student who earns the required 24 credits, or the required 18 credits under Academically Challenging Curriculum to Enhance Learning (ACCEL) option, as per 1002.3105, F.S., but fails to earn passing scores on the state-approved graduation test or achieve a 2.0 GPA shall be awarded a certificate of completion in a form prescribed by the State Board of Education. However, a student who is otherwise entitled to a certificate of completion may elect to remain in high school either as a full-time student or a part-time student for up to 1 additional year and receive special instruction designed to remedy his or her identified deficiencies.

## Diploma Options for Students with Disabilities

Students with disabilities may declare intent to graduate from high school with either a standard high school diploma by meeting the same graduation requirements as all students or obtain a certificate of completion.

As of December 23, 2014, two new high school graduation options became available only to students with disabilities, per Florida Administrative Code, 6A-1.09961:

- Standard Diploma via Access Courses
- Standard Diploma via Academic and Employment-based Course

### **Standard Diploma Via Access Courses Cohorts 2014-2015 and Beyond:**

- Effective July 1, 2015, beginning with the 2014-2015 ninth grade cohorts, all students with disabilities will work toward a standard diploma.
- Students must demonstrate proficiency on Florida Standards Alternate Assessments (FSAA) in English Language Arts and Access EOCs in Access Algebra I, Access Geometry, Access Biology, and Access United States History.
- For students who do not score proficiently in the FSAA and/or Access EOCs, a portfolio of quantifiable evidence of achievement is required for the IEP Team to review for waiver consideration with parental consent.
- A student with a disability who meets the standard high school diploma requirements in this section may defer the receipt of a standard high school diploma if the student:
- Has an individual education plan that prescribes special education, transition planning, transition services, or related services through age 21; and
- Is enrolled in accelerated college credit instruction pursuant to **Florida Statute Section 1007.27**, industry certification courses that lead to college credit, a collegiate high school program, courses necessary to satisfy the Scholar designation requirements, or a structured work-study, internship, or pre-apprenticeship program.

A student with a disability who receives a certificate of completion and has an individual education plan that prescribes special education, transition planning, transition services, or related services through 21 years of age may continue to receive the specified instruction and services.

Any waiver of the statewide, standardized assessment requirements by the individual education plan team, pursuant to **Florida Statute Section 1008.22(3)(c)**, must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided for in **Florida Statute Section 1003.572**.

For more information on the specific requirement of each of the diploma designations, visit [diplomapathways.dadeschools.net](http://diplomapathways.dadeschools.net).

## 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.

### **Advanced Placement (AP)**

AP is an acceleration mechanism administered by the College Board providing for college level instruction in high school. Postsecondary credit for an AP course may be awarded to students who earn a minimum of a 3 on a 5 point scale on the corresponding AP exam.

## **Career and Technical 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. M-DCPS adheres to a policy of nondiscrimination in requirements for admission to and graduation from programs offered at postsecondary area technical colleges operated by the district. The district will provide on a case-by-case basis, waivers, accommodations, and reasonable substitutions in meeting the admission and graduation requirements for students with disabilities at postsecondary area technical centers.

## **Career Pathway**

Career Pathway is a senior high school transition initiative that allows students to complete 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; earn an industry certification, earn articulated post-secondary credits at select institutions; transition on to a two-year certificate program; or pursue an associate or baccalaureate degree. Students should check with their school counselors for information and approval of Career Pathway courses.

## **Credit Acceleration Program (CAP)**

Per Florida statute, the CAP is created for the purpose of allowing a student to earn high school credit in Algebra 1, Algebra 2, Geometry, United States History, and/or Biology 1 if the student passes the EOC assessment. A student who is not enrolled in the course, or who has not completed the course, but attains a passing score on the corresponding EOC assessment will be awarded credit. The student's passing scores on the EOC may be "banked" for the accumulation of high school credit. The school district shall permit a student who is not enrolled in the course, or who has not completed the course, to take the assessment during the regular administration of the assessment.

## **Credit by Examination (CLEP)**

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. These credits are not accepted by the NCAA for athletic eligibility.

## **Dual Enrollment**

Dual enrollment is an articulated acceleration mechanism open to eligible secondary students in Florida public schools. To enroll in dual enrollment academic courses, students must demonstrate a readiness to successfully complete college-level course work and have attained a qualifying grade point average. In order to determine the high school equivalency and the high school credit awarded for postsecondary courses completed through dual enrollment, please refer to the most current Dual Enrollment Course – High School Subject Area Equivalency. The district must weigh college-level dual enrollment courses the same as Advanced Placement, International Baccalaureate, and Advanced International Certification of Education courses when grade point averages are calculated. The list of currently active and authorized courses for dual enrollment is printed in Curriculum Bulletin-I, which is published annually. All high schools must follow the Dual Enrollment master scheduling protocols established by the Office of Information Technology Services (ITS) Systems Programming in order to ensure the capturing of Dual Enrollment data for students participating in both on high school campus and off-high school campus dual enrollment courses.



## **Early Admission**

Early admission is a form of dual enrollment through which eligible secondary 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.

## **Duke TIP**

The Duke TIP program targets talented students with a variety of advanced learning options for acceleration which still in high school including above level testing and enrichment resources. Counselors can give specific guidance and information on Duke TIP opportunities.

## **Early High School Graduation**

Students may qualify for early graduation, fewer than eight semesters, if they meet specific requirements that include completing a minimum of 24 credits, achieving a cumulative grade point average of 2.0 on a 4.0 scale, and earning passing scores on all applicable state assessments meeting the graduation requirements set forth in 1003.4282 F. S. Schools shall notify parents of students who are eligible to graduate early.

# Standard Diploma Requirements

## Academic Advisement – What Students and Parents Need to Know

### What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

### What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end of course (EOC) or a comparative score.

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade<sup>+</sup>:

- Algebra 1
- Geometry
- Biology 1
- U.S. History

<sup>+</sup>Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).

### What is the difference between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

### What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 4 elective credits instead of 8
  - 2 credits in CTE courses, must result in program completion and industry certification
  - 2 credits in work-based learning programs or up to 2 elective credits, including financial literacy
- Physical Education is not required
- Fine and Performing Arts, Speech and Debate or Practical Arts is not required
- Online course is not required

### 24-Credit Standard Diploma

<b>4 Credits ELA</b>
<ul style="list-style-type: none"> <li>• ELA 1, 2, 3, 4</li> <li>• ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment courses may satisfy this requirement</li> </ul>
<b>4 Credits Mathematics*</b>
<ul style="list-style-type: none"> <li>• One of which must be Algebra 1 and one of which must be Geometry</li> <li>• Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry)</li> <li>• An identified computer science** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)</li> </ul>
<b>3 Credits Science</b>
<ul style="list-style-type: none"> <li>• One of which must be Biology 1, two of which must be equally rigorous science courses</li> <li>• Two of the three required course credits must have a laboratory component</li> <li>• Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1)</li> <li>• An identified computer science** course may substitute for up to one science credit (except for Biology 1)</li> </ul>
<b>3 Credits Social Studies</b>
<ul style="list-style-type: none"> <li>• 1 credit in World History</li> <li>• 1 credit in U.S. History</li> <li>• 0.5 credit in U.S. Government</li> <li>• 0.5 credit in Economics</li> </ul>
<b>1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*</b>
<b>1 Credit Physical Education*</b>
<ul style="list-style-type: none"> <li>• To include the integration of health</li> </ul>
<b>8 Elective Credits</b>
<b>1 Online Course</b>
<ul style="list-style-type: none"> <li>• Students must meet the state assessment requirements</li> <li>• Students must earn a 2.0 grade-point average (GPA) on a 4.0 scale for all cohort years</li> </ul>

\* Eligible courses are specified in the [Florida Course Code Directory](#).

\*\*A computer science credit may not be used to substitute for both a mathematics and science credit.

### Scholar Diploma Designation

In addition to meeting the 24-credit standard high school diploma requirements, a student must meet all of the following requirements:

- Earn 1 credit in Algebra 2 or an equally rigorous course
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC\*
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC\*
- Earn 2 credits in the same World Language
- Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course

\*A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum score to earn college credit.

### Merit Diploma Designation

- Meet the standard high school diploma requirements
- Attain one or more [industry certifications](#) from the list established (per s. 1003.492, F.S.)

#### What are the additional graduation options for students with disabilities ?

Two additional options are available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least 0.5 credit via paid employment.

#### What is the CAP?

The CAP allows a student to earn high school credit if the student passes an AP examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include:

- Algebra 1
- Geometry
- Biology 1
- U.S. History

### State University System (SUS)

Admission into Florida's public universities is competitive. Prospective students should complete a rigorous course of study in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):

- High school graduation with a standard diploma, a minimum of a 2.5 GPA, and admission test scores meeting minimum college-ready test scores per Board of Governors (BOG) Regulation 6.008
- 16 credits of approved college preparatory academic courses per BOG Regulation 6.002
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra 1 level and above)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

[State University System of Florida](#)

### The Florida College System

The 28 colleges of the Florida College System serve nearly 800,000 students. Colleges offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. Many colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma or successfully earned college credit.

[Florida College System](#)

### Career and Technical Colleges and Centers

Florida also offers students 49 accredited career and technical colleges or centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

[Career and Technical Education Directors](#)

#### Where is information on financial aid located?

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships.

[Office of Student Financial Assistance](#)

## Concordant and Comparative Scores for the Statewide, Standardized Graduation Assessments

All grade 10 students must take the Grade 10 FSA ELA and students enrolled in Algebra 1 must take the Florida EOC in Algebra 1. However, a student who does not receive a passing score on either assessment may apply a concordant/comparative score achieved on a designated college readiness assessment to meet the high school graduation test requirements per Florida Statutes § 1003.4282. New concordant and comparative scores that align with the Grade 10 FSA ELA and the FSA Algebra 1 EOC were adopted by the Florida Board of Education on May 16, 2018 and took effect on June 28, 2018.

New concordant scores required to meet graduation test requirements for students who entered grade 9 in 2018-2019 and beyond are: ACT English and Reading 18 or SAT Evidence-based Reading and Writing (EBRW) 480. The new comparative score required to meet graduation test requirements for the Florida EOC in Algebra 1, for students who entered grade 9 in 2018-2019 and beyond are: PSAT/NMSQT 430 or SAT Math 420 or ACT Math 16. Current (and earlier) high school students, those who entered grade 9 between 2010-11 and 2017-18, may meet their assessment graduation requirement(s) by using previously established scores listed in the table below, and may also use the newly adopted scores, if it is to their benefit. In addition, as defined by Rule 6A-1.09422(6)-(7), F.A.C. effective August 18, 2020, the FSA Geometry EOC Level 3 was added as a comparative score to meet the Algebra 1 graduation test requirement. Therefore, students eligible for either the FSA Algebra 1 EOC alternate passing score of 489 or the FSA Geometry EOC passing score of 492, may use the alternate passing score of 492 on the FSA Geometry EOC as an Algebra 1 EOC comparative score. This score may be applied retroactively.

The table below provides the applicable concordant and comparative scores based on cohort year as published by FDOE in the Graduation Requirements for Florida's Statewide Assessments

**Table 1: Grade 10 ELA Concordant Scores**

Grade 10 FSA ELA or Grade 10 FCAT 2.0 Reading	
<b>Available for all students who entered grade 9 in 2010-11 and beyond:</b>	
SAT Evidence-Based Reading and Writing (EBRW) <sup>1</sup>	480
ACT English and Reading subtests <sup>2</sup>	18
<b>Available only for students who entered grade 9 prior to 2018-19:</b>	
SAT EBRW	430
SAT Reading Subtest <sup>3</sup>	24
ACT Reading	19

<sup>1</sup> Administered in March 2016 or beyond. The combined score for the EBRW must come from the same administration of the Reading and Writing subtests.

<sup>2</sup> The average of the English and Reading subtests. If the average of the two subjects test scores results in a decimal (.5), the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests are not required to come from the same test administration.

<sup>3</sup> Administered in March 2016 or beyond. Students who entered grade 9 prior to 2018-19 may also use a concordant score of 430 on the SAT Critical Reading if administered prior to March 2016.

**Table 2: Algebra 1 EOC Comparative Scores**

Algebra 1 EOC (FSA or NGSSS)	
<b>Available for all students who entered grade 9 in 2010-11 and beyond:</b>	
PSAT/NMSQT Math <sup>1</sup>	430
SAT Math <sup>2</sup>	420
ACT Math	16
FSA Geometry EOC <sup>3</sup>	499
<b>Available only for students who entered grade 9 prior to 2018-19:</b>	
PERT Mathematics	97

<sup>1</sup> Administered in 2015 or beyond. Students who entered grade 9 in 2010-11 and beyond may also use a comparative score of 39 on PSAT/NMSQT Math if it was earned prior to 2015.

<sup>2</sup> Administered in March 2016 or beyond. Students who entered grade 9 in 2010-11 and beyond may also use a comparative score of 380 on SAT Math if it was earned prior to March 2016.

<sup>3</sup> Students eligible for either the FSA Algebra 1 EOC alternate passing score of 489 or the FSA Geometry EOC passing score of 492, as defined by Rule 6A-1.09422(6)-(7), F.A.C., may use the alternate passing score of 492 on the FSA Geometry EOC as an Algebra 1 EOC comparative score. See the Scholar Diploma Designation section in the document linked below for eligibility criteria.

Additional information regarding Concordant and Comparative Scores for High School Graduation Tests can be accessed at:

[Graduation Requirements for Florida's Statewide Assessment, August 2020](#)

# ADMISSION TO THE FLORIDA STATE UNIVERSITY SYSTEM

Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. Acceptance is determined by enrollment limitations and qualifications. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements:

- High school graduation with a standard diploma
- Admission test scores
- Minimum of 2.5 GPA
- 16 credits of college preparatory academic courses that include:
  - 4 English (at least 3 with substantial writing)
  - 4 Mathematics (Algebra I and higher level courses)
  - 3 Natural Science (at least 2 with substantial lab components)
  - 3 Social Science
  - 2 World Language - sequential, in the same language
  - 2 approved electives

Additional information is available at the State University System of Florida.

Florida College System: Florida's College System includes 28 state colleges that have a general open-door admissions policy for students who have a high school diploma or GED®. These institutions offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Each college has a different process for admissions. Additional information is available at The Florida College System

Florida also offers 49 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations. Additional information is available at FL-DOE Educational Contacts.

## Talented Twenty

The Talented Twenty program is part of the Governor's Equity in Education Plan. The purpose is to guarantee admission to students who succeed in their respective K-12 public schools, and to encourage students to strive for better grades and pursue rigorous academic courses. Students eligible for the Talented Twenty program are guaranteed admission, within space and fiscal limitations, to one of the twelve state universities. These students are considered a priority for the awarding of funds from the Florida Student Assistance Grant (FSAG), a need-based student assistance program. 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 are not guaranteed admission to the university of their 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
- Submit test scores (SAT or ACT) prior to enrollment in a university in the State University System.
- Met college-level preparatory testing score minimums per BOG Regulation 6.008.
- Complete all eighteen college preparatory courses as specified in State Board of Education Rule.

Additional information about the Talented Twenty Program is available through the State's Talented 20 website at: <http://www.fldoe.org/schools/family-community/activitiesprograms/talented-twenty-program/index.stml>

## **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](http://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 Florida Bright Futures Scholarship Program establishes lottery-funded scholarships for Florida high school graduates who demonstrate high academic achievement and enroll in eligible Florida public or private postsecondary institutions. All initial applicants must meet the general requirements for participation in this program and specific requirements for the individual award. To be eligible for an initial award from any of the three types of scholarships, a student must:

- Apply online and complete the Florida Financial Aid Application (FFAA) during their last year in high school (after December 1 and prior to graduation).
- Be a Florida resident and a U.S. citizen or eligible noncitizen, as determined by the student's postsecondary institution verification of Florida residency and U.S. citizenship status.
- Earn a standard Florida standard high school diploma or its equivalent.
- Be accepted by and enrolled in an eligible Florida public or independent postsecondary education institution.
- Be enrolled for at least six non-remedial semester credit hours or the equivalent.
- Not have been found guilty of, nor pled no contest to, a felony charge.
- Begin receiving funding for the award within two years of high school graduation. If enlisting directly into the military after graduation, the two-year period begins upon the date of separation from active duty.

Additional information regarding Florida's Bright Futures Scholarship Program is available at: <http://www.floridastudentfinancialaid.org/ssfad/bf/>

Please note that revisions to the Florida Bright Futures Scholarship Program are subject to change as a result of legislative action.

## 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, concordant scores for graduation requirements, and/or eligibility for scholarships. Recommended grades 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/NMSQT: Preliminary SAT (10 and optional for grades 8, 9 and 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. PERT: Postsecondary Education Readiness Test (10-12)

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, and required documentation if special accommodations are needed to participate (for example, students with IEPs or 504 Plans). This information is available in the student services office.

### The Career Technical Education/College Connection

Students completing specific Career Technical Education (CTE) programs have the opportunity to earn an industry certification credential and FREE college credits towards their Associate Degree, through a statewide or local agreement with colleges.

<http://dcte.dadeschools.net/articulationagreements.html>

The following options explain how students may maximize their high school CTE programs of study.

### Articulation Agreements - Postsecondary Credit For CTE Courses

Students enrolled in CTE programs of study in high school earn credits towards the completion of their Career Technical Certificates at area technical colleges (Miami Lakes Educational Center and Technical College, Robert Morgan Educational Center and Technical College, Lindsey Hopkins Technical College, D.A. Dorsey Technical College, George T. Baker Aviation Technical College, South Dade Technical College and the English Center). Students completing CTE programs of study may also earn credits toward an Associate of Science degree at Miami Dade College. Specifically negotiated agreements between the college and M-DCPS award students FREE college credits for CTE programs of study successfully completed in high school.

### Career Pathways

The M-DCPS Career Pathways initiative was designed to ensure a seamless transition to two-and-four year postsecondary institutions as well as to M-DCPS technical colleges. Articulation agreements are created to afford opportunities for students to earn FREE college credit and industry certifications.

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. After graduation from high school, students can continue their career-focused education at local colleges or other post-secondary institutions and earn an associate

degree or a two-year certificate. Post-secondary credits are granted through articulation agreements which may contain a dual-enrollment component.

For additional information, students should contact their school counselor or visit the Department of Career and Technical Education website at <http://dcte.dadeschools.net>

## GRADING STUDENT PERFORMANCE

By School Board directive 5410, academic grades are to reflect the student's academic progress based on the competencies/benchmarks for the grade level course in which the student is enrolled. The grade academic grades must not be based on the student's effort or conduct. 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.

In authorized semester courses, the student's final grade will be determined as follows: 50% value for each of two nine-week grading periods. A teacher may administer an assessment at the end of each nine-week grading period. The value of the assessment may not exceed 10% of the grade for each nine-week grading period; there is a provision for teacher override.

In authorized annual courses, the student's final grade will be determined as follows: 25% value for each of four nine-week grading periods. A teacher may administer an assessment at the end of each nine-week grading period. The value of the assessment may not exceed 5% of the grade for each nine-week grading period, 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 will be included in the calculation of the cumulative grade point average required for graduation. The only exception to the forgiveness policy stated above applies to middle school students who take any high school course. In this case, forgiveness can be applied to courses with a final grade of C, D, or F.

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:

Grade	Numerical Value (%)	Verbal Interpretation	Grade Point Value
A	90 - 100	Outstanding progress	4
B	80 - 89	Good progress	3
C	70 - 79	Average progress	2
D	60 - 69	Lowest acceptable progress	1
F	0 - 59	Failure	0
I	0	Incomplete	0



## 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; and
- 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.

Letter Grades	Grade Points	BONUS POINTS	
		Honors	Advanced Placement
A	4	1	2
B	3	1	2
C	2	1	1
D	1	0	0
F	0	0	0

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

## ACADEMIC RECOGNITION PROGRAM

- **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.

## **STUDENT RIGHTS AND RESPONSIBILITIES REGARDING 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.

RIGHTS	RESPONSIBILITIES
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.	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.
Students have the right to receive an academic grade that reflects their achievement.	Students have the responsibility for maintain reasonable standards of academic performance commensurate with their ability.
Students have the right to be notified when they are performing unsatisfactorily.	Students have the responsibility for making every effort to improve their performance upon receipt or notification of unsatisfactory performance.
Students have the right to receive a conduct and effort grade in each class consistent with their overall behavior and effort.	Students have the responsibility to conduct themselves in each class in ways that are conducive to the learning process.
Students have the right to achieve academic success based upon their own initiative and ability without interference from others.	Students have the responsibility to earn grades based upon their performance while guarding against cheating by other students.

\*Excerpt from the Code of Student Conduct (Secondary) can be found in School Board Policy 5500

## **ATTENDANCE POLICY\***

Parents and students are responsible for attendance which shall be required of all students during the days and hours that school is in session. Students are expected to:

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

### A. Attendance Defined

1. School Attendance - Students are to be counted in attendance only if they are actually present for at least two (2) hours 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 for at least half of the class period, 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 – A student is considered tardy if he/she is not present at the moment the school bell rings for the class assigned. Note: If a student is not present when attendance is taken but is present later in the school day, that student must be considered in attendance, but tardy, and the absence should be changed. A student who is tardy should never remain on record as being absent.
4. Early Sign-outs - 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. Reasonable Excuses for Time Missed at School

1. Personal illness of the student (medical evidence may be required by the principal for absences exceeding 5 consecutive days). 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 health care provider in order to receive excused absences from school.
2. Court appearance of the student, subpoena by law enforcement agency, or mandatory court appearance.
3. Absence due to a medical appointment requires a written statement from a health care provider indicating the date and time of the appointment and submitted to the principal.
4. An approved school activity (absences recorded, but not reported).
5. Other absences with prior approval of the principal.
6. Attendance at a center under the Department of Children and Families supervision.
7. Significant community events with prior permission of the principal. When more than one (1) school is involved, the Region Superintendent will determine the status of the absence.
8. 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.
9. Military Connected Students – M-DCPS is committed to assist students from military families and will continue to facilitate the development and implementation of policies that directly impact children of military personnel. In an effort to ease the burden of our students who have parent that may be deployed or on “Black Leave,” schools will allow up to a total of 5 days of excused absences each academic year to allow families time together.
10. Death in the immediate family.
11. School sponsored event or educational enrichment activity that is not a school-sponsored event, as determined by the principal. The student must obtain advance written permission from the principal. Examples of special events include: public functions, conferences, and regional, state, and national competitions.
12. Outdoor suspension.
13. Other individual student absences beyond the control of the parent or student, as determined and approved by the principal. The principal shall require documentation related to the situation

C. Unexcused School Absence Due To:

1. vacations, personal services, local non-school event, program, or sporting activity;
2. older students providing day care services for siblings;
3. illness of others; and
4. non-compliance of immunization requirements unless lawfully exempted.

Absences not included in the excused absences listed above shall be considered unexcused. Any student who has been absent from school will be marked unexcused absent until he/she submits the required documentation. Failure to provide the required documentation within three school days upon the return to school will result in an unexcused absence. Unexcused absences do not require that the teacher provide make-up work for the student.

A student accumulating ten (10) or more class unexcused absences in an annual course or five (5) or more class unexcused absences in a designated semester course may have quarterly, semester, and final grade(s) withheld pending an administrative screening and completion of assigned interventions by the Attendance Review Committee.

Unexcused absences shall not be grounds for suspension from school, but may result in detention or placement in existing alternative programs.

Any student who fails to attend a regularly scheduled class and has a “no excuse” for the absence should be referred to the appropriate administrator. Disciplinary action should include notification to parents.

Chronic truancy or deliberate nonattendance in excess of fifteen (15) days school days within a ninety day (90) calendar period will be sufficient grounds for withdrawal of students sixteen (16) years of age or older, who are subject to compulsory school attendance under Florida Statute 1003.21.

The student will:

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

The parent will:

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; and
4. Appear before the Attendance Review Committee at the scheduled time to provide information relating to his/her child's absences, and support the prescribed activities designated.

\*This information can be found in School Board Policy 5200

## **HOMEWORK POLICY\***

Homework is an essential part of the instructional process. Homework should provide reinforcement and extension of class instruction, and should serve as a basis for further study and preparation for future class assignments. Homework is not to be assigned as punishment. Secondary school homework assignments should recognize that more time and individual student initiative are expected in order to meet increased instructional demands. Homework assignments for exceptional students should reflect the special needs of such students.

In general, homework assignments will be completed the following day. Long-range assignments and/or special projects should provide students with the opportunity to develop and refine research and independent study skills. Teachers should review evidence periodically before the student submits a long range assignment. Students in academic classes should receive a minimum of two (2) homework assignments each week in each class. These assignments should be reflected in the students' class grade.

Students shall:

1. complete assigned homework as directed;
2. return homework to the teacher by the designated time;
3. submit homework assignments that reflect careful attention to detail and quality of work; and
4. devote 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 305-995-1600, 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>.

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 shall:

1. provide 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;
2. indicate an interest in assignments and assisting, if possible, when requested by the child, but not to include performing the work for the child;
3. support the school in the students' assigned homework;
4. request assignments for the child when short-term absences are involved;
5. assist the school in stressing the importance of reading and its benefits; and
6. assure that students read for a period of at least 30 minutes each day in addition to any other assigned homework.

\* Excerpt from School Board Policy 2330

## **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, Bylaws and Policies of the Greater Miami Athletic Conference (GMAC), and Miami-Dade County School Board Bylaws and Policies and Florida High School Athletic Association (FHSAA), Bylaws and Policies.

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, including those taken by the student before he/she begins high school. 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 first-year high school student, entering the ninth grade for the first time, is academically eligible during his/her first semester of high school attendance. The student, however, must have the cumulative 2.0 GPA at the conclusion of his/her first semester of high school attendance to be academically eligible to participate during his/her next semester of attendance.

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 upon discovery, executes and fulfills the requirements of an academic performance contract, and (b) the student sits out the semester of ineligibility; and (c) the student attends summer school, or its graded equivalent, (i.e. adult education, Florida Virtual School, etc.) between grades 9 and 10 or 10 and 11, as necessary; and (d) the student 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 an accelerated graduation program, 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 high school counselor and school athletic director 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.

## **THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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 information and education records. Under this law, parents and eligible students have the rights to: access their education records, including the right to inspect and review those records; waive their access to their education records in certain circumstances; challenge the content of education records in order to ensure that the records are not inaccurate, misleading, or otherwise a violation of privacy or other rights; ensure privacy with respect to such records and reports; and receive notice of their rights with respect to education records. Only authorized individuals having legitimate educational interest will have access to a student's education records. However, under some prescribed circumstances, personally identifiable information and education records can be disclosed to other individuals and agencies without parental consent. The Board approved a directive for implementing the provision of the Family Educational Rights and Privacy Act. Personally identifiable information is maintained in schools in a variety of forms, such as handwriting, print, computer media, video or audiotape, film, microfilm, and microfiche.

Examples are:

- date and place of birth, parent's address, and where parents can be contacted in emergencies;
- grades, test scores, courses taken, academic specializations and activities, and official letters regarding a student's status in school;
- special education records;
- disciplinary records;
- medical and health records that the school creates or collects and maintains;
- documentation of attendance, schools attended, courses taken, awards conferred, and degrees earned; and
- 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 within 30 days. In accordance with Board policy, a fee may be charged for reproduction of records, unless the imposition of that fee would effectively prevent the exercise of the right to inspect and review the education records. The parent or eligible student also has the right to request a correction of education records which he/she believes to be inaccurate or misleading. Requests are reviewed by the school principal, regional office, and/or District office and the parent or eligible student is notified of the decision(s).

## **COURSE CATALOG**

Course District ID	Course Description	Course Grade Levels
<b>Language Arts</b>		
100101001	M/J Language Arts 1	6
100102001	M/J Language Arts 1, Advanced	6
100200002	M/J Language Arts 1 Through ESOL	6
100104001	M/J Language Arts 2	7
100105001	M/J Language Arts 2, Advanced	7
100201002	M/J Language Arts 2 Through ESOL	7
100107001	M/J Language Arts 3	8
100108001	M/J Language Arts 3, Advanced	8
100202002	M/J Language Arts 3 Through ESOL	8
100131001	English 1	9
100132001	English Honors 1	9
100230002	English 1 Through ESOL	9
100134001	English 2	10
100135001	English Honors 2	10
100231002	English 2 Through ESOL	10
100137001	English 3	11
100138001	English Honors 3	11
100232002	English 3 Through ESOL	11
100140001	English 4	12
100141001	English Honors 4	12
100252002	English 4 Through ESOL	12
100142001	Advanced Placement English Language and Composition	11
100143001	Advanced Placement English Literature and Composit	12
1002181L1	M/J Developmental Language ArtsThrough ESOL (MC) 1	6, 7, 8
1002181L2	M/J Developmental Language ArtsThrough ESOL (MC) 2	6, 7, 8
1002181L3	M/J Developmental Language ArtsThrough ESOL (MC) 3	6, 7, 8
1002181L4	M/J Developmental Language ArtsThrough ESOL (MC) 4	6, 7, 8
1002381L1	Developmental Language Arts ESOL (Reading) Level 1	9, 10, 11, 12

1002381L2	Developmental Language Arts ESOL (Reading) Level 2	9, 10, 11, 12
1002381L3	Developmental Language Arts ESOL (Reading) Level 3	9, 10, 11, 12
1002381L4	Developmental Language Arts ESOL (Reading) Level 4	9, 10, 11, 12
<b>Mathematics</b>		
120501001	M/J Grade 6 Mathematics	6
120502003	M/J Grade 6 Mathematics Advanced	6
120507001	M/J Grade 8 Pre-Algebra	6
120504001	M/J Grade 7 Mathematics	7
120504001	M/J Grade 7 Mathematics	7
120507001	M/J Grade 8 Pre-Algebra- 7H	7
120032001	Algebra 1 Honors 7H	7
120507001	M/J Grade 8 Pre-Algebra	8
120507001	M/J Grade 8 Pre-Algebra	8
120031001	Algebra 1	9
120031001	Algebra 1	9
120032001	Algebra 1 Honors	9
120032001	Algebra 1 Honors 8H	8
120631001	Geometry	9, 10, 11
120632001	Geometry Honors	9, 10
120632001	Geometry Honors 8H	8
120033001	Algebra 2	9, 10, 11, 12
120034001	Algebra 2 Honors	9, 10, 11, 12
120034001	Algebra 2 Honors 8H	8
	Mathematics for College Algebra	12
120234002	Pre-Calculus Honors	9, 10, 11, 12
	Mathematics for Data and Financial Literacy	11, 12
120231001	Advanced Placement Calculus AB	10, 11, 12
120232001	Advanced Placement Calculus BC	11, 12
121032001	Advanced Placement Statistics	11, 12
MAS210312D2	DE Linear Algebra S1	12
MAC231312D3	DE Calculus III S2	12
<b>Science</b>		
200204001	M/J Comprehensive Science 1	6
200205001	M/J Comprehensive Science 1,Advanced	6
200205001	M/J Comprehensive Science 1,Advanced	6
200207001	M/J Comprehensive Science 2	7
200208001	M/J Comprehensive Science 2,Advanced	7
200332001	Physical Science Honors 7H	7
200210001	M/J Comprehensive Science 3	8
200331001	Physical Science	9



200332001	Physical Science Honors	9
200332001	Physical Science Honors 8H	8
200031001	Biology 1	9, 10, 11
200032001	Biology 1 Honors	9, 10
200032001	Biology 1 Honors 8H	8
200334001	Chemistry 1	9, 10, 11, 12
200335001	Chemistry 1 Honors	9, 10, 11
200251001	Marine Science 1 Honors	11, 12
200134003	Environmental Science	10, 11, 12
200339001	Physics 1 Honors	10, 11, 12
200248003	Forensic Science 1	10, 11, 12
200036001	Anatomy and Physiology Honors	10, 11, 12
200037001	Botany	11, 12
200034003	Advanced Placement Biology	10, 11, 12
200342101	Advanced Placement Physics 1	10, 11, 12
200343004	Advanced Placement Physics C Mechanics	11, 12
200337001	Advanced Placement Chemistry	10, 11, 12
200138001	Advanced Placement Environmental Science	11, 12
170050001	Advanced Placement Seminar Capstone	10,11
860001001	Introduction to Technology MS S1	7, 8
860002012	Exploring Technology S2	7, 8
941011002	Foundations of Robotics/Level 3	9, 10, 11
941012002	Robotic Design Essentials/Level 3	9, 10, 11, 12
941013002	Robotic Systems/Level 3	10, 11, 12
860065001	Engineering Design and Development/Level 3	10, 11, 12
860052001	Principles of Engineering/Level 3	11, 12
870811002	Principles of the Biomedical Sciences/Level 3	9, 10, 11, 12
870812002	Human Body Systems/Level 3	10, 11, 12
870813002	Medical Interventions/Level 3	11, 12
170000001	M/J Science Research 1 (Medical Detective)	8
941012002	Robotic Design Essentials/Level 3	9, 10, 11, 12
860006001	Exploration of Engineering Technology	8
860007201	Exploration of Robotics	8
<b>Social Studies</b>		
2100010G6	M/J United States History	6
2100020G6	M/J United States History, Advanced	6
2100020GG	M/J United States History, Advanced, Gifted	6
210601001	M/J Civics	7
210602001	M/J Civics, Advanced	7
210602002	M/J Civics, Advanced, Gifted	7

210901501	M/J World History and Career Planning	8
210902501	M/J World History, Advanced and Career Planning	8
210902502	M/J World History, Advanced and Career Planning, G	8
210603001	M/J Law Studies S1	8
210401001	M/J Engaged Citizenship through Service S2	8
210931001	World History	9
210932001	World History Honors	9
210932001	World History Honors (Former D58/D59)	9
210730003	Psychology 1 S1	10
210730003	Psychology 1 S2	10
210644003	International Relations S2	10, 11, 12
210330003	World Cultural Geography S1	10, 11, 12
210635003	Law Studies S1	9, 10
210638003	Legal Systems and Concepts S2	9, 10
210637501	Comprehensive Law Honors	10, 11, 12
210646801	Constitutional Law Honors	10, 11, 12
210031001	United States History	11
210032001	United States History Honors	11
210032001	United States History Honors 8H	8
210032002	United States History Honors, 8 Gifted	8
210631001	United States Government S1	12
210632001	United States Government Honors S1	12
210233501	Economics with Financial Literacy S2	12
210234501	Economics with Financial Literacy Honors S2	12
210460001	Multi-Cultural Studies	11,12
210340002	Advanced Placement Human Geography	9, 10, 11, 12
210033001	Advanced Placement United States History	11
210735002	Advanced Placement Psychology	10, 11, 12
210642001	Advanced Placement United States Government and Pol	12
210237001	Advanced Placement Macroeconomics	11, 12
210938003	Advanced Placement European History	10, 11, 12
210942003	Advanced Placement World History	10, 11, 12
010030001	Advanced Placement Art History	11, 12
210643002	Advanced Placement Comparative Government and Poli	11, 12
<b>Electives</b>		
40000001	M/J Theatre 1	7, 8
40001001	M/J Theatre 2	7, 8
40031001	Theatre 1	9, 10, 11, 12
40032001	Theatre 2	9, 10, 11, 12
40033001	Theatre 3 Honors	10, 11, 12

40034001	Theatre 4 Honors	11, 12
40031001	Theatre 1 Semester Term 2	9, 10, 11, 12
040002001	M/J Theatre 3	8
30000001	M/J Dance 1	7, 8
30001001	M/J Dance 2	7, 8
30002001	M/J Dance 3	7, 8
30040001	Dance Repertory 1	9, 10, 11, 12
30041001	Dance Repertory 2	9, 10, 11, 12
30042001	Dance Repertory 3 Honors	10, 11, 12
30043001	Dance Repertory 4 Honors	11, 12
30041001	Dance Repertory 2 Semester Term 2	9, 10, 11, 12
10101001	M/J Two-Dimensional Studio Art 1	7, 8
10102001	M/J Two-Dimensional Studio Art 2	7, 8
10131001	Two-Dimensional Studio Art 2	9, 10, 11, 12
10134001	Three-Dimensional Studio Art 2	9, 10, 11, 12
10434001	Drawing 1	9, 10, 11, 12
10437001	Painting 1	10, 11, 12
10438001	Painting 2	10, 11, 12
840511002	Early Childhood Education 1 /Level 2	9, 10
840512002	Early Childhood Education 2 /Level 2	10, 11
840513003	Early Childhood Education 3 /Level 3	11, 12
840514002	Early Childhood Education 4 /Level 3	12
850010014	Education and Training Directed Study	12
010935002	Advanced Placement Studio ArtTwo-Dimensional Desig	10, 11, 12
010430002	Advanced Placement Art-DrawingPortfolio	10, 11, 12
<b>Foreign Language</b>		
70834001	Spanish for Non Speakers 1 MS	7, 8
70835001	Spanish for Non Speakers 2 MS	8
70834001	Spanish 1 for Non Speakers HS	9, 10, 11
70835001	Spanish 2 for Non Speakers HS	9, 10, 11, 12
70836001	Spanish 3 Honors NS HS	9, 10, 11, 12
70930001	Spanish for Spanish Speakers 1 MS	7, 8
70931001	Spanish for Spanish Speakers 2 MS	8
70932001	Spanish for Spanish Speakers 3 Honors MS	8
70930001	Spanish for Spanish Speakers 1 HS	9, 10, 11
70931001	Spanish for Spanish Speakers 2 HS	9, 10, 11, 12
70932001	Spanish for Spanish Speakers 3 Honors HS	9, 10, 11, 12
70132001	French 1 MS	7, 8
70133001	French 2 MS	8
70134001	French 3 Honors	8

70132001	French 1	9, 10, 11
70133001	French 2	9, 10, 11, 12
70134001	French 3 Honors	9, 10, 11, 12
070100001	M/J French, Beginning	6
071730001	American Sign Language 1 MS	7, 8
071731001	American Sign Language 2 MS	8
071730001	American Sign Language 1 HS	9, 10, 11
071731001	American Sign Language 2 HS	9, 10, 11, 12
071731201	American Sign Language 3 HS	9, 10, 11, 12
70500001	M/J Italian, Beginning	6
70532001	Italian 1 MS	7, 8
70533001	Italian 2 MS	7, 8
70534001	Italian 3 Honors MS	8
70532001	Italian 1	9, 10, 11
70533001	Italian 2	9, 10, 11, 12
70534001	Italian 3 Honors	9, 10, 11, 12
71300001	M/J Portuguese Beginning	6
71330001	Portuguese 1 MS	7, 8
71331001	Portuguese 2 MS	7, 8
71332001	Portuguese 3 MS	8
71330001	Portuguese 1	9, 10, 11
71331001	Portuguese 2	10, 11, 12
71332001	Portuguese 3 Honors	9, 10, 11, 12
71333001	Portuguese 4 Honors	10, 11, 12
70840001	Advanced Placement-Spanish Language	9, 10, 11, 12
70841001	Advanced Placement-Spanish Literature	10, 11, 12
70138001	Advanced Placement French Language	9, 10, 11, 12
70538002	Advanced Placement Italian Language and Culture	9, 10, 11, 12
<b>Health</b>		
80000002	M/J Health Grade 6 Year S1	6
80000002	M/J Health Grade 6 Year S2	6
841710004	Health Science Anatomy & Physiology/Level 3	10,11
841717103	Emergency Medical Responder 3/Level 3	11, 12
EMS0110C1S2	Emergency Medical Technician	12
841711003	Athletic Trainer-Health Science Foundations	10, 11, 12
150249002	Care and Prevention of Athletic Injuries S1	11, 12
150247001	Recreational Activities S2	11, 12
841712003	Exercise Science/Level 3	12
<b>Intensive Reading/Math</b>		

120400007	M/J Intensive Mathematics (Grade 7)	7
120400008	M/J Intensive Mathematics (Grade 8)	8
1000412p1	Intensive Reading Grade 9 LVL1	9
1000412I1	Intensive Reading Grade 9 LVL 2	9
1000414p2	Intensive Reading Grade 10 LVL 1	10
1000414I2	Intensive Reading Grade 10 LVL 2	10
1000410T1	Intensive Reading11& 12 Grade Retakers LVL1 S1	11, 12
1000410T1	Intensive Reading11th&12th Grade Retakers S2	11, 12
1000410T2	Intensive Reading 11& 12 Grade Retakers LVL2 S1	11, 12
1000410T2	Intensive Reading 11th&12th Grade Retakers S2	11, 12
120040009	Intensive Mathematics (Grade 9 Intensive Algebra I	9
120040010	Intensive Mathematics Grade10 Int. Algebra1/Geo S1	10
120040010	Intensive Mathematics Grade10 Int. Algebra1/Geo S2	10
<b>Electives</b>		
100600001N	M/J Journalism 1	7, 8
100601001N	M/J Journalism 2	8
100630011N	Journalism 1	9, 10, 11, 12
100631011N	Journalism 2	9, 10, 11, 12
100632013N	Journalism 3 Newspaper	10, 11, 12
100633012J	Journalism 4 Newspaper (Honors)	11, 12
100633101	Journalism 5 Newspaper Honors	11, 12
826040001	Fundamentals of Telecommunications S1	8
820935001	M/J TV Production S2	8
820151001	Television Production/ Broadcasting 1	9, 10, 11, 12
820152001	Television Production/ Broadcasting 2	9, 10, 11, 12
820153001	Television Production/ Broadcasting 3	9, 10, 11, 12
100632013	Journalism 3 Yearbook	10, 11, 12
100633012	Journalism 4 Yearbook Honors	11, 12
100633101	Journalism 5 Yearbook Honors	11, 12
100633201	Journalism 6 Yearbook Honors	12
880021011	Exploration of Business	8
882711002	Marketing Essentials	9, 10, 11
882712002	Marketing Applications	10,11, 12
820052001	Computer Applications in Business 1 S1	7
820052001	Computer Applications in Business 1 S2	7
820021011	Computer Applications in Business 2 S1	8
020000002	MS Tech Team/ VILS	7, 8
020000002	M/J Computer Science Discoveries Semester Term 2	7, 8
020030501	HS Tech Team/VILS	9, 10
900345001	Coding - Programming Essentials/Level 3	8

170038001CV	Career Research and Decision Making	10, 11, 12
170038001	Career Research and Decision Making S1	10
170038001	Career Research and Decision Making S2	10
900344001	Coding - Database Essentials/Level 3	9, 10, 11, 12
20033502	Advanced Placement Computer Science Principles	9, 10, 11, 12
20032002	Advanced Placement Computer ScienceA	10, 11, 12
130200001	M/J Band 1	7, 8
130201001	M/J Band 2	7, 8
130202001	M/J Band 3	7, 8
130212001	M/J Instrumental Ensemble 2	7, 8
130230001	Band 1	9, 10, 11, 12
130231001	Band 2	9, 10, 11, 12
130232001	Band 3	9, 10, 11, 12
130233001	Band 4	9, 10, 11, 12
130234001	Band 5 Honors	11, 12
130300001	M/J Chorus 1	7, 8
130301001	M/J Chorus 2	7, 8
130330001	Chorus 1	9, 10, 11, 12
130331001	Chorus 2	9, 10, 11, 12
130332001	Chorus 3	10, 11, 12
130333001	Chorus 4	10, 11, 12
130334001	Chorus 5 Honors	11, 12
130235001	Band 6 Honors	12
130250001	Jazz Ensemble 1	9, 10, 11, 12
130251001	Jazz Ensemble 2	10, 11, 12
130252001	Jazz Ensemble 3	10, 11, 12
130253001	Jazz Ensemble 4 Honors	10, 11, 12
130132001	Guitar 1	7, 8
130107001	Guitar 2	7,8
130132001	Guitar 1	9, 10, 11, 12
130133001	Guitar 2	9, 10, 11, 12
130134001	Guitar 3	10,11,12
130103001	Keyboard 1&2	7,8
130136001	Keyboard 1	9, 10, 11, 12
130137001	Keyboard 2	9, 10, 11, 12
130033001	AP Music Theory	11,12
150800001	M/J Fitness - Grade 6 S1	6
150800001	M/J Fitness - Grade 6 S2	6
150802001	Computer Applications/M/J Team Sports - Grade7 S1	7
150802001	Computer Applications/M/J Team Sports - Grade7 S2	7

150806001	M/J Comprehensive Physical Education Grade 6/7 S1	8
150805001	M/J Individual/Dual Sports - Grade8 S2	8
150130001	Personal Fitness S1	9
150335001	Team Sports 1 S2	9
150134001	Weight Training 1 S1	10, 11
150135001	Weight Training 2 S2	10, 11
150131001	Fitness Lifestyle Design S1	10, 11, 12
150139001	Comprehensive Fitness S2	10, 11, 12
150241001	Individual and Dual Sports 1 S1	11, 12
150242001	Individual and Dual Sports 2 S2	11, 12
SLS110112DV	DE: College Success	10
SLS110112DV	DE: College Success	10
140030001	Peer Counseling 1 S1	11, 12
140031001	Peer Counseling 2 S2	11, 12
140032001	Peer Counseling 3 S1	11, 12
140033001	Peer Counseling 4 S2	11, 12
240030001	Leadership Skills Development	10,11, 12
010101001	M/J Art	6
130109001	M/J Exploring Music 1	6
<b>Reading</b>		
100001002	M/J Intensive Reading (MC) Grade 6	6
170000001	M/J Research 1, Advanced	6
100001207	M/J Intensive Reading (MC) Grade 7	7
170001001	M/J Research 2, Advanced	7
1000014p8	M/J Intensive Reading (MC) Grade 8	8
100001408	M/J Intensive Reading (MC) Grade 8	8
170002001	M/J Research 3, Advanced	8
170010001	M/J Critical Thinking, ProblemSolving, S1	8
170010001	M/J Critical Thinking, ProblemSolving, S2	8

### **Specific Elective Descriptions**

**Intro to Technology-** The purpose of this program is to provide students with a foundation of knowledge and technically oriented experiences in the study of applications of technology and its effect upon our lives and the choosing of an occupation.

**Foundations of Robotics, Robotic Design Essential, Robotic Systems, Engineering Design, Principles of Engineering-** School of Science Elective Career Track

**Medical Research for MS, Principles of Biomedical Science, Human Body Systems, Medical Interventions-** PLTW School of Science Elective Career Track Certified Biotechnician

**International Relations-**The purpose of this course is to develop the skills for problem solving in international studies. An analysis of how governments conduct foreign policy as well as the role that international organizations play in promoting world peace will be included.

**Law Studies for MS/HS-**The purpose of this course is to provide students the opportunity to acquire an understanding of the American legal process.

**Comprehensive Law-** The primary content for the course pertains to the study of the components and processes associated with the American legal system and the comprehensive examination of the civil and criminal justice systems.

**Constitutional Law-** The purpose of this course is to enable students to understand the major and trends evidenced in United States history.

**Theatre-**The purpose of this course is to provide experiences in the study and practice of theatre arts and literature. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development.

**Dance-** The purpose of this course is to provide students in dance with opportunities to develop skills in the areas of modern, jazz, and tap dance techniques. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.



**Two-Dimensional Studio Art 2**-Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing, painting, printmaking, collage, and/or design.

**Drawing**- The purpose of this course is to give students an understanding of drawing. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination.

**Painting**- Students practice, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

**Early Childhood Program**- School of Arts Career Pathway CTE Certification

**Health I&II**- The purpose of this course is to familiarize the student with the structure and function of the human body. It is a required course for the health careers program

**Emergency Medical Responder**- The first responder is the first to arrive at the scene of an injury, but does not have the primary responsibility for treating and transporting the injured person(s). First responders may include law enforcement, life guard, fire services or basic life support non-licensed personnel who act as part of an organized emergency medical services team.

**Emergency Medical Technician**- Designed to introduce concepts and clinical skills for the EMT level and to integrate this knowledge with beginning basic life support concepts and skills. emphasis is placed on ems systems, illness and injury prevention, medical-legal issues, patient assessment, airway management and ventilation, pathophysiology, pharmacology, shock and decision making regarding appropriate interventions for identified problems.

**Foundations of Athletic Training**- The health careers core is a course that is a core of basic knowledge necessary for any health occupations career.

**Care and Prevention of Athletic Injuries**-The purpose of this course is to acquire knowledge and skills relating to the nature, prevention, care, and rehabilitation of athletic injuries for current and future recreational pursuits.

**Journalism-** The purpose of this course is to provide instruction in aspects of journalism and workshop experiences in journalistic production. The content should include, but not be limited to, instruction in recognizing and writing news for journalistic media and in developing editorials, sports articles, and feature stories. Various aspects of journalistic production may be taught through workshop experiences and/or simulations.

**Television Production Technology-** Covers safety, lighting tasks, the use of television production equipment, scriptwriting, collaboration, research, and audio and video recording and editing.

**Computer Applications 2-** Second level course to follow the computer applications course from 7<sup>th</sup> grade. Digital Tool Certification in Microsoft.

**VILS-** Tech Elective Course

**Exploration of Marketing, Marketing Essentials-**This is a beginning course to prepare students for employment in a wide range of activities that direct the flow of goods and services, including their appropriate utilization, from the producer to the consumer or user.

**Band-**The purpose of this course is to provide students with opportunities to develop musicianship skills in band and instrumental ensembles. The content should include, but not be limited to, enabling students to develop fundamental skills in characteristic tone production, band performance techniques, musical literacy, and music appreciation.

**Jazz Ensemble-** The purpose of this course is to provide students with an introduction to styles and idiomatic performance techniques of representative contemporary popular music and jazz literature.

**Guitar-** The purpose of this course is to provide students with introductory experiences on the guitar in performance skills and interpretation of simple notation.

**Keyboard-** The purpose of this course is to provide students with introductory experiences on the keyboard in performance skills and interpretation of simple notation.

**AP Capstone Seminar-** In this foundational course, students develop and strengthen analytic and inquiry skills, exploring two to four relevant issues chosen by the student and/or teacher. Students learn to consider an issue from multiple perspectives, evaluate the strength of an

argument, and make logical, fact-based decisions.

**Peer Counseling-** The purpose of this course is to provide students with an understanding of the elements of communication and group processes. Content shall include, but not be limited to, such topics as listening skills, questioning skills, feedback and paraphrasing skills, non-verbal communication skills, non-judgmental response skills, and group cohesiveness.

**Leadership Skills-** 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.

**Exploring Music-** The content should include, but not be limited to, listening to music, reading about music, discussing the role of music, and acquiring necessary skills for making informed judgments about music.

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in educational programs/ activities and employment. Federal financial assistance from the Department of Education strives affirmatively to provide equal opportunity for all as required by:

**Title VI of the Civil Rights Act of 1964** – prohibits discrimination on the basis of race, color, religion or national origin.

**Title VII of the Civil Right Act of 1964**, as amended – prohibits discrimination in employment on the basis of race, color, religion, gender or national origin.

**Title IX of the Education Amendments of 1972** – prohibits discrimination on the basis of gender.

**Age of Discrimination in Employment Act of 1967 (ADEA)**, as amended – prohibits discrimination on the basis of age with respect to individuals who are at least 40.

**The Equal Pay Act of 1963**, as amended – prohibits sex discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

**Section 504 of the Rehabilitation Act of 1973** – prohibits discrimination against the disabled.

**American with Disabilities Act of 1990 (ADA)** – prohibits discrimination against individuals with disabilities in employment, public service, public accommodation and telecommunications.

**The Family and Medical Leave Act of 1993 (FMLA)** – requires covered employers to provide up to 12 weeks of unpaid, job protected leave to “eligible” employees for certain family and medical reasons.

**The Pregnancy Discrimination Act of 1978** – prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

**Florida Educational Equity Act (FEEA)**– prohibits discrimination on the basis of race, gender, national origin, marital status or handicap against a student or employee.

**Florida Civil Rights Act of 1992** – secures for individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap or marital status.

**School Board Rules 6Gx13-5D-1.10, 6Gx13-4A-1.01 and 6Gx13-4A-1.32** – prohibit harassment and/or discrimination against a student or employee on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy, or disability.