

Curriculum Bulletin 2011-2012



**International Studies
Preparatory Academy at
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Alejandro Pérez, Principal**

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Principal's Message

Dear Parents and Students,

On behalf of the administrative team and teachers at the International Studies Preparatory Academy (ISPA), I would like to welcome you to our school. The International Studies (IS) program, the result of memoranda of understanding with the governments of France, Italy and Spain is the only program of its kind in the United States. Students pursue world language studies in addition to an academic curriculum with an international focus that addresses rigorous standards of both U.S. and European Union educational systems. In addition to the study of core subject areas in English, students receive up to three hours of instruction in and through the language of choice: French, Italian or Spanish. The goal of our school is to increase student achievement, global awareness and greater emphasis on college and international career preparation.

The Curriculum Bulletin has been prepared to inform you about the educational programs that are available at ISPA and to help you select courses for next year. The courses you select will influence future decisions that you will make regarding your post-secondary education and the focus of your professional career. The faculty and staff will assist you and your parents with the selection of appropriate courses for next year. Students enrolled at ISPA will be on a rigorous and challenging curriculum from ninth through twelfth grade. Our curriculum will continue to expand as we provide the students of ISPA greater access to Advanced Placement courses. ISPA is committed to meeting the needs of our students in order for them to become proficient in modern languages.

We are confident that the courses available will provide a positive educational experience for our students and we look forward to working with you and your child in the upcoming year. Thank you for your support and involvement in your child's education.

Welcome to ISPA!

Alejandro Pérez, Principal



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Vision

International Studies Preparatory Academy (ISPA) will be a model for international education while creating an educational community where every student becomes responsible citizens, lifelong learners and contributors to a global society. ISPA will foster a sense of communal responsibility and solidarity through the celebration of culture, language and diversity.

Mission

Our mission is to prepare the students to meet the challenges of the 21st century through the development of their academic and social development, their linguistic capacity, cultural appreciation and international and global awareness. The students of ISPA will move forward ready to meet human demands of post-secondary education taking with them the power of two languages.

To fulfill this mission, we envision ISPA as:

- Developing an exemplary center of teaching and learning of modern languages.
- Promoting international understanding.
- Connecting to the global community through its diverse student body and faculty.
- Rich in intellectual stimulation and motivation for exploration.
- Achieving high educational standards and nurturing life-long learners through the growth of their intellectual powers.
- A rigorous comprehensive curriculum which prepares young people for the next phase of their education.

INTERNATIONAL STUDIES PREPARATORY ACADEMY (ISPA)

International Studies (IS)

The International Studies (IS) program is the result of memoranda of understanding with the governments of France, Italy and Spain and is the only program of its kind in the United States. Students pursue world language studies in addition to an academic curriculum with an international focus that addresses rigorous standards of both United States and European Union educational systems. In addition to the study of core subject areas in English, students receive up to three hours of instruction in the modern language: **French, Italian or Spanish**. Students pursue studies in literature, history and geography taught in the modern language and are encouraged



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to work at the highest levels in Honors and Advanced Placement (AP) courses taught in English. Dual enrollment will be available to allow high school students to earn college credits while attending ISPA. This program offers students the opportunity to receive dual recognition of their studies, a US high school diploma and the equivalent diploma from the European country. When students graduate from ISPA, they leave not only with a solid educational foundation but they will also take with them a genuine understanding and respect for differences, both cultural and academic.

Students participate in one of three modern language academies:

French, Italian or Spanish

Emphasis on Educational Reform

International Studies is a school which implements a variety of strategies to ensure student success. Our spiraled dual-language curriculum builds upon the foundation, skills, and knowledge of the preceding grade, emphasizes high academic performance in all disciplines, and incorporates higher order thinking skills in each academic area. This school emphasizes the need for ongoing collaboration and communication among staff that fosters constructive conversation and planning. The school implements a block schedule model that allows departments to have a common planning time. This time is used to review the curriculum maps developed during the summer, analyze and interpret data, and adjust instruction to meet the needs of the students.

Parent Involvement

International Studies believes that a high level of parental involvement brings the family unit closer together and strengthens the home-school connection. Parents are informed of classroom activities, schedules, and assignments through a monthly calendar. The parent resource center provides families valuable information ranging from home-learning support strategies to adult self-help programs. Additionally, the Educational Excellence Advisory Committee (EESAC) provides school-wide support from the community, business, students, families and faculty. The Parent Teacher Student Association (PTSA) raises funds to support students' needs.

Community Participation

The Educational Excellence School Advisory Committee (EESAC) consists of teachers, administrators, students, parents, and community liaisons working collaboratively. The council discusses school issues, advises on policies, and serves as the decision making body for the School Improvement Plan (SIP).



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HIGH SCHOOL GRADUATION PROGRAMS

The Secondary School Redesign Act, also known as the “A++ Plan for Education,” was initially passed by the Florida Legislature and signed into law by the Governor to become effective on July 1, 2006 and was amended by the Legislature in the 2010 session. The provisions of this law include academic course requirements at the middle school level to better prepare middle school students for senior high school.

Also, in order to increase the rigor and relevance of the senior high school experience and to prepare high school students for college and the workplace, the high school instructional program was changed significantly.

Ninth graders who entered high school in the 2007-2008 school year and thereafter, are required to earn 16 core academic credits and eight elective credits in order to graduate with a high school diploma. Core requirements consist of four credits in English and mathematics; three credits of science and social science; one credit of fine and performing arts; and one credit of physical education with the integration of health education. The amended Secondary School Redesign Act increased the rigor of mathematics and science requirements and also revised the assessment procedures used to assess student performance. Currently, there are five options for high school graduation and earning a diploma, two of which are accelerated options. Students and their parents may select from one of the five options, although if the student and his/her parents do not select a graduation option, the student will be considered to have selected the four-year, 24-credit standard program. In order to graduate all five options require students to earn a passing score on the Grade 10 Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Reading test, earn a specific grade point average (GPA) on a 4.0 scale, and successfully complete the required courses listed in the chart entitled 2011-2012 Graduation Requirements.

The graduation options are as follows:

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

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

1. The requirements, advantages, and disadvantages of each graduation option are to be explained to the student and his/her parents.
2. A signed parental consent form (FM-6911) must be submitted to the principal and school counselor to enroll in either one of the accelerated programs.

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

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



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

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

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

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

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

For a student enrolled in either one of the two accelerated graduation programs, the student must earn at least five credits by the end of grade 9 and 11 credits by the end of grade 10. Entering 9th grade students must have completed an electronic Personalized Education Plan (ePEP). The ePEP should have been initiated in middle school and reviewed and revised, if necessary, at each grade level thereafter. Students entering 9th grade without an ePEP, must complete one no later than the end of the first semester of 9th grade.



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HIGH SCHOOL GRADUATION REQUIREMENTS 2011-2012

This table represents requirements for students who entered 9th grade in the 2007-2008 through 2010- 2011 school years. In order to graduate from high school and earn a diploma, students must successfully complete the required credits, earn the required grade point average (GPA), and earn a passing score on the FCAT graduation test.

	24 CREDIT OPTION	18 CREDIT COLLEGE PREPARATORY OPTION	18 CREDIT CAREER PREPARATORY OPTION
ENGLISH/ESOL	4 credits (major concentration in composition, reading for information, and literature)	4 credits (major concentration in composition, reading for information, and literature)	4 credits (major concentration in composition, reading for information, and literature)
MATHEMATICS	4 credits (Algebra I, Geometry, & 2 courses at the Algebra II level or higher)	4 credits (Algebra I, Geometry, & 2 courses at the Algebra II level or higher)	4 credits (Algebra I, Geometry, & 2 courses at the Algebra II level or higher)
SCIENCE	3 credits (Earth/Space Science & Biology I and 1 course from the following: Chemistry, Physical Science, Physics, or Integrated Science III)	3 credits (Earth/Space Science & Biology I and 1 course from the following: Chemistry, Physical Science, Physics, or Integrated Science III)	3 credits (Earth/Space Science & Biology I and 1 course from the following: Chemistry, Physical Science, Physics, or Integrated Science III)
SOCIAL SCIENCE	3 credits (World History, United States History, United States Government & Economics)	3 credits (World History, United States History, United States Government & Economics)	3 credits (World History, United States History, United States Government & Economics)
FOREIGN LANGUAGE	Not required (foreign language credit is required for admission to state university).	2 credits in the same language or demonstrated proficiency in a second language.	Not required
PERFORMING/FINE ARTS OR PRACTICAL ARTS	1 credit in performing/fine arts or a practical arts course that incorporates artistic content and techniques of creativity, interpretation and imagination.	Not required	Not required



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PHYSICAL EDUCATION/HEALTH ELECTIVES	1 credit 8 credits	Not required 2 credits	Not required 3 credits in a single career/technical education program & 1 elective credit; or 3 credits in a single technical certificate dual enrollment & 1 elective credit, or 4 credits in career/technical education (including 3 credits in one sequential career/technical education program)
GRADE POINT AVERAGE (GPA)	2.0	3.5 (beginning with students who entered 9 th grade in 2006-2007 and thereafter, for students who entered 9 th grade prior to 2006-2007, required GPA is 3.0)	3.0
MINIMUM GRADE TO EARN COURSE CREDIT	D	B (weighted or unweighted)	3 years
ANTICIPATED TIME TO COMPLETION	4 years	3 years	3 years
TESTING	Students must earn a passing score on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that are concordant with the passing score on the FCAT (ACT or SAT)	Students must earn a passing score on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that are concordant with the passing score on the FCAT (ACT or SAT)	Students must earn a passing score on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that are concordant with the passing score on the FCAT (ACT or SAT)
COMMUNITY SERVICE	Required (see Explanatory Notes Chart)	Not required	Not required.



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1. Explanatory Notes

ENGLISH/ LANGUAGE ARTS	English I, II, III, & IV or English I-IV Through ESOL are required to meet the English/language arts graduation requirement. This requirement applies to all three graduation options. It should be noted that grade 9 and 10 students who scored at Levels 1 and 2 on the most recent administration of the FCAT reading test as well as grade 11 and 12 retakers will be required to take an intensive reading course in lieu of an elective and in addition to the required English course. ELLs scoring at Levels 1 and 2 on the most recent administration of FCAT reading are to be enrolled in a Developmental Language Through ESOL course in lieu of an intensive reading course. The district's K-12 CRRP requires each school to conduct a screening and diagnostic process to identify appropriate placement of Level 1 and Level 2 students in reading classes to be completed prior to the end of the school year. The K-12 CRRP also requires a daily double block for all students who have reading deficiencies in decoding and fluency (Intensive Reading Plus). Some high achieving FCAT Level 2 students as per the CRRP may attend either an Intensive Reading or a homogeneously grouped language arts course, in which the language arts teacher instructs the reading course, while infusing the language arts benchmarks into the course.
MATHEMATICS	For the 24 credit option for students who entered 9th grade prior to 2007-2008, 3 credits of mathematics are required to graduate; for students who entered 9th grade in 2007-2008 and thereafter, 4 credits of mathematics are required to graduate. For the 18 credit options students must earn 3 credits. A four-year sequence includes Algebra I, Geometry, Algebra II, & Advanced Topics in Mathematics. Business Math & Liberal Arts Math meet the high school graduation requirement, but do not meet the minimum entrance requirement for the Florida University System nor the Florida Bright Futures Scholarship Award. For students who entered grade 9 in 2010-2011, Algebra I and Geometry are required graduation courses. For students entering grade 9 in 2012-2013, Algebra II will be a graduation requirement. This phase in of graduation requirements also applies to students in the two accelerated options, who, beginning with those students who entered grade 9 in 2010-2011, will be required to earn 4 mathematics credits in order to graduate.
SCIENCE	For students selecting any one of the three graduation options, 3 credits are required. The three-year recommended sequence includes: Earth/Space Science, Biology I, and 1 course from the following: Chemistry, Physical Science, Physics, or Integrated Science III. Students who entered grade 8 in 2007-2008 and thereafter, must enroll in one of the required science courses in grade 11. For students entering grade 9 in 2011-2012, Biology I will be a graduation requirement. For students entering grade 9 in 2013-2014, either Chemistry or Physics or an equally rigorous science course will be required for graduation.
SOCIAL SCIENCE	Regardless of the date of entry into grade 9, for students selecting the 24 credit program and the two accelerated programs, the required courses include: World History ó 1 credit, United States History ó 1 credit, United States Government - .5 credit, and Economics - .5 credit.



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<p>PERFORMING/FINE ARTS/PRACTICAL ARTS/CAREER & TECHNICAL EDUCATION</p>	<p>For students in the 24 credit option who entered 9th grade prior to 2007-2008, they are to earn .5 credit in performing/fine arts (art, dance, theatre, music, speech, or debate) and .5 credit in practical arts (any career/technical education course or a district-approved annual computer or journalism course). It should be noted that state statute provides for three methods by which high school students enrolled in the four year, 24-credit, standard program can meet the Performing Fine Arts/Practical Arts graduation requirement. M-DCPS students are to earn 0.5 credit in Performing Fine Arts and 0.5 credit in Practical Arts. However, students transferring to M-DCPS from another Florida school district can meet the Performing Fine Arts and Practical Arts graduation requirement if they have met one of the other two methods provided in state statute, i.e., 1.0 credit in Performing Fine Arts or 1.0 credit in Practical Arts. For students in the 24 credit option who entered 9th grade in 2007-2008 and thereafter, they must earn 1 credit in performing/fine arts or approved practical arts (see details in Graduation Options chart above). Students enrolled in the college preparatory program or the career preparatory program do not have to meet any requirement in this area. Completion of two years in a Junior Reserve Officers Training Corps (J.R.O.T.C.) class, a significant component of which is drill, shall satisfy the one-credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement.</p>
<p>PHYSICAL EDUCATION</p>	<p>For students in the 24 credit option who entered 9th grade prior to 2007-2008, this requirement is met by successful completion of Personal Fitness or Adaptive Physical Education and any other approved physical education semester course. Participation in an interscholastic sport at the junior varsity or varsity level, for two full seasons, and obtaining a passing score of AC@ or higher on a competency test on personal fitness shall satisfy the one credit physical education requirement. If the student satisfies the physical education graduation requirement through the interscholastic sport option, the student must earn one additional elective credit since no credit is granted for an interscholastic junior or senior varsity sport. Completion of one semester with a grade of C or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a Junior Reserve Officers Training Corps (J.R.O.T.C.) class with a significant component of drills, shall satisfy the one-half physical education elective requirement, but the student must still complete the Personal Fitness or the Adaptive Physical Education course. For students who entered 9th grade in 2007-2008 and thereafter, this requirement is met by successful completion of Personal Fitness or Adaptive Physical Education and any other approved physical education semester course. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one credit physical education requirement if the student passes a competency test on personal fitness with a score of ðCö 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 ðCö or higher in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class shall satisfy one-half credit in physical education or one-half credit in performing/fine arts. Students must still successfully complete the Personal Fitness course or the Adaptive Physical Education course. Completion of two years of a Junior Reserve Officer Training Corps (J.R.O.T.C.) class with a significant component in drill and</p>



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	<p>taking the one-half credit Personal Fitness course or, if appropriate, the Adaptive Physical Education course shall satisfy the one-credit requirement in physical education and the one-credit requirement in performing fine arts. 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. Students who entered 9th grade prior to 2007-2008 must earn .5 credit in Life Management Skills. Students enrolled in either of the two 18 credit options are not required to taken physical education.</p>
<p>ELECTIVES</p>	<p>For students in the 24 credit option who entered 9th grade prior to 2007-2008, 8.5 elective credits are required. Students enrolled in the college preparatory are required to take 3 credits and those students in the career preparatory program are required to take 2 credits unless they select the 5-credit career/technical option. For students enrolled in either of the two accelerated programs and who entered grade 9 in 2010-2011, the number of electives for the college preparatory program has been reduced from 3 to 2. For students enrolled in the career preparatory program the number of credits has been reduced from 2 to 1, unless they select the 4-credit career/technical option. For students in the 24 credit option who entered 9th grade in 2007-2008 and thereafter, they are required to complete 8 elective credits in sequential courses in a career/technical program, fine and performing arts, or academic content areas, selected by the student as part of the student's ePEP. For students enrolled in the College Preparatory program at least six (6) of the 18 credits must be dual enrollment, Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, or Level 3 courses. Honors courses are not included in these six credits.</p>
<p>COMMUNITY SERVICE</p>	<p>For students in the 24 credit option, the completion of a community service project is an additional graduation requirement regardless of their date of entry into 9th grade. Students in either one of the 18 credit options are not required to complete a community service project. However, one of the requirements for the Florida Bright Futures Scholarship Program's Academic Scholars Award is 75 hours of community service.</p>



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ADMISSION TO THE FLORIDA STATE UNIVERSITY SYSTEM

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

TRADITIONAL REQUIREMENTS

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

If the GPA in Academic Courses is:	One of the following composite admission test scores must equal or exceed:	
HSGPA	SAT-1	ACT
2.0	1140	25
2.01	1110	24
2.2	1090	24
2.3	1060	23
2.4	1030	22
2.5	1010	21
2.6	1000	21
2.7	990	21
2.8	980	21
2.9	970	20
3.0	*	*

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

TALENTED TWENTY

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

- Be enrolled in a Florida public high school and graduate with a standard diploma.



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- Be ranked in the top 20% of the class after the posting of seventh semester grades (with validation of the eighth semester ranking) for students enrolled in the 4-year, 24-credit program. For students in either one of the two 3-year, 18-credit programs, the ranking will occur after the posting of the fifth semester grades (with validation of the sixth semester ranking).
- Take the ACT or SAT (with no minimum score required).
- Complete the eighteen college preparatory courses as specified in State Board of Education Rule. (See www.FACTS.org. for a list of these courses.)

APPLICATION FOR STATE UNIVERSITIES:

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

STUDENT PROFILE ASSESSMENT

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

FLORIDA'S BRIGHT FUTURES SCHOLARSHIP PROGRAM

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

- Be a Florida resident and a U. S. citizen or an eligible non-citizen;
- Authorize the release of eligibility information to the Florida Department of Education;
- Earn a Florida high school diploma or its equivalent from a Florida public or private high school;
- Successfully complete certain courses while attaining the grade point average specified in the scholarship type;
- Be accepted by and enroll in an eligible Florida postsecondary education program;
- Be enrolled for at least six (6) semester credit hours or the equivalent;
- Not have been found guilty of, nor pled no contest to a felony charge;
- Apply for a scholarship from the program prior to high school graduation by completing the online Florida Financial Aid Application (FFAA) for the Florida State Student Financial Assistance Database (SSFAD) at www.FloridaStudentFinancialAid.org ; and use the award within three years of high school graduation.



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	FLORIDA ACADEMIC SCHOLARS AWARD (FAS)	FLORIDA MEDALLION SCHOLARS AWARD (FMS)	FLORIDA GOLD SEAL VOCATIONAL AWARD (GSV)
<p>AWARD AMOUNT A student may receive funding for only one award (FAS, FMS, or GSV)</p>	<p>Students will receive the specified (cost per credit hour) award established by the Florida Legislature each year. Currently the award amounts are \$110 per semester hour at a four-year public or private institution, \$68 per semester hour at a two year institution (community college), \$76 per semester hour at a Florida college offering four-year degree, and \$48 per semester hour at a career/technical center. Full time students must earn 24 semester credits per academic year and students must submit a refund to the institution for any course(s) dropped or withdrawn after the drop/add period.</p>	<p>Students will receive the specified (cost per credit hour) award established by the Florida Legislature each year. Currently the award amounts are \$83 per semester hour at a four-year public or private institution, \$68 per semester hour at a two year institution (community college), \$57 per semester hour at a Florida college offering a four-year degree, and \$48 per semester hour at a career/technical center. Full time students must earn 24 semester credits per academic year and students must submit a refund to the institution for any course(s) dropped or withdrawn after the drop/add period.</p>	<p>Students will receive the specified (cost per credit hour) award established by the Florida Legislature each year. Currently the award amounts are \$83 per semester hour at a four-year public or private institution, \$52 per semester hour at a two year institution (community college), \$57 per semester hour at a Florida college offering a four-year degree, and \$48 per semester hour at a career/technical center. Full time students must earn 24 semester credits per academic year and students must submit a refund to the institution for any course(s) dropped or withdrawn after the drop/add period.</p>
<p>GRADE POINT AVERAGE (GPA) Additional weighting for more challenging, higher level courses, i.e., 1.0 credit course = .50, 0.5 credit course = 0.25</p>	<p>3.5 weighted GPA using the credits listed below, combined with the test scores and community service hours listed below: (Note: GPAs are not rounded)</p>	<p>3.0 weighted GPA using the credits listed below, combined with the test scores listed below. (Note: GPAs are not rounded)</p>	<p>3.0 weighted GPA using the 16 credits listed below for a 4-year diploma and a 3.5 unweighted GPA in a minimum of 3 career/technical job preparatory or technology education program credits in one career/technical education program). (See Other ways to Qualify for 3-year graduation options.) (Note: GPAs are not</p>



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<p>REQUIRED CREDITS See Comprehensive Course Table on Bright Futures Web site to identify courses that count toward each award level.</p>	<p>Courses must include 16 credits of college preparatory academic courses: 4 English (3 with substantial writing) 4 Math (Algebra I, geometry, and above) 3 Science(2 with substantial lab) 3 Social Science 2 Foreign Language (in the same language) May use up to 2 additional credits in the academic areas listed above and/or fine arts AP, IB, or AICE courses to raise the GPA.</p>	<p>Courses must include 16 credits of college preparatory academic courses: 4 English (3 with substantial writing) 4 Math (Algebra I, geometry, and above) 3 Science(2 with substantial lab) 3 Social Science 2 Foreign Language (in the same language) May use up to 2 additional credits in the academic areas listed above and/or fine arts AP, IB, or AICE courses to raise the GPA.</p>	<p>rounded) 16 credits required for high school graduation: 4 English 4 Math (Algebra I, geometry, and above) 3 Science (2 with substantial lab) 3 Social Science 1 Performing Fine Arts or 1 Prac1 Physical Education.</p>
<p>COMMUNITY SERVICE</p>	<p>75 hours, as approved by M-DCPS</p>	<p>Not required</p>	<p>Not required</p>
<p>TEST SCORES Sections of the SAT, ACT, or CPT from different test dates may be used to meet the test criteria. For spring eligibility evaluations, test dates through the end of January will be admissible. For summer eligibility evaluations, test dates through the end of June will be admissible. Note: High school students graduating in 2012-2013 & 2013-2014 will be required to earn higher SAT/ACT scores.</p>	<p>Best composite score of 1270 SAT Reasoning Test or 28 ACT Note: The new writing sections for both the SAT and ACT will not be used in the composite. SAT Subject Tests are not used for Bright Futures eligibility. (ACT scores are rounded up for scores with .5 and higher; SAT scores do not require rounding.)</p>	<p>Best composite score of 980 SAT Reasoning Test or 21 ACT Note: The new writing sections for both the SAT and ACT will not be used in the composite. SAT Subject Tests are not used for Bright Futures eligibility. (ACT scores are rounded up for scores with .5 and higher; SAT scores do not require rounding.)</p>	<p>Students must earn the minimum score on each section of the CPT or SAT or ACT. Sections of different test types may not be combined. CPT Reading 83 Sentence Skills 83 Algebra 72 SAT Reasoning Test Critical Thinking 440 Math 440 ACT English 17 Reading 18 Math 19</p>
<p>OTHER WAYS TO QUALIFY Initial eligibility criteria</p>	<p>National Merit or Achievement Scholars and Finalists; National Hispanic</p>	<p>National Merit or Achievement Scholars and Finalists and National</p>	<p>The other ways to qualify listed below must also include a 3.5 unweighted</p>



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<p>used in Other Ways to Qualify@ must be met by high school graduation.</p>	<p>Scholars; IB Diploma recipients; Students who have completed the IB curriculum with best composite score of 1270 SAT or 28 ACT; AICE Diploma recipients; Students who have completed the AICE curriculum with best composite score of 1270 SAT or 28 ACT; GED with best composite score of 1270 SAT or 28 ACT and a 3.5 weighted GPA in the above 15 required credits; Early Admissions with best composite score of 1270 SAT or 28 ACT and a 3.5 weighted GPA in courses completed; or 3-year college preparatory program with best composite score of 1270 SAT or 28 ACT and a 3.5 weighted GPA in the above 16 required credits.</p>	<p>Hispanic Scholars who have not completed 75 hours of community service; Students who have completed the IB curriculum with best composite score of 970 SAT or 20 ACT; AICE Diploma recipients who have not completed 75 hours of community service; Students who have completed the AICE curriculum with best composite score of 970 SAT or 20 ACT; GED with best composite score of 970 SAT or 20 ACT and a 3.0 weighted GPA in the above 16 required credits; or 3-year college preparatory program with best composite score of 980 SAT or 21 ACT and a 3.0 weighted GPA in the above 16 required credits.</p>	<p>GPA in a minimum of 3 career education credits in one career education program and minimum test scores listed above. 3-year <i>Career Preparatory</i> diploma with 3.0 weighted GPA using the 14 core credits required for graduation listed below: 4 English (3 with substantial writing) 4 Math (including Algebra I) 3 Science (2 with substantial lab) 3 Social Science; or 3-year <i>College Preparatory</i> diploma with 3.0 weighted GPA using the 16 core credits required for graduation listed below: 4 English (3 with substantial writing) 4 Math (including Algebra I) 3 Science (2 with substantial lab) 3 Social Science; 2 Foreign Language; or GED with 3.0 weighted GPA using the core credits required for the selected high school graduation program (standard, career, or college).</p>
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Additional information on the Bright Futures Scholarship Program may be obtained on the internet: www.floridastudentfinancialaid.org/ssfad/bf or you may call toll free 1-888-827-2004.



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CAREER PLANNING / COLLEGE ENTRANCE EXAMINATIONS

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

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

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

THE CAREER TECHNICAL EDUCATION/COLLEGE CONNECTION

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

ARTICULATION AGREEMENTS - POSTSECONDARY CREDIT FOR CTE COURSES

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

CAREER PATHWAYS

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

HIGH SCHOOL DIPLOMAS / CERTIFICATES

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



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STANDARD DIPLOMA

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

SUPERINTENDENT'S DIPLOMA OF DISTINCTION

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

CERTIFICATE OF COMPLETION

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

CPT – ELIGIBLE CERTIFICATE OF COMPLETION

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

SPECIAL DIPLOMA AND SPECIAL CERTIFICATE OF COMPLETION

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

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

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



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GRADING STUDENT PERFORMANCE

By School Board directive, academic grades are to reflect the student's academic progress. The determination of the specific grade a student receives must be based on the teacher's best judgment after careful consideration of all aspects of each student's performance during a grading period, including such factors as class attendance, homework, and participation. In authorized semester courses, the student's final grade shall be determined as follows: 40 percent value for each of two nine-week grading periods and 20 percent value for the final examination, with a provision for teacher override. In authorized annual courses, the student's final grade shall be determined as follows: 20 percent value for each of four nine-week grading periods, 10 percent value for the midterm exam, and 10 percent for the final exam, with a provision for teacher override. In order to pass an annual course in grades 9-12, a student must earn a minimum of 10 grade points, of which a minimum of five must be earned in the second semester. Teacher override (either up or down) can be used. For senior high school students the forgiveness policy for required courses is limited to replacing a grade of D or F with a grade of C or higher earned subsequently in the same or comparable course. The forgiveness policy for elective courses is limited to replacing a grade of D or F with a grade of C or higher earned subsequently in another course. In either situation when a student attempts forgiveness for a grade, only the new grade will be used to compute the student's GPA. Any course not replaced according to this policy shall be included in the calculation of the cumulative grade point average required for graduation. In both authorized semester courses and authorized annual courses, the criteria for grading certain students with disabilities may be modified by the Individual Educational Plan (IEP) team. The following are the academic grades used:

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



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GRADE POINT AVERAGE

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

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

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

Letter Grades	Grade Points	BONUS POINTS		
		HONORS	ADVANCED PLACEMENT	International Baccalaureate/Advanced International Certificate of Education
A	4	1	2	2
B	3	1	2	2
C	2	1	1	1
D	1	0	0	0
F	0	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.

The levels of the Academic Recognition Program are as follows:

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

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

Summa Cum Laude: the upper 5% of the graduating class using a weighted GPA.

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



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PROVISIONS FOR ACCELERATION

Students may utilize the acceleration options listed below to pursue a more challenging program of study or to accelerate entry into postsecondary institutions or vocations of their choice. In addition to the two accelerated graduation programs (the college preparatory program and the career preparatory program), there are several provisions whereby students may accelerate their graduation or take additional courses prior to graduation. These include:

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

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

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

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

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

Advanced Placement. Advanced Placement (AP) courses provide college experience to students while they are still high school students. AP programs are offered in each major academic area. Post-secondary credit for an AP course shall be awarded to students who score at least a 3 on a 5-point scale on the corresponding AP exam. A student who elects to enroll in an AP course that is



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jointly offered with a dual enrollment course may not earn postsecondary credit for that course through dual enrollment.

International Baccalaureate/Advanced International Certificate of Education/International Studies. The International Baccalaureate (IB), the Advanced International Certificate of Education (AICE), and the International Studies (IS) programs are offered in several schools for which eligible high school students earn credit toward graduation and may receive post-secondary credit at colleges and universities.

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

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

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

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

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



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Florida Virtual School Option

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

Florida Virtual Course Offerings

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

Recommended Participation Criteria for Students

- Students who are reading at or above grade level (FCAT Reading score of 3 or above).
- Students who are motivated with a previous grade of A or B in subject area.
- Students with good attendance history.
- Students who have access to a computer with Internet access after school hours.
- Students who are English Language Learners (ESOL Levels 3 and 4) may participate based on the course and English proficiency.

Notification of Parents

- FLVS does not require parent permission to register students for online classes.
- Schools will advise parents when students are enrolled in an FLVS class.
- Additional information on the use of FLVS for class size reduction can be found at: <http://curriculum.dadeschools.net>

Progress and Grade Reporting

- FLVS progress reports will be provided to parents on a monthly basis. Grades will be reported by semester.



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TIMELINE FOR IMPLEMENTATION OF THE FLORIDA SECONDARY SCHOOL REDESIGN ACT AMENDMENT

ENTERING 9 TH GRADERS 2010-2011	ENTERING 9 TH GRADERS 2011-2012	ENTERING 9 TH GRADERS 2012-2013	ENTERING 9 TH GRADERS 2013-2014
Algebra I – the EOC assessment will be 30% of the student’s grade for the course*	Algebra I – the EOC assessment must be passed in order to earn credit for the course.*	Geometry – the EOC assessment must be passed in order to earn credit for the course*	Chemistry or Physics – or an equally rigorous science course required for graduation.
Geometry – required for graduation	Geometry – the EOC assessment will be 30% of the student’s grade for the course*	Biology – the EOC assessment must be passed in order to earn credit for the course*	
	Biology I – required for graduation the EOC assessment will be 30% of the student’s grade for the course*	Algebra II – required for graduation	
Major area of interest	FCAT Science will be discontinued as the EOC assessment is implemented		
Grade 9 FCAT Mathematics will be discontinued as the EOC assessment is implemented.	Grade 10 FCAT Mathematics will be discontinued as the EOC assessment is implemented		

- These requirements will be in effect according to the above schedule for middle school students who enroll in the respective high school courses. If a student transfers into a high school, the school principal shall determine, in accordance with State Board of Education rule, whether the student must take an end-of-course assessment in a course for which the student has credit that was earned from the previous school.



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HOMEWORK POLICY*

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

Student's Responsibilities

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

NOTE: Students can receive additional help through the Homework Helpers Program, which includes the Dial-A-Teacher program, at 305-995-1600, Monday through Thursday from 5:30 P.M. to 8:30 P.M., WLRN, Channel 17. Students may also access Miami-Dade County Public Schools web page at: <http://www.dial-a-teacher.com>.

Parents' Responsibilities

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

Parents' responsibilities include:

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

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



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ATTENDANCE POLICY

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

Students are expected to:

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

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

A. Attendance Defined

1. School Attendance - Students are to be counted in attendance only if they are actually present or engaged in a school-approved educational activity which constitutes a part of the instructional program for the student.
2. Class Attendance - Students are to be counted in attendance if they are physically present in class or have been excused by the teacher on a class-related assignment, or have been requested by a member of the school support staff for an approved school activity.
3. Tardiness - It is a reasonable expectation that in order for a learning activity to take place, each student must arrive to school and class on time. Accumulated unexcused tardies will be counted toward the threshold for initiating attendance review.
4. Early Sign-outs - The early release of students causes disruption to academic performance of all students and may create safety and security concerns. No student shall be released within the final 30 minutes of the school day unless authorized by the school principal or principal's designee, e.g., emergency, sickness.

B. Absences Defined

1. Excused School and Class Absences and Tardies:
 - Student illness: students missing 5 or more consecutive days of school due to illness or injury are required to provide a written statement from a medical provider. The written statement must include all the days the student has been absent from school. If a student is continually ill and repeatedly absent from school due to a specific medical condition, he/she must be under the supervision of a physician in order to receive excused absences from school.
 - Medical appointment: If a student is absent from school because of a medical appointment, a written statement from a medical provider indicating the date and time of the appointment must be submitted to the principal.
 - Death in family.



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

2. Unexcused School Absence

Any absence that does not fall into one of the above excused absence categories is to be considered unexcused. Any student who has been absent from school will be marked unexcused absent until he/she submits the required documentation as specified above. Failure to provide the required documentation within three school days upon the return to school will result in an unexcused absence.

Unexcused absences include:

- Absences due to vacations, personal services, local non-school event, program, or sport activity.
- Absence due to older students providing day care services for siblings.
- Absences due to the illness of others. Absences due to non-compliance of immunization requirements unless lawfully exempted.

The student is expected to:

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

The parent is expected to:

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

This information is from School Board Rule 6Gx13- 5A-1.041



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ELIGIBILITY REQUIREMENTS FOR PARTICIPATION IN INTERSCHOLASTIC EXTRACURRICULAR ATHLETICS AND ACTIVITIES

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

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

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

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

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

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

If a student's eligibility is affected by an incomplete grade, the student is ineligible until the incomplete grade is removed and all eligibility requirements are met. All students participating in interscholastic athletic competition or who are candidates for an interscholastic team(s) are required to pass an annual medical evaluation and purchase the School Board's sponsored insurance program prior to engaging in any practice, tryout, or pre- or post-season physical activity associated with the student's candidacy for an interscholastic athletic team.

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

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



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STUDENT RIGHTS AND RESPONSIBILITIES* GRADES PHILOSOPHICAL BASIS:

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

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Rights:

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 right to receive an academic grade that reflects their achievement.

Students have the right to be notified when they are performing unsatisfactorily.

Students have the right to receive a conduct and effort grade in each class consistent with their overall behavior and effort.

Students have the right to achieve academic success based upon their own initiative and ability without interference

Responsibilities:

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 responsibility for maintaining reasonable standards of academic performance commensurate with their ability.

Students have the responsibility for making every effort to improve their performance upon receipt or notification of unsatisfactory performance.

Students have the responsibility to conduct themselves in each class in ways that are conducive to the learning process.

Students have the responsibility to earn grades based upon their performance while guarding against cheating by other from others. students.

(*) Excerpt from the Code of Student Conduct (Secondary)
Board Rule 6Gx13- 5D-1.08



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THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

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

Examples are:

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

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

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

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



MAGNET PROGRAMS

2011-2012

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

These programs provide unique educational experiences for students in areas of interest or special talent.

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

CAREERS AND PROFESSIONS

A variety of programs prepare senior high school students for careers and professions. These programs are tailored to maximize the understanding of any given career and profession. Students are given experiences in real-world situations to enable them to succeed in college and the workforce. Information about individual school programs in Careers & Professions can be found at:

<http://choice.dadeschools.net/ms.asp>

LIBERAL ARTS

The Liberal Arts magnet theme provides programs that prepare students to be knowledgeable citizens and empower them to meet the challenges of a rapidly changing world. The programs are dedicated to the formation of knowledge in the Humanities, Natural Sciences, and Social Sciences through the use of cutting edge technology, research, and artistic production. Academic excellence and commitment to the values of diversity, community, and collaboration and an appreciation for aesthetics distinguish the Liberal Arts Magnet schools. Each program views learning as a transformative, socially interactive process. These schools are committed to furthering the career aspirations of students by developing their intellectual powers and offering them experiences in a variety of vocational directions before they enter their chosen careers. Information about individual school programs in Liberal Arts can be found at:

<http://choice.dadeschools.net/ms.asp>

INTERNATIONAL PROGRAMS

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

INTERNATIONAL THEMES:

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

The pedagogy results in the acquisition of a second language.

The **International Baccalaureate (IB) Programme** is a highly coordinated, rigorous course of study linking Humanities, Science, Mathematics, Languages, and Community Service. Curriculum in the IB Diploma Programme incorporates



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standards that assume a high level of aptitude and achievement. The IB Diploma is highly recognized at colleges and universities throughout the country and world-wide. For more information, visit www.ibo.org.

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

International Education Programs immerse students in multicultural education with an emphasis on learning a second language. These programs which are delivered in various, successful, curricular designs prepare students to live effectively in a fast changing global society and economy. Florida senior high school students who earn the International Baccalaureate Diploma or the Cambridge AICE Diploma qualify for the Florida Bright Futures Scholarship Program. Information about individual school offerings in International Programs can be found at:

<http://choice.dadeschools.net/ms.asp>

MONTESSORI

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

<http://choice.dadeschools.net/ms.asp>

MATHEMATICS, SCIENCE, AND TECHNOLOGY

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

<http://choice.dadeschools.net/ms.asp>

VISUAL AND PERFORMING ARTS

Visual & Performing Arts talent programs provide intellectually stimulating and educationally challenging classes in the arts. Students and teachers engage in a continuous exchange with numerous opportunities to develop and showcase talents. Information about individual school programs in Visual & Performing Arts can be found at:

<http://choice.dadeschools.net/ms.asp>



Accelerated Course Matriculation Path

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve
Honors English I	Honors English II	Honors English III AP English Literature	Honors English IV AP English Literature
Honors Geometry Honors Algebra II	Honors Algebra II Honors Pre-Calculus	Honors Pre-Calculus Honors Calculus	Honors Calculus AP Statistics AP Statistics
Honors Biology Honors Chemistry	Honors Chemistry	Honors Physics AP Environmental Science AP Biology AP Chemistry	Honors Physics AP Environmental Science AP Biology AP Chemistry
Honors World History AP World History	AP European History	Honors American History AP American History AP Human Geography	Honors American Government/Economics AP American Government/Economics
International Studies Language/Literature French/Italian/Spanish IV	International Studies Language/Literature French/Italian/Spanish V	International Studies Language/Literature French/Italian/Spanish VI	International Studies Language/Literature French/Italian/Spanish VII
International Studies Humanities French/Italian/Spanish	International Studies Humanities French/Italian/Spanish	International Studies Humanities French/Italian/Spanish	International Studies Humanities French/Italian/Spanish
Elective: Physical Education Personal Fitness	Elective: Art Music Physical Education	Elective: Art/Music/Physical Ed. Spanish I Italian I French I	Elective: Art/Music/Physical Ed. Spanish II Italian II French II

This information is provided as a guide only. Student placement in courses is based on past academic performance and standardized test scores. Teacher recommendation may be required in some courses.



NINTH GRADE TRANSITION/TOOLS FOR SUCCESS

The Ninth Grade Transition/Tools for Success program is an innovative course that provides students transitioning from middle school to high school with the skills necessary to function successfully in senior high school and in post-secondary careers after graduation. This exciting curriculum will be taught throughout the student's freshman year in the required World History class at International Studies. Students will find the curriculum informative, developmental and project based, with heavy emphasis on realities students will encounter during and after high school.

The curriculum provides students with the following:

- A broad understanding of high school programs, opportunities and resources available to them.
- Test taking strategies and preparation in the areas of reading, mathematics, science and writing.
- Self-assessment in the areas of learning styles, personal strengths and limitation and career planning.
- Information on mentorship, community service and dual enrollment opportunities.
- Developing tolerance and sensitivity to others, living in multi-ethnic, multi-lingual communities.
- Information about graduation and attendance requirements.

Ninth Grade Transition/Tools for Success Curriculum

Welcome to High School	Succeeding in High School	Tools for Self-Assessment	Your Career Planning	World Class Workers	Conflict Resolution
Value of Education	FCAT Benchmarks	Learning Strengths and smartness	Post Secondary Educational Programs	Developing skills that translate into success in the workplace	Understanding anger
Code of Conduct	Dropping Out	How Do I learn	Career Preparation and planning	Identifying and Demonstrating Work Related behaviors Important to the business world.	Dealing with others
Future living Expense	Student Resources	Becoming a Good Listener	My career investigation	Importance of Teamwork in the workplace.	Tolerance
Identifying Personal and Career Goals	Evaluating the Internet as a Resource	Enhancing Education through Student involvement			Patience
Graduation Requirements- Calculating GPA's	Intensive Reading				
High School Career Preparation Plan					



Course Listings Language Arts

Course Sequence	State Code #	Name of Subject	Recommendation
A01	100131001	English 1	
A11	100132001	English I Honors	Teacher Recommendation
A21	100132002	English I Honors Gifted	Must be in Gifted Program
A02	100134001	English II	
A12	100135001	English II Honors	Teacher Recommendation
A22	100135002	English II Honors Gifted	Must be in Gifted Program
A61	100041001	Intensive Reading	FCAT Scores 1 and 2

English Language Learners (ELL)

Course Sequence	State Code #	Name of Subject	Recommendation
A61	100230002	English 1 Through ESOL	Grade 9
A62	100231002	English 2 Through ESOL	Grade 10
A66	1002238L1	Developmental Language Arts Through ESOL	Level 1 and ESOL Placement Test
A67	1002380L2	Developmental Language Arts Through ESOL	Level 2 and ESOL Placement Test



Mathematics

Course Sequence	State Code #	Name of Subject	Recommendation
B12	120631001	Geometry	Algebra I
B22	120632001	Geometry Honors	Teacher Recommendation
B32	120632002	Geometry Honors Gifted	Teacher Recommendation Must be in Gifted Program
B13	12033001	Algebra II	Geometry
B23	120034001	Algebra II Honors	Teacher Recommendation
B33	120034001	Algebra II Honors Gifted	Teacher Recommendation Must be in Gifted Program
B15	12004001	Intensive Math	Required per FCAT Scores ó must take with current math course.

Science

Course Sequence	State Code #	Name of Subject	Recommendation
C12	200031001	Biology	Earth and Space
C22	200032001	Biology Honors Lab included	Teacher Recommendation
C32	200032002	Biology Honors Gifted Lab included	Teacher Recommendation Must be in Gifted Program
C13	200334011	Chemistry Lab included	Biology Algebra I
C23	200335001	Chemistry Honors Lab included	Teacher Recommendation
C33	200335002	Chemistry Honors Gifted Lab included	Teacher Recommendation Must be in Gifted Program



Social Studies

Course Sequence	State Code #	Name of Subject	Recommendation
D11	210931001	World History	
D21	210932001	World History Honors ó Grade 9	Teacher Recommendation
D41	210942001	AP World History	Teacher Recommendation
D42	210938001	AP European History	Teacher Recommendation World History

Electives

Course Sequence	State Code #	Name of Subject	Recommendation
E02	150130001	Personal Fitness .5 Credit	
E12	150131001	Fitness Lifestyle Design .5 Credit	
E22	150134001	Beginning Weight Training	
E32	150135001	Intermediate Weight Training	
M11	130132001	Guitar I	
K11	130136001	Keyboard I	



International Studies (IS)

French Academy

Course Sequence	State Code #	Name of Subject	Recommendation
F11	071533001	French Language and Literature for International Studies 4	
F21	071534001	French Language and Literature for International Studies 5	
F31	071535001	French Language and Literature for International Studies 6	
F41	071536001	French Language and Literature for International Studies 7	
F51	070138001	AP French Language	Teacher Recommendation

Italian Academy

Course Sequence	State Code #	Name of Subject	Recommendation
I11	071561001	Italian Language and Literature for International Studies 4	
I21	071562001	Italian Language and Literature for International Studies 5	
I31	071563001	Italian Language and Literature for International Studies 6	
I41	071564001	Italian Language and Literature for International Studies 7	



Spanish Academy

Course Sequence	State Code #	Name of Subject	Recommendation
S11	071553001	Spanish Language and Literature for International Studies 4	
S21	071554001	Spanish Language and Literature for International Studies 5	
S31	071555001	Spanish Language and Literature for International Studies 6	
S41	071556001	Spanish Language and Literature for International Studies 7	
S51	070840001	AP Spanish Language	Teacher Recommendation
S61	070841001	AP Spanish Literature	Teacher Recommendation

International Studies (IS) Humanities

Course Sequence	State Code #	Name of Subject	Recommendation
H11	071430001	Foreign Language Humanities for International Studies 1	
H21	071431001	Foreign Language Humanities for International Studies 2	
H31	071432001	Foreign Language Humanities for International Studies 3	
H41	071433001	Foreign Language Humanities for International Studies 3	



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The School Board of Miami-Dade County, Florida, adheres to a policy of nondiscrimination in employment and educational programs/activities and programs and programs/activities receiving Federal financial assistance from the Department of Education, and 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 Rights Act of 1964 – as amended ó 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 Discrimination in Employment Act of 1967 – (ADEA), as amended ó prohibits discrimination on the basis of age with respect to individuals who are at least 40.

The Equal Pay Act of 1963, as amended ó 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.

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

The Family and Medical Leave Act of 1993 (FMLA) – requires covered employees to provide up to 12 weeks of unpaid, job-protected leave to ðeligibleö 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 all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

School Board Rules 6Gx13-4A-1.01, 6Gx13-4A1.32, and 6Gx13-5D1.10 ó prohibits 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.

