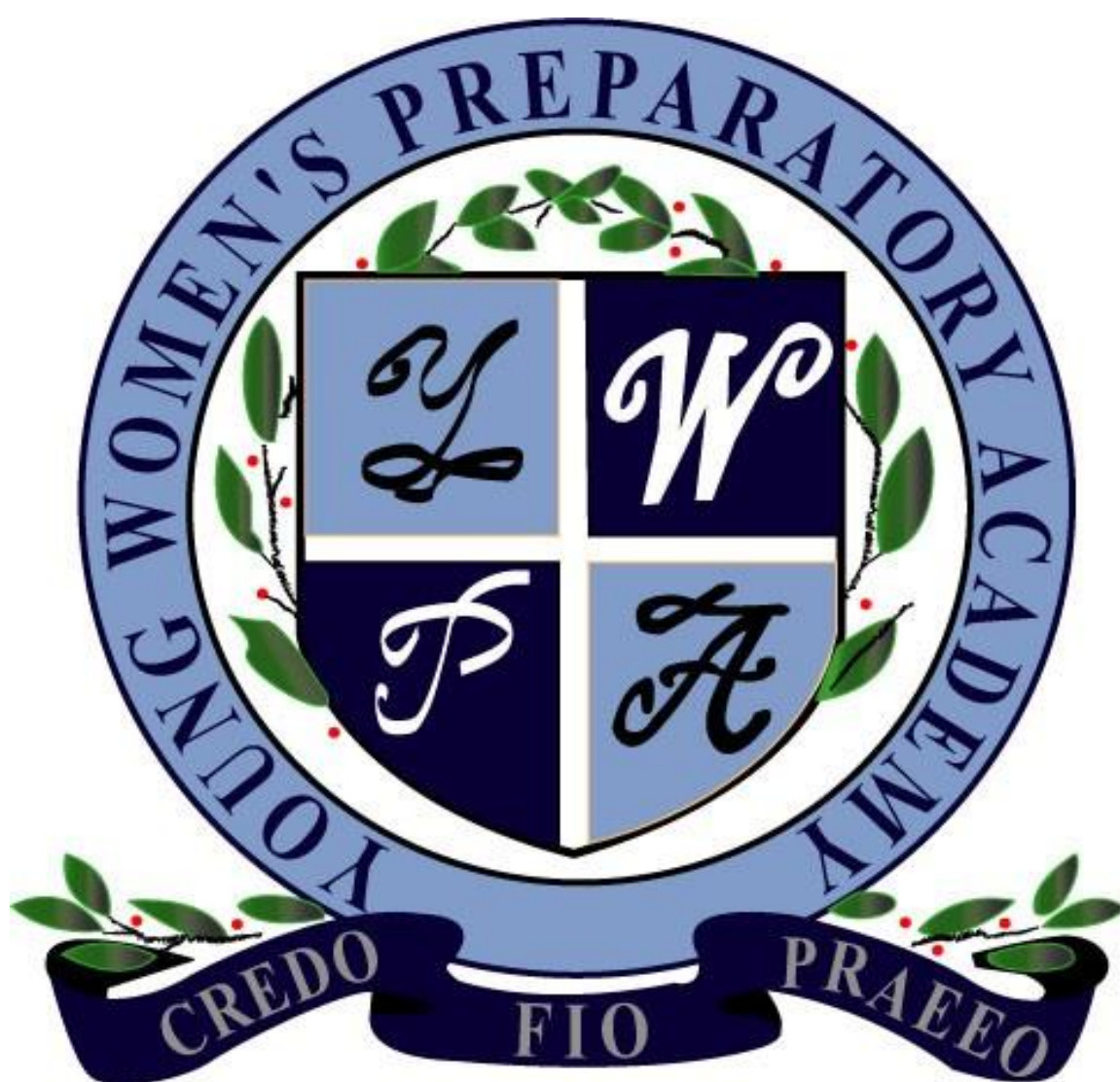


Young Women's Preparatory Academy  
High School  
2011-2012  
Curriculum Bulletin



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## **A Message from the Principal**

Dear Students and Parents/Guardians:

It is with great pleasure that I welcome you to the Young Women's Preparatory Academy, one of Miami-Dade County's newest state-of-the-art secondary schools. Students attending the Young Women's Preparatory Academy have the unique opportunity to pursue challenging academic coursework in liberal arts and advanced studies that represent the new and emerging professions of the 21<sup>st</sup> century. We believe that our young ladies will "Believe, Become, and Lead".

This Curriculum Bulletin outlines our curriculum and course offerings for the 2011-2012 school year. It was written in order to provide our students with the necessary information they need to track their graduation requirements and make educated college choices. Therefore, we recommend that students read this bulletin very carefully and include their parents in the information process. Additionally, the Curriculum Bulletin is available on the YWPA website: [www.ywpa.dadeschools.net](http://www.ywpa.dadeschools.net)

The first section presents general information about high school requirements for promotion and graduation, career and college planning, grades and grade point averages, and scholarship information.

The second section offers a list of the course descriptions and offerings by department. Please review this section carefully, as it provides you with the necessary prerequisites for each course.

I challenge each of you to take advantage of the what the Young Women's Preparatory Academy has to offer; a rich and challenging curriculum in a small learning environment, access to advanced technology, and a nurturing environment meant to foster intellectual, emotional, and social growth! We will strive to ensure our ladies develop their self-confidence, leadership skills, and sense of responsibility.

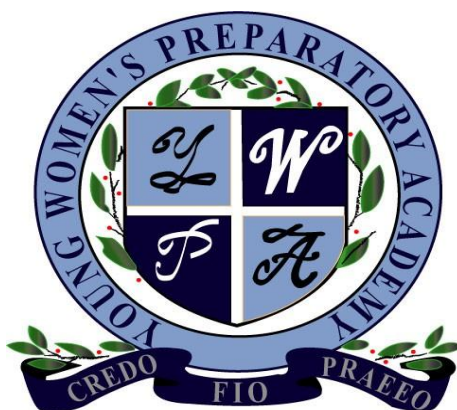
Sincerely,

Concepcion I. Martinez  
Principal

**"Believe, Become, Lead"**

# VISION

The vision of the Young Women's Preparatory Academy is to nurture, empower and educate girls during a fundamental time in their lives. We will strive to prepare our girls to be the best they can be and independently stand as intellectually advanced young women. By intentionally recruiting a diverse group of high-achieving girls, we work toward a more equitable world.



# MISSION

The Young Women's Preparatory Academy is dedicated to excellence in the education of girls and young women. Our girls will actively pursue the opportunities of a rich and challenging curriculum and develop the wisdom and courage to lead in local and global communities. Through technology, students gain access to local and worldwide resources. At all levels of a sequential and high-achieving curriculum, the school attempts to foster an environment in which students are comfortable taking intellectual risks, pursuing independent interests and exploring various approaches to learning. We strive to provide a framework for our girls to gain self-confidence, leadership skills and a sense of responsibility.

## **PROMOTION AND PLACEMENT IN THE SENIOR HIGH SCHOOL**

### **A. Academic Achievement**

The Secondary School Redesign Act, also known as the A++ Plan for Education, was passed by the Florida Legislature and signed into law by the Governor to become effective on July 1, 2006. In order to increase the rigor and relevance of the senior high school experience and to prepare high school students for college and the workplace, the high school instructional program will be changed dramatically. In addition, the Secondary School Redesign Act was amended by the Florida Legislature in 2010, increasing the rigor of mathematics and science courses required for graduation. Also, Section 1008, Florida Statutes, was amended changing the procedures to assess student performance, especially at the senior high school level. Several components of the legislation will become effective for students entering grade 9 in 2010-2011.

- Ninth graders who entered high school in the 2007-2008 school year and thereafter are required to earn 16 core academic credits and eight elective credits in order to graduate with a high school diploma. Core requirements consist of four credits in English and mathematics; three credits of science and social science; one credit of fine arts; and one credit of physical education with the integration of health.
- Entering ninth grade students must have a completed electronic Personalized Education Plan (ePEP). The ePEP should have been initiated in the 7<sup>th</sup> grade and reviewed and revised, if necessary, at each grade level thereafter. Students entering ninth grade without an ePEP, must complete one no later than the end of the first semester of ninth grade.

M-DCPS has made a commitment to ensure achievement of high academic standards by all students and to develop students so that they are able to successfully compete in the global economy by preparing students for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners, as stated in the *District Strategic Framework, 2009-2014*. Students entering the ninth grade and their parents should be active participants in planning a high school program that will assist students in reaching their goals for the future. The wide range of courses and programs available in senior high schools will enable students, simultaneously, to prepare for college admission and learn skills for employment immediately after graduation if they plan effectively.

Before a student graduates from high school, the school shall assess the Student's preparation to enter the workforce and provide the student and the Student's parent with the results of the assessment. The Florida Department of Education has determined that since the FCAT assesses certain Educational Goal 3 standards which were developed by the U. S. Secretary of Labor in the report on necessary skills for the workforce, i.e., Secretary's Commission on Achieving Necessary Skills (SCANS), the FCAT

can serve as this assessment.

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

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

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

## **B. Promotion and Placement**

Each student is required to have mastered the SSS/NGSSS, which are incorporated in the M-DCPS Pacing Guides/CBC, in order to be eligible for graduation from M-DCPS. Also incorporated into the Pacing Guides/CBC are the skills necessary to become successful participants in the workplace.

In order for a student, who is enrolled in the four-year, 24-credit program, to receive a grade 10 grade level designation, he/she shall have earned an annual credit in English/ESOL and/or an annual credit in mathematics. Additionally, the student shall have earned two or three annual credits in remaining courses for a cumulative total of four annual credits. In order for a student to receive a grade 11 designation, the student shall have earned a total of two English/ESOL credits, one mathematics credit, and one science credit **OR** one credit in English/ESOL, two mathematics credits, and one science credit and a cumulative total of 9 annual credits. In order for a



student to receive grade 12 grade level designation, he/she shall have earned a total of three English/ESOL credits, two mathematics credits, and two credits in science **OR** two credits in English/ESOL, three credits in mathematics, and two credits in science and a cumulative total of 16 credits. In order to be graduated, a student must earn a cumulative total of 24 annual credits or 18 annual credits for those students selecting an accelerated graduation option and have met all state/School Board approved graduation requirements.

## **GRADES 9-12 GRADE LEVEL PROMOTION REQUIREMENTS**

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

\* English Through ESOL as appropriate.

For each student enrolled in either one of the three-year, 18-credit graduation programs, the student must earn 5 credits by the end of grade 9 and earn 11 credits by the end of grade 10. Students enrolled in the three year accelerated graduation programs are to be classified as ninth, tenth, and eleventh grade students. However, a student who has selected an accelerated program must be allowed to participate during his/her third year in all activities traditionally provided for graduating students, including Talented 20 and Bright Futures.

There are mechanisms which make it possible for students to benefit from the advantages of a semester system without the disadvantages of major rescheduling at mid-year or mid-year promotions and graduation. (See Appendix E)

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

For each student who does not meet performance levels in reading, writing, mathematics and/or science, the school, in consultation with the student's parent, must implement a school-wide PMP to assist the student in meeting state and district levels for proficiency. Each plan must include provision for intensive remedial instruction through one or more of the following activities: Extended school day (before or after) programs, tutorial programs, Saturday class, referral to the School Support Team and/or suspension of instruction in elective courses. Response to Intervention (RtI) requirements are referenced on pages 53-54 and are applicable to students at all grade levels.

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

Schools that want to offer block schedules or that want to combine two courses into one block of time may not meet the 135 hour requirement. Any school that offers a block schedule or that combines courses may do so without a waiver if:

- Performance-based criteria are in place for awarding credit to those students who progress through course standards in less than the 135 hours; and
- Procedures are in place to amend a school master schedule to 135 hours of instruction for students who may need the additional time to meet the course requirements.

### **C. High School Graduation Programs**

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

The graduation options are as follows:

1. A four-year, 24-credit standard program;
2. An International Baccalaureate program;
3. An Advanced International Certificate of Education program;

4. A three-year, 18-credit college preparatory program; and
5. A three-year, 18-credit career preparatory program.

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

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

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

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

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

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

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

- Exercises his/her right to change to the four-year, 24-credit standard program.
- Fails to earn 5 credits by the end of grade 9 or fails to earn 11

- credits by the end of grade 10.
- Does not achieve a score of 3 or higher on the grade 10 FCAT Writing assessment.
- By the end of grade 11 does not meet the course requirements, does not attain the required GPA, and does not earn passing scores on the FCAT graduation test or scores on a standardized test that are concordant with passing scores on the FCAT, if applicable.

#### **D. Requirements for Graduation**

The following chart represents the requirements for students who entered 9<sup>th</sup> grade in 2010-2011 and thereafter. For requirements for those students who entered 9<sup>th</sup> grade prior to the 2007-2008 school year refer to the chart below titled Explanatory Notes. In order to graduate from high school and earn a diploma, students must successfully complete the required credits, earn the required grade point average (GPA), and earn a passing score on the Florida Comprehensive Assessment Test (FCAT) graduation test.

The following chart represents the requirements for students who entered 9<sup>th</sup> grade in 2010-2011 and thereafter. For requirements for those students who entered 9<sup>th</sup> grade prior to the 2007-2008 school year refer to the chart below titled Explanatory Notes. In order to graduate from high school and earn a diploma, students must successfully complete the required credits, earn the required grade point average (GPA), and earn a passing score on the Florida Comprehensive Assessment Test (FCAT) graduation test.

##### **1. Graduation Options For Students Who Entered Grade 9 In 2010-2011\***

	<b>24 CREDIT OPTION</b>	<b>18 CREDIT COLLEGE PREPARATORY OPTION</b>	<b>18 CREDIT CAREER PREPARATORY OPTION</b>
<b>ENGLISH/ESOL</b>	4 credits (major concentration in composition & literature and reading for information)	4 credits (major concentration in composition & literature and reading for information)	4 credits (major concentration in composition & literature and reading for information)
<b>MATHEMATICS</b>	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)
<b>SCIENCE</b>	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)
<b>SOCIAL SCIENCE</b>	3 credits (World History, United States History,	3 credits (World History, United States History,	3 credits (World History, United States History,

	United States Government, & Economics)	United States Government, & Economics)	United States Government, & Economics)
<b>FOREIGN LANGUAGE</b>	Not required (foreign language credit is required for admission to state universities)	2 credits in the same language or demonstrated proficiency	Not required
<b>PERFORMING/FINE ARTS/PRACTICAL ARTS/CAREER &amp; TECHNICAL EDUCATION</b>	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
<b>PHYSICAL EDUCATION/ HEALTH</b>	1 credit	Not required	Not required
<b>ELECTIVES</b>	8 credits	2 credits	3 credits in a single career/technical education program and 1 elective, or 3 credits in a single career/technical certificate dual enrollment courses and 1 elective credit, or 4 credits in career/technical education (including 3 credits in one sequential career/technical education program)
<b>GRADE POINT AVERAGE(GPA)</b>	2.0	3.5 (beginning with students who entered 9 <sup>th</sup> grade in 2006-2007 and thereafter; for students who entered 9 <sup>th</sup> grade prior to 2006-2007, required GPA is 3.0)	3.0
<b>MINIMUM GRADE TO EARN COURSE CREDIT</b>	D	B (weighted or unweighted)	C (weighted or unweighted)
<b>ANTICIPATED TIME TO COMPLETION</b>	4 years	3 years 3 years	3 years 3 years
<b>TESTING</b>	Students must earn a passing score on the Reading and Mathematics sections of the FCAT graduation and/or EOC test.	Students must earn a passing score on the Reading and Mathematics sections of the FCAT graduation and/or EOC test.	Students must earn a passing score on the Reading and Mathematics sections of the FCAT graduation and/or EOC test.
<b>COMMUNITY SERVICE</b>	Required (see Explanatory Notes chart)	Not required	Not required

\* For graduation requirements in force for previous years, see Appendix D.

## 2. Explanatory Notes

<b>ENGLISH/ LANGUAGE ARTS</b>	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.
<b>MATHEMATICS</b>	For the 24 credit option for students who entered 9 <sup>th</sup> grade prior to 2007-2008, 3 credits of mathematics are required to graduate; for students who entered 9 <sup>th</sup> 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 does not meet the minimum entrance requirement for the Florida University System nor the Florida Bright Futures Scholarship Award. For students entering 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 entering grade 9 in 2010-2011, will be required to earn 4 mathematics credits in order to graduate.
<b>SCIENCE</b>	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.
<b>SOCIAL SCIENCE</b>	Regardless of the date of entry into grade 9, for students selecting the 24 credit program and the two accelerated programs, the required courses include: World History – 1 credit, United States History – 1 credit, United States Government - .5 credit, and Economics - .5 credit.
<b>PERFORMING/FINE ARTS/PRACTICAL ARTS/CAREER &amp; TECHNICAL EDUCATION</b>	For students in the 24 credit option who entered 9 <sup>th</sup> 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 9 <sup>th</sup> grade in 2007-2008 and thereafter, they must earn 1 credit in performing/fine arts or an approved practical arts course (see details in Graduation Options chart above). Students enrolled in the college or career preparatory programs do not have to meet any requirement in this area. Students in the career preparatory program must meet the requirements listed in the chart above. 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.
<b>PHYSICAL EDUCATION</b>	<p>For students in the 24 credit option who entered 9<sup>th</sup> grade prior to 2007-2008, this requirement is met by successful completion of Personal Fitness or Adaptive Physical Education and any other approved physical education semester course. Participation in an interscholastic sport at the junior varsity or varsity level, for two full seasons, and obtaining a passing score of "C" or higher on a competency test on personal fitness shall satisfy the one credit physical education requirement. If the student satisfies the physical education graduation requirement through the interscholastic sport option, the student must earn one additional elective credit since no credit is granted for an interscholastic junior or senior varsity sport. Completion of one semester with a grade of "C" or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a 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.</p> <p>For students who entered 9<sup>th</sup> grade in 2007-2008 and thereafter, this requirement is met by successful completion of Personal Fitness or Adaptive Physical Education and any other approved physical education semester course. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one credit physical education requirement if the student passes a competency test on personal fitness with a score of "C" or higher. If the student satisfies the physical education graduation requirement through the interscholastic sport option, the student must earn one additional elective credit since no credit is granted for an interscholastic junior or senior varsity sport. Completion of one semester with a grade of "C" or higher in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class shall satisfy one-half credit in physical education or one-half credit in performing/fine arts. Students must still successfully complete the Personal Fitness course or the Adaptive Physical Education course. Completion of two years of a Junior Reserve Officer Training Corps (J.R.O.T.C.) class with a significant component in drill and taking the one-half credit Personal Fitness course or, if appropriate, the Adaptive Physical Education course, shall satisfy the one credit requirement in physical education and the one-credit requirement in performing fine arts.</p> <p>Students who entered 9<sup>th</sup> grade prior to 2007-2008 must earn .5 credit in Life Management Skills.</p> <p>Students enrolled in either of the two 18 credit options are not required to take physical education.</p>
<b>ELECTIVES</b>	<p>For students in the 24 credit option who entered 9<sup>th</sup> 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 are entering grade 9 in 2010-2011, the number of electives for the college preparatory program will be reduced from 3 to 2. For students enrolled in the career preparatory program the number of credits will be reduced from 2 to 1, unless they select the 4-credit career/technical option.</p> <p>For students in the 24 credit option who entered 9<sup>th</sup> grade in 2007-2008 and thereafter, they should complete of their elective credits in areas of interest, such as 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.</p> <p>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>
<b>COMMUNITY SERVICE</b>	<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 9<sup>th</sup> 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<sup>™</sup> s Academic Scholars Award is 75 hours of community service.</p>

The amended graduation requirements are to be phased in over several

years beginning with students entering grade 9 in 2010-2011. Below is a timeline indicating the effective date of requirements for students entering grade 9:

### TIMELINE FOR IMPLEMENTATION OF THE FLORIDA SECONDARY SCHOOL REDESIGN ACT AMENDMENT

ENTERING 9 <sup>TH</sup> GRADERS 2010-2011	ENTERING 9 <sup>TH</sup> GRADERS 2011-2012	ENTERING 9 <sup>TH</sup> GRADERS 2012-2013	ENTERING 9 <sup>TH</sup> GRADERS 2013-2014
<b>Algebra I</b> – the EOC assessment will be 30% of the student's grade for the course*	<b>Algebra I</b> – the EOC assessment must be passed in order to earn credit for the course*	<b>Geometry</b> - the EOC assessment must be passed in order to earn credit for the course*	<b>Chemistry or Physics</b> or an equally rigorous science course required for graduation
<b>Geometry</b> required for graduation	<b>Geometry</b> - the EOC assessment will be 30% of the student's grade for the course*	<b>Biology I</b> - the EOC assessment must be passed in order to earn credit for the course*	
	<b>Biology I</b> required for graduation and the EOC assessment will be 30% of the student's grade for the course*	<b>Algebra II</b> required for graduation	
Major area of interest repealed	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 senior 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.

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

Students scoring at Levels 1 and 2 on the most recent administration of FCAT Reading are to be enrolled in the appropriate Intensive Reading course in addition to their required English/Language Arts course in grades 9 and 10. Students in grades 11 and 12 who have not passed the FCAT Reading or met graduation requirements with concordant scores on



appropriate assessments must be enrolled in the Reading Retaker course in addition to their required English/Language Arts 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 2 students in reading classes to be completed prior to the end of the school year. The K-12 CRRP also requires a daily double literacy block for all Level 1 or 2 FCAT Reading students who have reading deficiencies in decoding and fluency (Intensive Reading Plus). All FCAT Level 1 and 2 students are required to be enrolled in an Intensive Reading, Intensive Reading Plus, or Intensive Reading Enrichment course with the exception of ELLs who are required to enroll in a Developmental Language Arts Through ESOL course.

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

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

Students will not be granted credit toward high school graduation for any Level I course, as designated in the *Florida Course Code Directory* and *Curriculum Bulletin-I*, unless the student's assessment indicates a more rigorous course of study would be inappropriate, in which case a written assessment of the need must be included in a student's IEP signed by the principal, the guidance counselor, and the parent of the student. Level I courses may be taken for credit toward a standard diploma if they are approved and listed in an IEP. Remedial and compensatory courses can be counted only as elective credit toward a standard diploma.

Other Areas of Study - Human Growth and Development and units in HIV/AIDS and Sexually Transmitted Diseases, Substance Abuse education, and teen dating violence and abuse prevention are required at each grade.

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

Career and Technical Education Course substitutions are permitted for

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

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

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

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

Students should be encouraged to enroll in honors, Advanced Placement, and dual enrollment language arts, social science, mathematics, and science courses whenever appropriate. Students should start the sequence of courses early in order to enable them to take the higher level courses.

Students should not be restricted from taking multiple numbers of Advanced Placement courses; however, it is the school's responsibility to advise and caution students regarding an excessive workload.

Students who encounter difficulties in language arts, social science, mathematics, and science courses should be provided assistance through peer tutoring, teacher tutoring, mentoring, before/after school programs, and Saturday school, where available.

Individual senior high schools may establish graduation requirements greater than the prescribed district requirements for students enrolled in the four-year, 24-credit standard program, subject to the approval of the Regional Superintendent and the Superintendent of Schools, or designee. In each instance, the senior high school shall establish school-level procedures for waiving such requirements for students with a demonstrated educational need. If approved, an increase of academic credit shall not apply to students enrolled in grades 9 -12 at the time of the increase. Any

increase in academic credit does not apply to a student who earns credit toward graduation requirements for equivalent courses taken through dual

## **E. Testing Requirements for Graduation**

### **FCAT Test Requirements**

In addition to other requirements, to graduate from a Miami-Dade County public senior high school or adult-center, students who entered grade 9 prior to 2010-2011, who select any one of the five graduation options, must also meet student performance requirements as measured by the FCAT graduation test. The first opportunity students have to meet this requirement is through the Grade 10 FCAT in reading and mathematics. Subsequent opportunities are provided as FCAT Retake administrations. Students who fail one or both sections of the FCAT graduation test are not eligible for a standard diploma.

Students who entered grade 9 prior to 2010-2011, must earn a passing score on the FCAT graduation test in Reading and Mathematics in order to meet the graduation test requirement. Passing scores are 300 in Reading (1926 on the developmental scale) and 300 in Mathematics (1889 on the developmental scale).

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

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

<b>Original Graduation Test Requirement</b>	<b>School Year Enrolled in Grade 9</b>	<b>Passing FCAT Reading Score</b>	<b>Passing FCAT Mathematics Score</b>
HSCT	1998-1999 or Earlier	268	278

2001 Grade 10 FCAT	1999-2000	287	295
FCAT Graduation Test	2000-2001 or Later	300	300

The 2010 revisions to the Florida Secondary School Redesign Act will affect the FCAT Mathematics and FCAT Science. Beginning with the 2010-2011 school year, the administration of the grade 9 FCAT Mathematics shall be discontinued. Beginning with the 2011-12 school year, the administrations of the grade 10 FCAT Mathematics and the high school FCAT Science shall be discontinued as the EOC assessments are implemented. The reading FCAT 2.0 continues to serve as a graduation test requirement.

### **Test Exemptions for Students with Disabilities:**

Participation in the statewide testing program (FCAT) is mandatory for all students, including students with disabilities. The decision regarding whether a student will be exempted or tested with or without accommodations is made by the student's IEP team and recorded on the IEP. Students with disabilities who are exempt from the FCAT will be assessed through the Florida Alternate Assessment as documented on the IEP. Once the EOC assessments are implemented, a student with a disability for whom the IEP committee determines an EOC assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, may have the EOC assessment results waived for the purpose of determining the student's course grade and credit.

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

In many instances, students with disabilities will require accommodations and support in order to demonstrate proficiency on state or district assessments. These accommodations and support should be documented on the IEP. The document provided by the Florida Department of Education, *Accommodations: Assisting Students with Disabilities - A Guide for Educators*, lists many examples of accommodations.

### **Testing Accommodations for Students with Disabilities:**

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

### **Parental Rights Regarding the FCAT for Students with Disabilities:**

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

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

These regulations must be addressed at every IEP meeting.

### **Graduation Test Requirement Waivers for Students with Disabilities:**

- IEP teams have the authority to waive passing the FCAT as a requirement for graduation with a standard high school diploma for students with disabilities whose abilities cannot accurately be measured by the FCAT. (See Appendix I).
- For certain students with disabilities, under specific circumstances, a request may be made to the Commissioner of Education for an exemption from the graduation test requirement for students with disabilities seeking a standard diploma. (See Appendix J for a checklist of procedures for this request.)
- In order to be considered for the waiver from the FCAT

graduation requirement, the student must: 1) be identified as a student with a disability, as defined in Section 1007.02(2), F.S.; 2) have an IEP; 3) have been provided with instruction to prepare students to demonstrate proficiency in the core content knowledge and skills necessary for grade-to-grade progression; 4) have taken the Grade 10 FCAT with appropriate allowable accommodations at least twice, once in grade 10 and once in grade 11; 5) and 6) be progressing toward meeting the state's credit/course and 2.0 cumulative GPA requirements and any other district requirements for graduation with a standard diploma.

**Concordant Scores for the FCAT Graduation Test:**

For graduating classes prior to the 2010-2011 school year students were required to take the FCAT graduation test three (3) times before applying concordant SAT or ACT scores applicable to their graduating class to meet the assessment requirement for a standard high school diploma. Students in the graduating class of 2003 and prior graduating classes who did not receive their high school diploma because they were not able to meet the graduation requirements at that time, may only use concordant scores after they have taken the FCAT three times. Beginning with the class of 2010-2011, the "three attempt" requirement is no longer applicable.

Concordant Scores for Classes of 2004 -2010			
Reading		Math	
FCAT	300 (1926)	FCAT	300 (1889)
SAT	410	SAT	370
ACT	15	ACT	15

Concordant Scores for Class of 2011 & Thereafter			
Reading		Math	
FCAT	300 (1926)	FCAT	300 (1889)

SAT	420	SAT	340
ACT	18	ACT	15

All students originally scheduled to graduate prior to the summer of 2010\*, and those in the class of 2010-2011 who took the ACT or SAT prior to November 30, 2009 may apply either the 2003 or 2009 concordant scores to their best advantages in meeting the high school graduation requirements. Students in the class of 2010-2011 who tested after November 30, 2009 and those in the class of 2011-2012 and beyond must apply the 2009 concordant scores.

\* Exception: students who held the Certificate of Completion dated prior to December 2009 may use the 2003 ACT scores with no date restriction, but are also required to use the 2003 SAT concordant scores if those scores are dated prior to March 2005 and may use the 2003 and/or 2009 SAT concordant scores if those scores are dated March 2005 or later.

## **F. Grade Point Average Required for Graduation**

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

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

them in achieving and maintaining a GPA that meets or exceeds the requirements for graduation.

## **G. Community Service**

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

## **H. Computer Literacy**

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

## **I. Diplomas/Certificates**

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

### **1. Standard Diploma**

A standard diploma will be awarded if the student has met the requirements outlined in the above chart, Graduation Options on pages 79-80. The purpose of the standard diploma is to certify satisfactory completion of the high school program and to certify that the student has met all district and state standards required for graduation.

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

- Completion of four or more accelerated college credit courses in Advanced Placement, International



Baccalaureate, Advanced International Certificate of Education, or dual enrollment courses

- Career education certification in accordance with Section 1003.431, F.S.
- Florida Ready to Work Credential in accordance with Section 1004.99, F.S.

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

- The student has taken a course with non-exceptional students and has passed the course, or the student has taken a special education course which is equivalent in content and/or aligned with the SSS to a course which is applicable to a standard diploma.
- Students may switch from a special diploma to a standard diploma and receive elective credit toward a standard diploma for passing special education courses. Elective credits may be counted toward graduation requirements for a standard diploma.
- Course accommodations for students with disabilities which shall be available, based upon assessment of student need, and specified on the student's IEP in both basic (general education) and special education courses include:
  - an increase or decrease in instructional time;
  - variations of instructional strategies;
  - teacher instruction or student response through special communication systems;
  - accommodation of content where specific sensory or motor functioning is severely impaired; and
  - accommodation of test administration procedures and other evaluation systems to accommodate the student's disability permitted by the testing protocol for each specific district and/or state assessment.

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

- the instructional time may be increased or decreased;

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

The time required to complete grades 9-12 will depend upon the time necessary for the student to earn the required number of credits for the selected diploma option and fulfill other requirements for graduation. Promotion is based upon the same criteria as that of the general education population. Students with disabilities may remain in school until they meet graduation requirements or, if they do not meet standard diploma graduation requirements, until the end of the school year in which they turn 22 years of age.

All students with disabilities may be given the opportunity to meet the requirements for a standard diploma. Exceptional students placed exclusively in programs for the Visually Impaired, Speech Impaired or Gifted, as well as students exclusively in the Homebound or Hospitalized Program, must pursue a standard diploma. For a student with disabilities, graduation with a standard diploma is considered a change in placement. As such, the parent must be notified of this change in writing via the informed notice of proposal/refusal.

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

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

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

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

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

### **3. International Baccalaureate Diploma/Advanced International Certificate of Education/International Studies Certificate**

Students who complete an International Baccalaureate (IB), Advanced International Certificate of Education (AICE) or, International Studies (IS) curriculum, pass the FCAT, complete the community service requirement, demonstrate computer literacy, and meet high school graduation requirements, shall receive a standard diploma, and may be eligible for the Superintendent's Diploma of Distinction.

### **4. Certificate of Completion**

A student who has met all requirements for graduation except passing the FCAT graduation test or earning the GPA required for graduation may be awarded a certificate of completion. A student may make further attempts to pass the FCAT or earn the GPA required for graduation, and meet the requirements for a standard diploma. Any student interested may remain in senior high school either as a full-time student or a part-time student for up to one additional year and receive special instruction designed to remedy his/her identified deficiencies and earn FTE funding, including for the summer session between the 12<sup>th</sup> and 13<sup>th</sup> year.

Students who receive a certificate of completion from a senior high school and subsequently pass the applicable graduation test in an adult education program should be given their diplomas by the senior high school.

A student with disabilities who has met all requirements for graduation with a standard diploma except the state assessment program requirements shall be awarded a certificate of completion,

unless the graduation requirement has been waived by the IEP team or Commissioner of Education. Students with disabilities awarded a certificate of completion may elect to continue to participate in school and receive services until they earn a standard diploma or through the year in which the student becomes 22 years of age.

## **5. CPT-Eligible Certificate of Completion**

Students who earn the 24 required credits and achieve a GPA of 2.0 or higher, but do not pass the FCAT graduation test, are eligible to receive the College Placement Test (CPT)-Eligible Certificate of Completion.

Students who receive a CPT-Eligible Certificate of Completion may enroll directly into a Florida community college or postsecondary 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.

## **6. Special Diploma**

Two special diploma options are available for students with disabilities. If a student with disabilities is pursuing a special diploma, it must be reflected on the student's current IEP.

Students identified with the following disabilities, who have been properly classified with rules established by the Florida Board of Education, may be given the opportunity to pursue a special diploma.

- Intellectual Disabilities (InD)
- Specific Learning Disabled (SLD)
- Physically Impaired (PI)
- Emotional/Behavioral Disabilities (E/BD)
- Dual Sensory Impaired (DSI)
- Autism Spectrum Disorder (ASD)
- Language Impaired (LI)
- Deaf /Hard-of-Hearing (D/HH)

Students with disabilities enrolled exclusively in programs for the Visually Impaired, Speech Impaired, Gifted, or Homebound or Hospitalized program are not eligible for a special diploma.

Students with disabilities who are awarded a special diploma may elect to continue participating in school and receive services until they earn a standard diploma or through the end of the year in which the student turns 22 years of age.

A student may switch from a standard diploma to a special diploma and receive credit toward a special diploma for passing basic

(general) education courses.

### Special Diploma Option 1

Students with disabilities may be awarded a special diploma that certifies mastery of the Sunshine State Standards for Special Diploma and specified district course/credit requirements. The skills listed in the document, *Florida Course Descriptions Exceptional Student Education, Grades 6-12*, must be incorporated into the instructional program for students with disabilities. The document, *Florida Course Descriptions Grades 6-12/Adult Basic Education*, should be incorporated when appropriate. A 2.0 GPA will determine mastery of NGSSS Access Points for a special diploma for students with disabilities.

To be awarded a special diploma upon graduation from high school, the student with disabilities must complete the course/credit requirements listed below and demonstrate mastery of NGSSS

Access Points:

- Completion of the course and credit requirements for a standard diploma as prescribed in this *Student Progression Plan*, but failure to complete one or more of the other graduation requirements as prescribed in this Plan.
- Specific course/credit requirements for a special diploma are listed below:

English or Reading	4 Annual Credits
Mathematics	3 Annual Credits
Social Science	1 Annual Credit
Science	1 Annual Credit
Career Preparation	1 Annual Credit
Life Management and Transition*	1 Annual Credit
Physical Education**	1 Annual Credit
Career and Technical Education	4 Annual Credits
Electives***	8 Annual Credits
Total	24 Annual Credits

\* This requirement is waived for students who receive credit in the regular education Health/Life Management course.

\*\* One-half credit in Physical Education may be replaced with a half-credit elective.

\*\*\* Electives are determined at the IEP conference and should include career and technical education courses, whenever appropriate to the needs of the students.

Credit requirements may be fulfilled by earning credit in special education courses, basic education courses, and career and technical education courses, as appropriate to the individual needs of the student.

### Special Diploma Option 2

Students with disabilities may be awarded a special diploma that certifies mastery of employment and community competencies. The specific goals and competencies required for each student are planned by the transition IEP team and are identified on the *Graduation Training Plan (GTP)*. Documented mastery of employment and community competencies listed in the GTP must be verified by the student's employer, job coach, and/or instructor.

When Option 2 is selected, the following must occur:

- document decision on the transition IEP;
- develop relevant measurable annual goals and objectives/benchmarks; and
- develop the GTP.

To be awarded a special diploma (through option 2) upon graduation from high school, the student with disabilities must:

- have completed a minimum of two semesters in a high school level program prior to selecting Special Diploma Option 2; be at least 16 years of age;
- have a GTP, developed by the student, the student's employer, parent, and instructor, that specifies competencies to be mastered;
- have mastered all of the employment and community competencies specified on the GTP\*;
- achieved all annual goals and short term objectives/benchmarks related to employment and community identified on the transition IEP;
- be successfully employed full-time\*\* (based upon industry standards) for 200 days, earning at or above minimum wage; and
- have earned a minimum of 3 credits including 1 credit in Career Preparation and 1 credit in Social/Personal Skills or 1 credit in a job preparatory course in which employability skills and social/personal skills training has been incorporated.

\* Transition IEP committee members must verify that the student has met all criteria outlined in the student's GTP by completing the assurance section of the GTP prior to awarding the student an Option 2 Special Diploma. (FS 1003.438)

\*\* The transition IEP committee may modify the full-time employment standard by decreasing the number of hours per week to be worked for an individual special education student if it is determined that the modification would be in the best interest of the student. The modification must be recorded on the student's Transition IEP.

Students must be employed in the community at a site where the employer:

- has a Federal Employer Identification number;
- provides opportunities for the student to interact with nondisabled co-workers;
- adheres to child labor laws; and
- provides an opportunity for advancement.

The GTP must contain the following:

- specify employment and community competencies (exit skills, behaviors, attitudes, and knowledge for success beyond high school);
- address the criteria for determination and certifying mastery of competencies (teacher observation, student product, performance assessments;
- include the work schedule and the minimum number of hours to be worked; and
- provide a description of the supervision to be provided by school personnel (frequency and type).

Required written documentation:

- evidence that the student is reporting to the community or employment site as required in the GTP;
- evidence that the student is safely performing required tasks;
- evidence that the student is meeting the employer's expectation; and
- evidence that the student is making appropriate progress.

Documentation of work schedules and hours:

- must comply with labor laws;
- must validate 200 days of employment; and
- must include copies of time cards or other employment records.

## **7. Special Certificate of Completion**

A special certificate of completion is awarded to the student with disabilities who meets the annual credit requirements as specified for a special diploma, but who fails to master the NGSSS Access Points determined by a 2.0 GPA.

Students with disabilities awarded a special certificate of completion may elect to continue participating in school and receive services until they earn a standard diploma or through the end of the year in which the student turns 22 years of age.

## **J. Student Performance Standards**

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

Reading	Grade "C" or better in the core English/ESOL course; or GPA of 2.0 or better; or Passing score on the FCAT graduation test in Reading; or FCAT SSS Reading Achievement Level 2 or higher (grades 9-10).
Writing	FCAT Writing score of 3.0 or higher (grade 10)
Mathematics	Grade "C" or better in the core mathematics course; or GPA of 2.0 or better; or Passing score on the FCAT graduation test in Mathematics; or Passing score on the EOC assessment for Algebra I (grade 9).
Science	FCAT SSS Science Achievement Level 2 or higher (grade 11)

## **K. Scheduling of Students**

Each student in senior high school must be scheduled for a minimum of six annual credits per year. Florida Virtual School (FLVS), Miami-Dade Virtual School (M-DVS), and dual enrollment courses can be applied toward the six annual credits per year requirement. (For a listing of Florida Virtual School and Miami-Dade Virtual School courses, see Appendix K). The approval of the parent is also required. Additionally, a senior needing five credits or less to graduate may be scheduled for only five periods upon approval by the principal and Regional Superintendent, or designee. This requirement may be waived for a student with disabilities if a shortened school day has been included in the student's IEP and if the resultant schedule is in accordance with relevant Florida statutes and Florida Board of Education (FBE) rules. Grades earned through FLVS and M-DVS will be entered into the students permanent record. WF (Withdrawal/Failing) and CF (Complete/Failing) are recorded as F grades.

Students may not withdraw from a course in progress and enroll in the same or equivalent course through FLVS or M-DVS except for extenuating circumstances.

## **L. Provisions for Acceleration**

In addition to the two accelerated graduation programs, i.e., college preparatory program and 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.** Up to six 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 admissions, or Florida Bright Futures Scholarship Program requirements. 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 credit courses taken prior to the 2007-2008 school year. (See details in Appendix L)  
These procedures will make it possible for selected high performing grade 6, 7, and 8 students to take additional courses during senior high school or to accelerate entry into postsecondary institutions or into careers of their choice. During the time a student in grade 6, 7, or 8 is enrolled in a designated senior high school course, the student is considered for that class period (or periods) to be a grade 9 student.
- **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 requirements for a senior high school program. The optional seventh period classes are funded through the adult education program and 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 postsecondary 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. The list of authorized Career Pathway courses is included in *Curriculum Bulletin -I*.
- **Dual Enrollment.** Dual enrollment is an articulated acceleration mechanism open to students who have completed grade 9 and are attending public high school. To enroll in dual enrollment academic programs, students must demonstrate a readiness to successfully complete college-level course work and have attained a qualifying grade point average. Three to six semester credit hours of college and university instruction which are earned through dual enrollment equal one full secondary school credit. Refer to the *Dual Enrollment Course – High School Subject Area Equivalency List* to determine the high school credit awarded for postsecondary courses completed through dual enrollment. The district must weigh college-level dual enrollment courses the same as Advanced Placement, International Baccalaureate, and Advanced International Certification of Education courses when grade point averages are calculated. The list of

currently active and authorized courses for dual enrollment is printed in *Curriculum Bulletin-I*, which is published annually.

- **Advanced Placement.** Advanced Placement (AP) is the enrollment of eligible students in courses offered by the Advanced Placement Program administered by the College Board. Postsecondary credit for an AP course may be awarded to students who earn a minimum of a 3 on a 5 point scale on the corresponding AP exam. Advanced Placement instruction may be conducted within dual enrollment courses. A student who elects to enroll in an AP course that is jointly offered with a dual enrollment course may not earn postsecondary credit for that course through dual enrollment.
- **International Baccalaureate/Advanced International Certificate of Education/International Studies Programs.** The International Baccalaureate (IB) Program, the Advanced International Certificate of Education Program (AICE), and the International Studies (IS) are programs for which eligible high school students earn credit toward graduation and may receive postsecondary credit at community colleges and universities.
- **Credit by Examination.** Credit by examination is a method by which postsecondary 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).** As the end-of-course (EOC) assessments become available, middle school and high school students may earn credit in a high school course, provided that the student takes the EOC assessment and earns a score that indicates the student has attained a satisfactory score on a state EOC assessment or on a district-created standardized EOC.
- **Early Admission.** Early admission is a form of dual enrollment through which eligible secondary students may enroll in a college or university on a full-time basis in courses that are creditable toward a high school diploma and the associate or baccalaureate degree. In order to be considered a full-time dual enrollment, early admission student, the student must enroll in a minimum of twelve (12) college credit hours but may not be required to enroll in more than fifteen (15) college credit hours.
- **Career and Technical Education.** Any career education course authorized for grades 13 or higher may be taken for credit by students in grades 9 - 12, based on the career objectives of the students. M-DCPS adheres to a policy of nondiscrimination in requirements for admission to and graduation from programs offered at postsecondary area technical centers operated by the district. The district will provide (on a case-by-case basis), waivers, accommodations, and reasonable substitutions in meeting the admission and graduation requirements for students with disabilities at postsecondary area technical centers. (See Appendix M)

- **Florida Virtual School.** Secondary students are eligible to enroll in the FLVS on a part-time basis. The courses offered are teacher-facilitated and are available throughout the state. Courses are based upon the SSS/NGSSS or the requirements of The College Board. The courses have been assigned *Florida Course Code Directory* numbers and generate full middle and/or high school credit upon successful completion. Schools may view student enrollment online at FLVS' s web site at <http://www.flvs.net> through a school account. A complete list of courses is available through FLVS' s web site or Appendix K. For high school courses that may be available to middle school students, refer to the list of senior high school courses on page 69 that may be taken by students in middle school. Parents have the right to choose the FLVS option for their children. A student's full-time school may not deny access to courses offered by FLVS assuming that the desired online course(s) is an appropriate course placement based on the student's academic history, grade level, and age. These courses can be scheduled as part of or in addition to the student's regular school day.
- **Miami-Dade Virtual School.** Secondary students are eligible to enroll in M-DVS on a part-time basis. M-DVS courses are franchised from the FLVS. The courses generate full high school credit upon successful completion. Schools may view student enrollment online at M-DVS' s web site at <http://mdvs.dadeschools.net> through a school account. Schools may use the same account information as provided by FLVS to access student enrollment information. A complete list of courses is available through M-DVS' s web site. For high school courses that may be available to middle school students, refer to the list of senior high school courses on page 72 that may be taken by students in middle school. A student's full-time school may not deny access to courses offered by M-DVS assuming that the desired online course(s) is an appropriate course placement based on the student's academic history, grade level, and age. These courses can be scheduled as part of or in addition to the student's regular school day.

#### **M. The Adult High School Credit Program**

Grades 9-12 (or equivalent) students in adult high school credit programs must meet essentially the same standards for graduation as those in the four-year, 24-credit standard program. The two accelerated graduation options are not available to students in the adult high school credit program. The one credit in physical education is not required and may be substituted with elective credit, keeping the total credits required for graduation the same. Any course listed within the *Florida Course Code Directory* in the areas of art, theatre arts, dance, music, speech, or identified CTE courses may be taken by adult secondary education students to satisfy the one required credit in performing arts. However, beginning in 2009-2010, adult

high school students may enroll in any approved elective course in lieu of the one required performing arts credit. The science lab component may be waived when facilities are not available. The community service graduation requirement is encouraged, but it is not a requirement to earn a standard diploma in the adult education program. However, students must attain an unweighted cumulative GPA of 2.0. A minimum of 24 credits is required to earn a standard high school diploma in addition to mastering the SSS/NGSSS. Instructional credits and additional provisions as applied toward a diploma in this program are defined as follows:

- Credits are earned by successful completion of course requirements and attainment of a satisfactory grade on an end-of-course exam.
- One annual credit is the equivalent of two semester credits.
- Students may be assigned to a high school basic skills class as determined by counseling. This class may not be offered as a part of an adult basic education program. A student shall earn only elective credit toward graduation for high school remedial language arts and high school remedial mathematics classes. A maximum of two such credits may be earned.
- The courses or subjects specified below are the minimum required for graduation through the adult education program.
- Eligible adult high school program students who had previously earned passing HSCT scores may apply these scores toward the graduation requirement.
- Students 19 years of age or younger may use FLVS courses to supplement courses taken through the adult education program.

#### **Graduation Requirements for the 2010-2011 School Year\***

<b>SUBJECT</b>	<b>NUMBER OF CREDITS</b>
English or English Through ESOL as appropriate	4.0
Mathematics	4.0.
Science	3.0
World History	1.0
United States History	1.0
Economics	0.5
United States Government	0.5
Performing Fine Arts/Practical Arts/Career & Technical Education	1.0

Physical Education or Elective	1.0
Electives	8.0
<b>TOTAL NUMBER OF REQUIRED CREDITS</b>	<b>24.0</b>

\* For graduation requirements for previous years, see Appendix D.

## **N. General Educational Development (GED) Program**

Upon successful completion of the official GED Test, a candidate shall be awarded a State of Florida High School Diploma and shall be considered a high school graduate.

**Age Rule (GED).** Any candidate shall be at least 18 years of age on the date of the examination. Exceptions may be granted by the Superintendent of Schools or designee in extraordinary circumstances such as health problems, family financial problems, or other such instances of hardship. These exceptions apply only if the candidate resides in Miami-Dade County or attends school in Miami-Dade County and if said candidate has reached the age.

**Procedures for Exceptions to Age Rule (GED).** To be allowed to take the GED Test, students under the age of 18 who are enrolled in the K-12 program and who are considering withdrawal from the program must have written parental approval citing extraordinary circumstances which represent extreme hardship. These students may choose one of the following options:

- Remain in school and take the Official GED Practice Test (OPT) at an adult education center to determine readiness to complete the official GED Test successfully. If scores are indicative of success on the OPT, students will then withdraw from the K-12 program and register for the GED Test. If GED Test readiness is not indicated, students may choose to remain in the K-12 program.
- Withdraw from the K-12 program and take the OPT at an adult education center. If scores are indicative of success on the GED Test, students will follow procedures as outlined below for out-of-school youth. If GED Test readiness is not indicated, students may enroll in a GED preparation class at an adult education center.

Both options require students and their parents to complete a "Request for GED Age Waiver" form that includes appropriate administrative approvals. In the event that out-of-school youths between the ages of 16 and 18 request GED age waivers from high school principals, they are to be directed to adult education centers for testing and recommendation by adult principals and approval by the Regional Administrative Director, or designee. They may also apply directly, in writing, with parental approval, to

the Regional Administrative Director, who will direct them to an adult education center. The center will administer the Official GED Practice Test to determine the student's readiness to complete the GED test successfully. Upon recommendation by the adult principal, the request will be forwarded to the Regional Administrative Director for approval.

**Procedures for Retaking the GED Test.** A candidate who fails to attain the required minimum scores on the initial GED testing may retake the tests at any subsequent testing session.

**Procedures for a Student Participating in the GED Exit Option Model.**

Through an agreement between the Florida Department of Education (FLDOE) and the American Council on Education, currently enrolled high school students at risk of dropping out or of not graduating with their cohort group are eligible to take the GED Test. If students pass the GED Test *and* the FCAT, they are eligible to graduate receiving a district high school diploma in addition to a State of Florida High School Diploma. Students may only access this alternate graduation route through the GED Exit Option Model if they meet the following eligibility requirements:

- are 16 years old and currently enrolled in a Pre-K-12 program;
- are enrolled in courses that meet the high school graduation requirements;
- are over-age for grade, behind in credits, below the 2.0 GPA, and are in jeopardy of not graduating with their cohort group;
- have demonstrated a probability for success on the GED Test as documented by the OPT;
- have passed the FCAT or earned an applicable concordant score;
- have maintained enrollment through their prescribed graduation date;
- have not graduated before the commencement date of the class with whom they entered kindergarten; and
- have been assessed at the 7<sup>th</sup> grade reading level or higher at the time of selection (9<sup>th</sup> grade or higher at the time of GED testing), as documented by the Test of Adult Basic Education (TABE) reading component or other assessment to determine grade level proficiency.

Students with disabilities will continue to be eligible for FAPE through age 21, if they have not earned a standard diploma, even if they have earned a GED credential. The only exception includes students with disabilities who successfully utilize the GED Exit Option Model.

**O. State University Entrance Requirements**

State University entrance requirements include:

- **English.** Three of the four credits must have included substantial writing requirements.

- **Mathematics.** The four credits must be at the Algebra I, Geometry, and above levels.
- **Science.** Two of the three credits must include a substantial laboratory component. The three credits must be in the following areas: one in the biological sciences such as Biology I, one in the physical/chemical sciences such as Chemistry, Physics, or Physical Science, and one in integrated science such as Earth/Space Science. Integrated Science courses will meet the science requirement for graduation and for admission to the Florida State University System by taking Integrated Science I, II, and III or by taking Integrated Science I and two additional science courses.
- **Social Science.** The three credits must include study related to history, political science, economics, sociology, psychology, and geography.
- **Foreign Language.** The two credits must be sequential courses in the same language, including American Sign language, or foreign language proficiency at a level equal to two years of a high school foreign language course.
- **Electives.** The two courses used for electives will vary with the Student's date of entry in grade 9. Appendix N lists specific courses that meet the requirement.

#### **P. Florida Bright Futures Scholarship Program**

The Florida Bright Futures Scholarship Act established a program consisting of three types of awards: the Florida Academic Scholars Award, the Florida Medallion Scholars Award, and the Florida Gold Seal Vocational Scholars Award. Students seeking a scholarship award to attend a postsecondary institution under the Florida Bright Futures Scholarship program will receive a 0.5 bonus point for grades earned in Advanced Placement, pre-International Baccalaureate, International Baccalaureate, Advanced International Certificate of Education, International General Certificate of Secondary Education, and academic dual enrollment annual courses.

Grades received in level 3 annual courses in English, mathematics, science, and social science also receive a 0.5 bonus point. A 0.25 bonus point will be awarded for any of the above courses which are semester courses.

Students who select any one of the three graduation options are eligible to apply for the Florida Bright Futures Scholarship program awards. Each of the three scholarship awards within the Bright Futures Scholarship Program has specific criteria described in Appendix L, that must be met. However, to be eligible for an initial award from any of the three types of scholarships, a

student must:

- complete the online Florida Financial Aid Application (FFAA) for the Florida State Student Financial Assistance Database (SSFAD) prior to his/her graduation;

- be a Florida resident and a U.S. citizen or eligible non-citizen; earn a Florida standard high school diploma or its equivalent;
- be accepted by and enrolled in an eligible Florida public or independent postsecondary education institution;
- be enrolled for at least six semester credit hours or the equivalent; not have been found guilty of, nor pled no contest to, a felony charge; and
- begin using the award within three years of high school graduation.

**The Florida Academic/Medallion Scholars Awards** require:

- **English.** Three of the four credits must have included substantial writing requirements.
- **Mathematics.** The four credits must be at the Algebra I, Geometry, and two credits at the Algebra II level or above, excluding Informal Geometry.
- **Science.** Biology I and one of the two remaining credits must have included a substantial laboratory component. Integrated Science courses will meet the science requirement for graduation and for admission to Florida State universities by taking Integrated Science I, II, and III or by taking Integrated Science I and two additional science courses.
- **Social Science.** The three credits must include one credit in world history, one credit in United States history, one-half credit in United States government, and one-half credit in economics.
- **Foreign Language.** Two sequential credits in the same language, including American Sign language, or foreign language proficiency at a level equal to two years of a high school foreign language course.
- **Electives.** Up to two additional credits from courses in the academic courses listed above and/ or Advanced Placement, International Baccalaureate, or Advanced International Certificate of Education fine arts courses to raise the GPA.

**Florida Gold Seal Vocational Scholars Award.** Within the Florida Bright

Futures Scholarship Program, the Florida Gold Seal Vocational Scholars Award recognizes and rewards academic achievement and CTE preparation by high school students, and an award is used to inform potential employers of the quality of a student's academic and CTE preparation. Student eligibility criteria for the Florida Gold Seal Vocational Scholars Award are identified in the Guidelines and Procedures for Implementing the Florida Gold Seal Vocational Scholars Award. (See Appendix L)

**The Florida Gold Seal Vocational Scholars Award** requires:



- **English.** Of the four credits, English I, II, III, and IV Through ESOL may be used to meet this requirement. Additional ESOL credits may be applied toward elective credits.
- **Mathematics.** Of the four credits, Algebra I, Geometry, and two other courses at the Algebra II level or above complete this requirement.
- **Science.** Biology I and one of the two remaining credits must include a laboratory component.
- **Social Science.** The three credits must include one credit in world history, one credit in United States history, one-half credit in United States government, and one-half credit in economics.
- **Performing Arts.** Any 0.5 credit in art, dance, debate, theatre arts, music, or speech course classified as performing fine arts meets the requirement.
- **Practical Arts.** Any .05 credit in career and technical education course, any district-approved annual computer education course, or Journalism I, II, III, or IV meet the requirement.
- **Physical Education.** 1.0 credit must be earned.
- **Career and Technical Education.** A minimum of three credits in a sequential program of study in CTE is required.

Miami-Dade County Public Schools

2011-2012

# GRADUATION GUIDELINES & COURSE REQUIREMENTS

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

## CURRICULUM BULLETIN - 1 FRONTMATTER

### HIGH SCHOOL GRADUATION PROGRAMS

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

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

The graduation options are as follows:

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

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

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

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

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

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

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

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

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

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

In order to graduate, a student who has selected the four-year, 24-credit standard program, must demonstrate mastery of the Next Generation Sunshine State Standards and complete a community

service project. In order to be designated as a 10<sup>th</sup> grade student, a 9<sup>th</sup> grade student must have earned a minimum of four credits, which must include one credit in English/ESOL and/or one credit in mathematics. To be designated as an 11<sup>th</sup> grade student, a 10<sup>th</sup> grade student must have earned a minimum of 9 credits, which must include two credits in English/ESOL, one credit in mathematics, and one credit in science **OR** one credit in English/ESOL, two credits in mathematics, and one credit in science. To be designated as a 12<sup>th</sup> grade student, an 11<sup>th</sup> grade student must have earned a minimum of 16 credits, which must include three credits in English/ESOL, two credits in mathematics, and two credits in science **OR** two credits in English/ESOL, three credits in mathematics, and two credits in science.

For 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 9<sup>th</sup> 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 9<sup>th</sup> grade without an ePEP, must complete one no later than the end of the first semester of 9<sup>th</sup> grade.

## HIGH SCHOOL GRADUATION REQUIREMENTS 2011-2012

This table represents requirements for students who entered 9<sup>th</sup> grade in 2007-2008 and thereafter. 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.

	<b>24 CREDIT PROGRAM</b>	<b>18 CREDIT COLLEGE PREPARATORY PROGRAM</b>	<b>18 CREDIT CAREER PREPARATORY PROGRAM</b>
<b>ENGLISH/ESOL</b>	4 credits (major concentration in composition & literature and reading for information)	4 credits (major concentration in composition & literature and reading for information)	4 credits (major concentration in composition & literature and reading for information)
<b>MATHEMATICS</b>	4 credits (Algebra I, Geometry, & 2 courses at the Algebra I level or higher)	4 credits (Algebra I, Geometry, & 2 courses at the Algebra I level or higher)	4 credits (Algebra I, Geometry, & 2 courses at the Algebra I level or higher)
<b>SCIENCE</b>	3 credits (Earth/Space Science & Biology and 1 course from the following: Chemistry, Physical Science, Physics, or Integrated Science III)	3 credits (Earth/Space Science & Biology and 1 course from the following: Chemistry, Physical Science, Physics, or Integrated Science III)	3 credits (Earth/Space Science & Biology and 1 course from the following: Chemistry, Physical Science, Physics, or Integrated Science III)
<b>SOCIAL SCIENCE</b>	3 credits (World History, American History, American Government, & Economics)	3 credits (World History, American History, American Government, & Economics)	3 credits (World History, American History, American Government, & Economics)
<b>FOREIGN LANGUAGE</b>	Not required (foreign language credit is required for admission to state universities)	2 credits in the same language or demonstrate proficiency	Not required
<b>PERFORMING/FINE ARTS or PRACTICAL Arts</b>	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
<b>PHYSICAL EDUCATION/ HEALTH</b>	1 credit	Not required	Not required

<b>ELECTIVES</b>	8 credits (4 credits must be in the student's major area of interest; remaining credits may be used for another major, minor, elective courses, or intensive reading or mathematics courses)	3 credits	2 credits unless earning 5 credits in career/ technical education
<b>GRADE POINT</b>	2.0	3.5 (beginning with	3.0
<b>AVERAGE(GPA)</b>		students who entered 9th grade in 2006-2007 and thereafter; for students who entered 9th grade prior to 2006-2007, required GPA is 3.0)	
<b>MINIMUM GRADE TO EARN COURSE CREDIT</b>	"D"	"B" (weighted or unweighted)	"C" (weighted or unweighted)
<b>TESTING</b>	Students must earn a passing score on the Reading and Mathematics sections of the FCAT graduation test.	Students must earn a passing score on the Reading and Mathematics sections of the FCAT graduation test.	Students must earn a passing score on the Reading and Mathematics sections of the FCAT graduation test.
<b>COMMUNITY SERVICE</b>	Required (see Explanatory Notes chart)	Not required	Not required
<b>ANTICIPATED TIME TO COMPLETION</b>	4 years	3 years	3 years

## 1. Explanatory Notes

<b>ENGLISH/LANGUAGE ARTS</b>	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
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	<p>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.</p>
<b>MATHEMATICS</b>	<p>For the 24 credit option for students who entered 9<sup>th</sup> grade prior to 2007-2008, 3 credits of mathematics are required to graduate; for students who entered 9<sup>th</sup> 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, &amp; Advanced Topics in Mathematics. Business Math &amp; 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.</p>
<b>SCIENCE</b>	<p>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.</p>



<b>SOCIAL SCIENCE</b>	Regardless of the date of entry into grade 9, for students selecting the 24 credit program and the two accelerated programs, the required courses include: World History – 1 credit, United States History – 1 credit, United States Government - .5 credit, and Economics - .5 credit.
<b>FOREIGN LANGUAGE</b>	For students selecting the college preparatory program, they are to complete any two sequential courses in the same foreign language, including American Sign Language, or demonstrate foreign language proficiency at a level equivalent to two years of high school foreign language. This proficiency must be documented by the student's school. Students enrolled in the 24 credit or the career preparatory programs are not required to earn foreign language credit.
<b>PERFORMING/FINE ARTS/PRACTICAL ARTS/CAREER &amp; Technical Education</b>	For students in the 24 credit option who entered 9 <sup>th</sup> 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 9 <sup>th</sup> grade in 2007-2008 and thereafter, they must earn 1 credit in performing/fine arts or an approved practical arts (see details in Graduation Options chart above). Students enrolled in the college preparatory program or the career preparatory program do not have to meet any requirement in this area. Completion of two years in a Junior Reserve Officers Training Corps (J.R.O.T.C.) class, a significant component of which is drill, shall satisfy the one-credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement

<b>Physical Education</b>	<p>For students in the 24 credit option who entered 9<sup>th</sup> 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<sup>®</sup> 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 9<sup>th</sup> grade in 2007-2008 and thereafter, this requirement is met by successful completion of Personal Fitness or Adaptive Physical Education and any other approved physical education semester course. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one credit physical education requirement if the student passes a competency test on personal fitness with a score of "C" or higher. If the student satisfies the physical education graduation requirement through the interscholastic sport option, the student must earn one additional elective credit since no credit is granted for an interscholastic junior or senior varsity sport. Completion of one semester with a grade of "C" or higher in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class shall satisfy one-half credit in physical education or onehalf 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 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 9<sup>th</sup> 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 take physical education.</p>
<b>ELECTIVES</b>	<p>For students in the 24 credit program who entered 9<sup>th</sup> grade prior to 2007-2008, 8.5 elective credits are required. Students enrolled in the college preparatory program are required to take 3 credits and those students in the career preparatory program are required to take 2 credits unless they select the 5-credit career/technical option. For students in the 24 credit</p>

	<p>program who entered 9<sup>th</sup> grade in 2007-2008 and thereafter, they are required to complete 4 credits in a major area of interest, such as sequential courses in a career/technical program, fine and performing arts, or academic content area, selected by the student as part of the student's ePEP. Students are also required to take 4 credits in elective courses as part of the student's ePEP, which include a second major area of interest, a minor area of interest, elective courses, or intensive reading or mathematics intervention courses. Any senior high school course listed in the current <i>Florida Course Code Directory</i> will fulfill the elective graduation requirement for any of the three graduation options except study hall and other courses listed as non-credit, Adult Basic Education, and GED preparation.</p>
<b>COMMUNITY SERVICE</b>	<p>For students in the 24 credit program, the completion of a community service project is an additional graduation requirement regardless of their date of entry into 9<sup>th</sup> grade. Students in either one of the 18 credit programs are <b>not</b> 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>

## 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.

<b>If the GPA in Academic Core Courses is:</b>	<b>One of the following composite admission test scores must equal or exceed:</b>	
<b>HSGPA</b>	<b>SAT-I</b>	<b>ACT</b>
<b>2.0</b>	<b>1140</b>	<b>25</b>
<b>2.1</b>	<b>1110</b>	<b>24</b>
<b>2.2</b>	<b>1090</b>	<b>24</b>
<b>2.3</b>	<b>1060</b>	<b>23</b>
<b>2.4</b>	<b>1030</b>	<b>22</b>
<b>2.5</b>	<b>1010</b>	<b>21</b>
<b>2.6</b>	<b>1000</b>	<b>21</b>
<b>2.7</b>	<b>990</b>	<b>21</b>
<b>2.8</b>	<b>980</b>	<b>21</b>
<b>2.9</b>	<b>970</b>	<b>20</b>
<b>3.0</b>	<b>*</b>	<b>*</b>

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

### TALENTED TWENTY

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

In order to qualify for the Talented Twenty Program, one must:

- Be enrolled in a Florida public high school and graduate with a standard diploma.
- Be ranked in the top 20% of the class after the posting of seventh semester grades (with validation of the eighth semester ranking) for students enrolled in the 4-year, 24-credit program. For students in either one of the two 3-year, 18-credit programs, the ranking will occur after the posting of the fifth semester grades (with validation of the sixth semester ranking).
- Take the ACT or SAT (with no minimum score required).
- Complete the eighteen college preparatory courses as specified in State Board of Education Rule. (See [www.FACTS.org](http://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](http://www.fafsa.ed.gov) and uses parent and student income information in a formula developed by the United States Congress to calculate the financial contribution families are expected to make toward a student's post-secondary education.

#### **STUDENT PROFILE ASSESSMENT**

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

#### **FLORIDA'S BRIGHT FUTURES SCHOLARSHIP PROGRAM**

The 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](http://www.FloridaStudentFinancialAid.org) ; and use the award within three years of high school graduation.

#### Requirements for 2011-2012 Applicants

	FLORIDA ACADEMIC SCHOLARS AWARD (FAS)	FLORIDA MEDALLION SCHOLARS AWARD (FMS)	FLORIDA GOLD SEAL VOCATIONAL AWARD (GSV)
<b>AWARD AMOUNT</b> A student may receive funding for only one award (FAS, FMS, or GSV)	A student may receive funding for only one award (FAS, FMS, or GSV) 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.	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.	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><b>GRADE POINT AVERAGE (GPA)</b></p> <p>Additional weighting for more challenging, higher level courses, i.e., 1.0 credit course = .50, .5 credit course = .25</p>	<p>3.5 weighted GPA using the credits listed below, combined with the test scores and community service hours listed below.</p> <p>(Note: GPAs are not rounded)</p>	<p>3.0 weighted GPA using the credits listed below, combined with the test scores listed below.</p> <p>(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.)</p> <p>(Note: GPAs are not rounded)</p>
<p><b>REQUIRED CREDITS</b></p> <p>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:</p> <p>4 English (3 with substantial writing)</p> <p>4 Math (Algebra I and above)</p> <p>3 Science (2 with substantial lab)</p> <p>3 Social Science</p> <p>2 Foreign Language (in the same language)</p> <p>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:</p> <p>4 English (3 with substantial writing)</p> <p>4 Math (Algebra I and above)</p> <p>3 Science (2 with substantial lab)</p> <p>3 Social Science</p> <p>2 Foreign</p> <p>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 the 16 core credits required for high school graduation:</p> <p>4 English</p> <p>4 Math</p> <p>3 Science (2 with substantial lab)</p> <p>Practical Arts</p> <p>3 Social Science</p> <p>1 Performing Fine Arts or 1 Practical Fine Arts</p> <p>1 Physical Education</p> <p>(See Other Ways to Qualify for 3-73ar graduation options)</p>
<p><b>COMMUNITY SERVICE</b></p>	<p>75 hours, as approved by MDCPS</p>	<p>Not required</p>	<p>Not required</p>

<p><b>TEST SCORES</b></p> <p>Sections of the SAT, ACT, or CPT from different test dates may be used to meet the test criteria.</p> <p>For spring eligibility evaluations, test dates through the end of January will be admissible.</p> <p>For summer eligibility evaluations, test dates through the end of June will be admissible.</p>	<p>Best composite score of 1270 SAT Reasoning Test or 28 ACT</p> <p>Note: The new writing sections for both the SAT and ACT will not be used in the composite.</p> <p>SAT Subject Tests are not used for Bright</p> <p>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 20 ACT</p> <p>Note: The new writing sections for both the SAT and ACT will not be used in the composite.</p> <p>SAT Subject Tests are not used for Bright</p> <p>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.</p> <p>Sections of different test types may not be combined.</p> <p>CPT Reading 83</p> <p>Sentence Skills 83</p> <p>Algebra 72</p> <p>SAT Reasoning Test Critical Reading 440</p> <p>Math 440</p> <p>ACT English 17</p> <p>Reading 18</p> <p>Math 19</p>
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<p><b>OTHER WAYS TO QUALIFY</b></p> <p>Initial eligibility criteria used in “Other Ways to Qualify” must be met by high school graduation.</p>	<p>National Merit or Achievement Scholars and Finalists;</p> <p>National Hispanic Scholars;</p> <p>IB Diploma recipients;</p> <p>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;</p> <p>GED with best composite score of 1270 SAT or 28 ACT and a 3.5 weighted GPA in the above 15 required credits; 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 15 required credits.</p>	<p>National Merit or Achievement Scholars and Finalists and National Hispanic Scholars who have not completed 75 hours of community service;</p> <p>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;</p> <p>GED with best composite score of 970 SAT or 20 ACT and a 3.0 weighted GPA in the above 15 required credits; or 3-year college preparatory program with best composite score of 970 SAT or 20 ACT and a 3.0 weighted GPA in the above 15 required credits.</p>	<p>The other ways to qualify listed below must also include a 3.5 unweighted GPA in a minimum of 3 career education credits in one career education program and minimum test scores listed above.</p> <p><i>3-year Career Preparatory</i> diploma with 3.0 weighted GPA using the 13 core credits required for graduation listed below: 4 English (3 with substantial writing)</p> <p>3 Math (including Algebra I) 3 Natural Science</p> <p>(2 with substantial lab)</p> <p>3 Social Science; <i>3-year College</i></p> <p><i>Preparatory</i> diploma with 3.0 weighted GPA using the 15 core credits required for graduation listed below:</p> <p>4 English (3 with substantial writing)</p> <p>3 Math (Algebra I and above)</p> <p>3 Natural Science (2 with substantial lab)</p> <p>3 Social Science</p> <p>2 Foreign Language; or <i>GED</i> 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](http://www.FloridaStudentFinancialAid.org/SSFAD/bf) or you may call toll free 1-888-827-2004.

### **CAREER PLANNING / COLLEGE ENTRANCE EXAMINATIONS**

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

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

Students should see their guidance 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, guidance counselor, or career specialist.

### **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 counselors for information and approval of Career Pathway courses. After graduation from high school, students can continue their career-focused education at the community college or post-secondary institutions and earn a two-year associate degree or a two-year certificate. Post-secondary credits are granted through articulation agreements which may contain a dual-enrollment component.

## **HIGH SCHOOL DIPLOMAS / CERTIFICATES**

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

### **STANDARD DIPLOMA**

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

### **SUPERINTENDENT'S DIPLOMA OF DISTINCTION**

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

### **CERTIFICATE OF COMPLETION**

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

### **CPT – ELIGIBLE CERTIFICATE OF COMPLETION**

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

### **SPECIAL DIPLOMA AND SPECIAL CERTIFICATE OF COMPLETION**

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

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

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

## GRADING STUDENT PERFORMANCE

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

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

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

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

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

The following are the academic grades used:

GRADE	NUMERICAL VALUE (%)	VERBAL INTERPRETATION	GRADE POINT VALUE
A	90 -100	OUTSTANDING PROGRESS	4
B	80 -89	GOOD PROGRESS	3
C	70 -79	AVERAGE PROGRESS	2
D	60 -69	LOWEST ACCEPTABLE PROGRESS	1
F	0 -59	FAILURE	0
I	0	INCOMPLETE	0

## GRADE POINT AVERAGE

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

- High school graduation
- Rank in class
- Eligibility to participate in interscholastic extracurricular activities

- 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.

**GRADE AND BONUS POINT VALUES:**

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

## PROVISIONS FOR ACCELERATION

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

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

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

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

▪ **Career Pathway.** Career Pathway is a senior high school transition initiative that allows students to obtain a sequential program of study which leads to a post-secondary career. Students should check with their guidance 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 postsecondary 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 guidance 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.

▪ **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 5point scale on the corresponding AP exam.

▪ **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.

▪ **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

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

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

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

### **Florida Virtual School Option**

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

### **Florida Virtual Course Offerings**

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

- Elective courses may be limited to online options.
- Courses that will be provided online through Florida Virtual will be identified on subject selection forms.

### **Recommended Participation Criteria for Students**

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

### **Notification of Parents**

- FLVS does not require parent permission to register students for online classes.
- Schools will advise parents when students are enrolled in an FLVS class.

### **Progress and Grade Reporting**

- ☐ FLVS progress reports will be provided to parents on a monthly basis.
- ☐ Grades will be reported at the end of each semester.



## **HOMEWORK POLICY\***

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

### **Student's Responsibilities**

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

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

### **Parents' Responsibilities**

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

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

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

## **ATTENDANCE POLICY**

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

Students are expected to:

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

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

### **A. Attendance Defined**

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

### **B. Absences Defined**

#### **1. Excused School and Class Absences and Tardies**

- Student illness: students missing 5 or more consecutive days of school due to illness or injury are required to provide a written statement from a medical provider. The written

statement must include all the days the student has been absent from school. If a student is continually ill and repeatedly absent from school due to a specific medical condition, he/she must be under the supervision of a physician in order to receive excused absences from school.

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

## 2. Unexcused School Absence

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

Unexcused absences include:

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

The student is expected to:

1. Attend school/classes one hundred and eighty (180) days each school year.

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

The parent is expected to:

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

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

## **ELIGIBILITY REQUIREMENTS FOR PARTICIPATION IN INTERSCHOLASTIC EXTRACURRICULAR ATHLETICS AND ACTIVITIES**

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

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

A student shall be eligible during the first semester of his/her ninth-grade year provided that it is the student's first entry into ninth grade and he/she was regularly promoted from eighth grade the immediate preceding year. If a student becomes ineligible during the second semester of his/her ninth-grade year or during the first semester of his/her 10<sup>th</sup>-grade year because the student's cumulative grade point average was below 2.0 at the conclusion of the previous semester and continues to be below 2.0 at the conclusion of the semester of ineligibility, he/she may regain his/her eligibility for the following semester provided:

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

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

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

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

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

The school athletic director and guidance counselor can assist students in planning a program of study that will include the appropriate courses to prepare for college entrance examinations and meet core

course requirements for participation in National Collegiate Athletic Association (NCAA) athletic programs. They can also assist students in determining how to calculate the GPA required to be eligible to participate in NCAA athletics and advise the student regarding which courses do not meet NCAA eligibility requirements.

## **STUDENT RIGHTS AND RESPONSIBILITIES\***

### **GRADES**

#### **PHILOSOPHICAL BASIS:**

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

#### **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 from others.

#### **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 students.

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

## **THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT**

The Family Educational Rights and Privacy Act (FERPA) is a federal law. The intent of this law is to protect the accuracy and privacy of student educational records. Under this law, parents have the right upon request, to inspect, release, and challenge information contained within the student's educational records. This right transfers to the student when he/she reaches the age of 18. Only authorized individuals having legitimate educational interest will have access to a student's educational records. The Board approved directive for implementing the provision of the Family Educational Rights and Privacy Act is contained in the document "Student Educational Records," and is available <http://www.ehandbooks.dadeschools.net/policies/91/SER>.

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:

- Date and place of birth, parent's address, and where parents can be contacted in emergencies;
- Grades, test scores, courses taken, academic specializations and activities, and official letters regarding a student's status in school;
- Special education records;
- Disciplinary records;
- Medical and health records that the school creates or collects and maintains;
- Documentation of attendance, schools attended, courses taken, awards conferred, and degrees earned;
- 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 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](http://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](http://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  
strategies and technology to engage students in

2011-2012

programs utilize innovative  
investigation and discovery.

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

This hands-on approach captures natural curiosity and stimulates interest, thereby building better understanding and quality performance. Students utilize mathematics, science, and technology

- 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.
- laboratories, as well as real world environmental sites, to engage in mathematical analysis, scientific inquiry, and engineering design.

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 Information about individual school programs in Mathematics, Science

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

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>

## 7 Habits of Highly Effective Teens

As a leadership academy, the Young Women's Preparatory Academy has made Sean Covey's *The 7 Habits of Highly Effective Teens* a part of its program. The habits are a set of principles that, when applied, allow teens to make judicious decisions when faced with tough issues and life-challenging dilemmas. The *7 Habits* provide a step-by-step guide to help teens improve self-image, build friendships, resist peer pressure, achieve their goals, and much more (1998, Franklin Covey Company). The program is based on Stephen Covey's *The 7 Habits of Highly Effective People*.

Students will use critical thinking to apply the habits to everyday situations where they will set goals and enhance their learning experiences and increase the likelihood of higher level performance in academic and nonacademic endeavors.

- Habit 1:     **Be Proactive**  
Take responsibility for your life.
- Habit 2:     **Begin with the End in Mind**  
Define your mission and goals in life
- Habit 3:     **Put First Things First**  
Prioritize, and do the most important things first.
- Habit 4:     **Think Win-Win**  
Have an everyone can win attitude.
- Habit 5:     **Seek First to Understand, Then to Be Understood**  
Listen to people sincerely.
- Habit 6:     **Synergize**  
Work together to achieve more.
- Habit 7:     **Sharpen the Saw**  
Renew yourself regularly.

Covey, Sean, *7 Habits of Highly Effective Teens*. Franklin Covey Company. Copyright 1998 by Fireside, New York.

## **YWPA Course Offerings by Department**

### **Language Arts**

#### English I Honors

The purpose of this course is to promote academic excellence in English language arts through enriched experiences in literature, writing, speaking, listening, and critical thinking.

The content should include, but not be limited to, the study of traditional and contemporary literature, the application of the writing process to expressive and academic modes with emphasis on preparation for the Florida Writing Assessment Test, the utilization of higher-order reading skills in preparation for the Florida Comprehensive Assessment Test in Reading and Writing; and the practice of formal and informal speaking and listening activities. Critical thinking should be incorporated in all components of the course. Activities that illustrate the application of communications skills to daily life and work should be provided.

1.0 Credit/Course Number 10032001

#### English II Honors

The purpose of this course is to promote academic excellence in English language arts through the study of world literature and through enriched experiences in composition, speech, and listening skills. The content should include, but not be limited to, instruction in universal themes found in world literature, as well as the critical analysis of various genres in that literature. Composition instruction should emphasize the creative, logical, and critical aspects of the writing process. Frequent practice should be provided in utilizing all aspects of composition, including prewriting, drafting, and revising with emphasis on preparation for the FCAT in Writing. The study of language should include usage, mechanics, and other elements of standard written English. Vocabulary study should focus on verbal analogies and other patterns commonly found on standardized tests.

1.0 Credit/ Course Number 100135001

#### English III Honors

The purpose of this course is to promote academic excellence in language arts through enriched experiences in reading, writing, speaking, and listening and to provide instruction in the study of American literature. The content should include, but not be limited to, composition instruction with frequent practice in writing multi-paragraph essays in a variety of modes, including documented papers. Literature study should include the written and oral analysis of American literary works representing the ethnic and cultural diversity of the American experience. The study of literature should also include analysis of American dialects as reflected in the literature. Reference skills and methods of summarizing information should be taught in relation to the production of documented papers. Formal and informal oral communications activities should be

provided.

State-authorized honors course.

1.0 Credit/Course Number 100138001

### English IV Honors

The purpose of this course is to promote academic excellence in language arts through enriched experiences in communications skills and through instruction in British literature as well as other world literature as a part of our literary heritage.

The content should include, but not be limited to, instruction in the written and oral analysis of major British literary works of various genres in relationship to literature of other cultures and to the development of the literary traditions of the English language. Composition instruction should emphasize writing assignments that develop students' abilities to analyze critically and to interpret information. Opportunities should also be given for students to extend speaking, listening, and viewing skills. Language study should include vocabulary development and an overview of the history of the language as reflected in literature.

State-authorized honors course.

1.0 Credit/Course Number 100141001

### Advanced Placement English Language and Composition

The purpose of this course is to provide students with an understanding of the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. The course is also designed to provide students with a variety of writing opportunities calling for the use of different styles and tones.

The content should include, but not be limited to, that determined by the College Board Advanced Placement Program.

SC\*\*\*Written assignments totaling at least 12,000 words shall be a component for successful completion of this course.

**Language Arts teacher recommendation required**

1.0 Credit/Course Number 100142001

### Advanced Placement English Literature and Composition

The purpose of this course is to involve students in the study and practice of writing and in the study of literature. Students should learn to use the modes of discourse and to recognize the assumptions underlying various rhetorical strategies. Students should also acquire an understanding of the resources of the language and an understanding of the writer's craft. They should develop critical standards for the appreciation of any literary work and increase their sensitivity to literature as shared experiences.

The content should include, but not be limited to, that determined by the College Board Advanced Placement Program. Written assignments totaling at least 12,000 words shall be a component for successful completion of this course.

**Language Arts teacher recommendation required**

1.0 Credit/Course Number 100143001

### Creative Writing 1

The purpose of this course is to develop students' writing and language skills needed for individual expression in literacy forms.

The content should include, but not limited to, instruction in the development and practice of writing a variety of literary works, including original poetry, short stories, plays, novels, and/or essays and other nonfiction. The course may also include technical aspects of publishing students' work in a literary publication.

1.0 Credit/Course Number 100932001

### Creative Writing 2

The purpose of this course is to continue to develop students' writing and language skills for individual expression in literary form.

The content should include, but not limited to, instruction in the development and practice of writing a variety of literary works, including original poetry, short stories, plays, novels, and/or essays and other nonfiction. The course may also include technical aspects of publishing students' work in a literary publication.

1.0 Credit/Course Number 100933001

### Journalism I

The purpose of this course is to provide instruction in basic aspects of journalism and workshop experience in journalistic production. The content should include, but not be limited to, instruction in recognizing and writing news from journalistic media and in developing editorials, sports articles, and feature stories. In addition to written work, students should receive instruction in the history and traditions of journalism as well as workshop experiences in photography, layouts, advertising, printing, and other practical aspects of journalistic enterprise. In connection with workshop experiences, one or more student journalistic productions may be included.

1.0 Credit/Course Number 100630001

### Journalism II

The purpose of this course is to provide practical experience in news gathering techniques and practice in journalistic writing, as well as opportunities to explore careers in journalism.

The content should include, but not limited to, training necessary for successful newsgathering for journalistic media. Student should receive frequent practice in gathering information and in writing news, sports, feature articles, and editorials. Through various media, students should explore career opportunities in journalistic fields. Practice in the preparation of materials for publication in journalistic media should occur within a workshop setting, various aspects of journalistic production may be taught through workshop experiences and/ or simulations.

1.0 Credit/ Course number 100631001

## **Language Arts through ESOL**

### English I through ESOL

The purpose of this course is to provide instruction in English language skills for

speakers of other languages.

The course includes reading, writing, speaking, and listening in the content areas of literature and language. This course addresses the needs of limited English proficient (LEP) students through the application of second language strategies.

The content should include, but not limited to, instruction in reading, writing, speaking, and vocabulary. The course should include composition instruction that focuses on writing effective paragraphs and multi paragraph papers, with emphasis on all stages of the writing process. (Pre-writing, drafting, revising). Speech Introduction should include formal and informal presentations. The course should include the opportunities for students to evaluate mass media. Literature study should include analysis of genres. The study of language should become

SC\*\*\*Credit in this course will meet graduation requirements for English.

1.0 Credit/Course Number 100230002

### English II through ESOL

The purpose of this course is to provide instruction in English language skills and in the study of world literature for speakers of other languages. This course addresses the needs of limited English proficient (LEP) students through the application of second language strategies. The content should include but not limited to, instruction in reading and vocabulary necessary for comprehension of printed materials. The course should include composition instruction that focuses on essay writing for various purposes and audiences, using literary and nonliterary subjects with emphasis on preparation for the Florida Comprehensive Assessment Test in reading and writing. Literature study should emphasize analysis of selections found in world literature. The study of language should include grammar, mechanics, usage, and other conventions of standard written English. The study of mass media should include an analysis of propaganda and persuasion techniques. Speech introduction should include analysis of effective techniques in oral presentations.

SC\*\*\*Credit in this course will meet graduation requirements for English.

1.0 Credit/Course Number 100231002

### English III through ESOL

The purpose of this course is to provide instruction in American Literature and in English language skills for speakers of other languages. This course addresses the needs for limited English proficient (LEP) students through the application of second language strategies. The content should include, but not be limited to, frequent practice in writing multi-paragraph papers of various types, with particular attention given to the writing of documented papers. Relative to these

Writing assignments, reference and summarizing skills should also be stressed. Listening, speaking, and writing assignments should be related, when appropriate, to the study of American literature. Literature study should include the analysis of various examples of American literary works in various genres. Literature instruction should be supported by instruction in reading strategies. Vocabulary study should focus upon verbal analogies and other patterns commonly found on standardized tests.

SC\*\*\*Credit in this course will meet graduation requirements for English.



1.0 Credit/Course Number 100232002

### English IV through ESOL

The purpose of this course is to provide instruction in English language skills in the study of British literature and other world literature for speakers of other languages. This course addresses the needs of limited English proficient (LEP) students through the application of second language strategies.

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

SC\*\*\*Credit in this course will meet graduation requirements for English.

1.0 Credit/Course Number 100252002

## **Reading**

### Intensive Reading

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

1.0 Credit/Course Number 100041001

## **Mathematics**

### Algebra I Honors

The purpose of this course is to provide a rigorous and in-depth study of algebra, emphasizing deductive reasoning skills, as a foundation for more advanced mathematics courses and to develop the skills needed to solve mathematical problems. Topics shall include, but not be limited to, operations and properties used within the real number system; algebraic and graphical solutions to first-degree equations and inequalities in one and two variables; relations and functions; direct and inverse variation; operations with polynomials, including all forms of factoring; rational and irrational algebraic expressions; quadratic equations, inequalities and functions.

SC\*\*\*Earning credit in this course precludes the earning of credit in

Algebra 1 or Applied Math I and II (which together are equivalent to Algebra I)

State-authorized honors course.

1.0 Credit/Course Number 120032001

### Algebra II Honors

The purpose of this course is to present an in-depth study of the topics of Algebra II with emphasis on theory, proof, and development of formulas, as well as their applications. Topics shall include, but not be limited to, algebraic structure; first-degree equations in one and two variables solved algebraically and graphically; systems of equations and inequalities; functions and relations; polynomials and rational expressions; exponents and radicals, logarithms; complex numbers; conic sections; polynomial equations; sequences and series; permutations, combinations and probability; and matrices.

**Prerequisite:** “C” or better in Algebra I and Geometry

SC\*\*\*Earning credit in this course precludes the earning of credit in Algebra II.

State-authorized honors course.

1.0 Credit/Course Number 120034001

### Geometry Honors

This course gives a rigorous in depth study of geometry with emphasis on methods of proof and the formal language of mathematics. Topics shall include Euclidean, non-Euclidean, and fractals structure of geometry; angle concepts; triangles; quadrilaterals; proofs, perpendicularity and parallelism in a plane and in space; similar polygons; circles and spheres; constructions; area and volume; coordinate geometry, basic trigonometry, and transformational geometry. **Prerequisite:** “C” or better in Algebra I

SC\*\*\*The earning of credit in this course precludes the earning of credit in regular Geometry.

1.0 Credit/Course Number 120632001

### Analysis of Functions

The purpose of this course is to enable students to develop advanced mathematics knowledge and skills in algebra, trigonometry and statistics and probability, using functions as a unifying theme. The content shall include, but not limited to, polynomial and rational functions, statistical and probability functions, exponential and logarithmic functions, and trigonometric and circular functions. This course is designed to follow Algebra II or Algebra II Honors or Algebra II, A Technological Approach

1.0 Credit/Course number 120131001

### Pre-Calculus

The Purpose of this course is to emphasize the study of functions and other skills necessary for the study of calculus. Topics shall include, but not be limited to, polynomial, rational exponential, logarithmic, and circular functions and their inverses; sequences; series; theory of limits; vectors; conic sections; polar coordinates; symbolic logic; mathematical induction; and matrix algebra.

1.0 Credit/Course number 120234002

### Calculus

The purpose of this course is to enable students to develop knowledge and skills in calculus concepts while strengthening and extending concepts learned in previous mathematics courses. The content should include, but not be limited to, the following:

- functions
- limits and continuity
- derivatives and their applications
- antiderivatives
- definite integrals and their applications

1.0 Credit/Course Number 120230001

### Probability and Statistics With Application

The purpose of this course is to explore the concept of probability and elementary statistics. Topics shall include, but not be limited to, random experiments; probability concepts; permutations; combinations; sample space; binomial distribution; concepts of descriptive statistics; measures of central tendency; measures of variability; normal distribution; and statistical Applications.

1.0 Credit/Course number 121030001

### Advanced Placement Calculus AB

The purpose of this course is to study algebraic and transcendental functions and the general theory and techniques of calculus. The content should include, but not be limited to, the topics determined by the Advanced Placement Program.

SC\*\*\*Earning credit in this course precludes the earning of credit in Calculus.

**Mathematics teacher recommendation required**

1.0 Credit/ Course number 120231001

## **Science**

### Earth/Space Science Honors

The purpose of this course is to provide opportunities for the student to develop concepts basic to the earth, space, materials, processes, history and environment. The content should include, but not be limited to, theories for the formation of the universe, solar system, life cycle of stars interstellar matter, famous astronomers, study of astronomical observatories, different types of telescopes, the solar system, U.S. Space Program, inter-planetary explorations, nature of matter and atomic structure, periodic table, mineral identification, igneous, sedimentary and metamorphic rocks, rock cycle, earth's interior, land formation, theory of plate tectonics, formation of rivers and streams, erosion, wind, water and weathering, glaciers and glacial features and structures, hydrologic cycle, oceanography, island formation, atmosphere, mapping weather conditions, composition of soils, energy resources, and topographic maps. Laboratory investigations of selected topics in the content which also include the use of the scientific methods, measurement, laboratory apparatus and safety are a part of this

course.

SC\*\*\*Precludes earning credit in any other Earth/Space Science titled course.

1.0 Credit/Course Number 200132001

### Biology Honors

The purpose of this course is to provide students with advanced exploratory experiences and activities in the fundamental concepts of life. The content should include, but not be limited to, scientific method, laboratory safety and the use of a laboratory apparatus, biochemistry, cell biology, cell reproduction, genetics, biological changes through time, classification and taxonomy, microorganisms and disease, structure and function of plants, structure and function of animals, human anatomy and physiology, and ecological relationships. Laboratory investigations of selected topics in the content that also include the scientific method, measurement, laboratory apparatus and safety are an integral part of the course.

**Prerequisite:** “C” or better in Physical Science or Earth and Space Science.

SC\*\*\*Completion of a credit in this course precludes the earning of credit in Biology I. State-authorized honors course.

1.0 Credit/Course Number 200032001

### Chemistry I Honors

The purpose of this course is to provide students with rigorous study of the composition, properties and changes associated with matter.

The content should include, but not limited to, heat, changes of matter, atomic structure, periodic table, bonding, formulas and equations, mole concept, gas laws, energy and order reaction rates and equilibrium, solutions, acids, bases, nuclear chemistry, electrochemistry, and organic chemistry.

Laboratory investigations of selected topics in the content which also include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of the course.

SC\*\*\*Completion of a credit in this course precludes the earning of credit in

Chemistry I. State-authorized honors course.

1.0 Credit /Course number 200335001

### Advanced Placement Chemistry

The purpose of this course is to provide a study of the development and application of chemistry principles and concepts.

The content should include, but not be limited to, that determined by the Advanced Placement Program.

Laboratory investigations of selected topics in the content which also include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of the course.

SC\*\*\*Completion of a credit in this course precludes the subsequent earning of credit in Chemistry, Chemistry I and/or Chemistry I Honors

This course is designed to be taken only after the successful completion of Chemistry I or Chemistry I Honors and Algebra II.

### **Science teacher recommendation required**

1.0 Credit /Course number 200337001

#### Advanced Placement Biology

The Purpose of this course is to provide a study of the facts, principles, and processes of biology, and the collection, interpretation, and formulation of hypotheses from available data. The content should include, but not limited to, that determined by the Advanced Placement Program.

Laboratory investigations of selected topics in the content which also include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of the course. Completion of a credit in this course precludes the subsequent earning of credit in Biology I or Biology I Honors. This course is designed to be taken after successful completion of Biology I or Biology I Honors and Chemistry I or Chemistry I Honors.

### **Science teacher recommendation required**

1.0 Credit/ Course number 200034001

#### Physics Honors

The purpose of this course is to provide students with rigorous introductory study of the theories and laws governing the interaction of matter, energy, and the forces of nature.

The content should include, but not limited to, kinematics, dynamics, energy, work and power, heat and thermodynamics, wave characteristics, light, electricity, magnetism, nuclear physics, and sound.

Laboratory investigations of selected topics in the content which also include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of the course.

Completion of a credit in this course precludes the earning of credit in Physics I.

1.0 Credit/ Course number 200339001

#### Advanced Placement Environmental Science

The purpose of this course is to provide the student with the study of man's interaction

with the environment.

The content should include, but not limited to, that determined by the advanced placement program.

Laboratory investigations of selected topics in the content which also include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of the course

### **Science teacher recommendation required**

1.0 Credit/ Course number 200138001

#### Science Research

The purpose of this course is to enable students to develop fundamental knowledge of the steps in the research process.

The content should include, but not be limited to, identification of research topics and problems, and development of basic research method skills.

1.0 Credit/Course number 170030003

### **Social Studies**

#### World History Honors

This course provides students the opportunity to acquire a comprehensive understanding of the past in terms of change or process as related to the development of humanity. This is done by analyzing the political, economic, social, religious, military, dynastic, scientific, and cultural events that have shaped and molded humanity. Implicit in this is an understanding of the historical method, the inquiry process, historical reasoning, and the issues of external/internal validity. Specific content includes comparative views of history, the origin of development of contrasting civilizations, and analysis of cultural universals, the role of religion in historical change, the varieties of contrasting political theories and philosophies, the role of science practices in the world, an analysis of the influence of the major figures and events, interpretations concerning the historical development of the world. Included will be a study of Americanism vs. Communism in accordance with Florida Statue 233.064. Credit and enrollment for Honors World History requires that the student be responsible for all regularly assigned work. Students must complete and present one research paper each nine-week period. This will count for 10% of the nine weeks grade. Topics are to be selected from the units studied during the nine weeks period. Topics must be approved by the instructor and include a Power Point presentation. Students are also required to complete one book report each nine weeks. Book reports will count for 10% of the nine week grade. Books must be approved by the instructor and pertain to the units being studied during the nine week period.

1.0 Credit/Course number 210932001

### Advanced Placement World History

The content should include, but not limited to, the topics determined by the Advanced Placement Program.

It is recommended that completion of a credit in this course preclude the earning of a credit in World History, World History Honors, World History Honors gifted, and A.P. History Gifted.

### **Social Studies teacher recommendation required**

1.0 Credit/Course number 210942001

### Humanities to 1500

The purpose of this course is to examine and respond to creative efforts from the earliest civilizations through the Renaissance period. The content will include, but not be limited to, providing opportunities for students to explore, analyze, synthesize and respond in a variety of ways to cultural traditions. These ways include viewing, listening, speaking, reading, writing, performing, and creating. Students should gain an appreciation for, and an understanding of, themselves and their world through an interdisciplinary approach involving the study of painting, sculpture, architecture, music, dance, drama, history, literature, philosophy, and religion.

0.5 Credit/Course number 030031002

### Humanities since 1500

The purpose of this course is to examine and respond to people's creative efforts from the post-Renaissance through the contemporary period. The content will include, but not be limited to, providing opportunities for students to explore, analyze, synthesize and respond in a variety of ways to cultural traditions. These ways include viewing, listening, speaking, reading, writing, performing, and creating. Students should gain an appreciation for, and an understanding of, themselves and their world through an interdisciplinary approach involving the study of painting, sculpture, architecture, music, dance, drama, history, literature, philosophy, and religion.

0.5 Credit/Course number 090032002

### United States History Honors

The purpose of this course is to provide students with the opportunity to acquire a comprehensive understanding of the chronological development of the United States by examining the political, economic, social, religious, military, scientific, and cultural events that have affected our nation. Content will include analysis of significant trends in the development of American culture and institutions, evaluation of westward expansion, origin and development of American ideals, interpretations on the effects of American colonial experience, analysis of the declaration of independence, U.S. constitution, and The Bill of Rights, analysis of sectionalism and origin, course and aftermath of the Civil War, comparisons of the technological and urban transformations, interpretations on changes in lifestyles, analysis of changes in foreign policy from regional to global, evaluation of characteristics of the economy, analysis of contemporary, domestic, and foreign issues.

1.0 Credits/ Course number 210032001

### Advanced Placement United States History

The purpose of this course is to provide students with the opportunity to develop the analytic skills, and factual knowledge necessary to deal critically with the problems, content, and materials of American historic development. This is done by focusing on persistent themes and change in history and by applying historical reasoning to seek solutions to contemporary problems. Appropriate concepts and skills will be developed in connection with the content that should include, but not limited to, that determined by the Advanced Placement Program.

1.0 Credit/ Course number 210033001

### Advanced Placement United States Government and Politics

The purpose of this course is to provide students with the opportunity to acquire a comprehensive understanding of American government and political behavior. Specific content to be covered will include, but not limited to, an evaluation of those documents which shape our political traditions (the Declaration of Independence, The Constitution, and The Bill of Rights.) an analysis of the roles of the three branches of government at the local, state and national levels, a comparative view of changing nature of citizen rights and responsibilities in the democratic state, and the importance of civic participation in the democratic political process.

SC\*\*\*Completion of credit in this course precludes the subsequent earning of credit in American Government, American Government Honors, or American Government Honors Gifted.

0.5 Credits/ Course number 210642001

### Advanced Placement Economics

The purpose of advanced placement macroeconomics is to provide students with the opportunity to analyze the functioning of the economy as a whole including total output and income, level of employment, the level of prices, and the determinants of aggregate supply and demand. Specific content to be covered will include, but not be limited to, an understanding of fundamental economic concepts including scarcity, opportunity costs and trade-offs, productivity, economic systems and institutions, money, and interdependence. The analysis of macroeconomic concepts includes gross national product, aggregate supply and demand, unemployment, inflation and deflation, monetary policy, fiscal policy, and international economics.

SC\*\*\*Completion of credit in this course precludes earning subsequent credit in Economics, Economics Honors, or Economics Honors Gifted, A.P. microeconomics gifted.

0.5 Credit/Course number 210237001

### Women's Studies

The purpose of this course is to enable students to develop an understanding of the role women have played throughout history, of individual women who have shaped history and the world today, and of contemporary issues that impact the lives of women today.



SC\*\*\*Elective social studies credit.

0.5 Credit/Course number 210434001

### Law Studies

The purpose of this course is to provide students the opportunity to acquire an understanding of the American legal process.

Specific content to be covered will include, but not be limited to, an understanding of the study of historical antecedents for law, constitutional guarantees of citizens, different kinds of laws, comparison of adult and juvenile justice systems, the value of law in society, the role of law enforcement officials, the importance of the adversarial relationships in American jurisprudence, the evolution of judicial interpretations, social values and their impact on interpretations of the law, and the supremacy of the U.S. Constitution.

SC\*\*\*Elective social studies credit.

0.5 Credit/Course number 210635001

### Advanced Placement European History

The purpose of this course is to provide students the opportunity to develop the analytic skills and factual knowledge necessary to deal critically with the problems, content, and materials of European historic development. This is done by focusing on persistent themes and change in history and by applying historical reasoning to seek solutions to contemporary problems. Appropriate concepts and skills will be developed in connection with the content that should include, but not limited to, that determined by the Advanced Placement Program.

1.0 Credit/Course number 210938002

### Advanced Placement Psychology

The advanced placement course in psychology introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students analyze the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use in their science and practice.

SC\*\*\*This is an elective course that follows the syllabus developed by the college board for Advanced Placement Psychology.

1.0 Credit/Course Number 210735001

## Advanced Placement Human Geography

The content should include, but not by the Advanced Placement Program.

SC\*\*\*Elective social studies credit.

1.0 Credits/ Course number 210340001

## **Foreign Languages**

### Spanish for Spanish Speakers I

This course provides a review of fundamental grammar and culture for students who speak Spanish as a native language, focusing on oral and written communication free from English interference. The content includes, but is not limited to, the reinforcement of the student's ability to communicate ideas and feelings, both orally and in writing, and the development of comprehension skills through the study of reading selections. The different cultures of the Spanish-speaking countries are studied.

1.0 Credit/Course Number 070930001

### Spanish for Spanish Speakers II

The purpose of this course is to continue the development of oral and written communication, and cultural study. The content should include, but not be limited to, the development of oral communication skills by giving oral information, instructions, directions, explanations, and messages. The development of written communication skills is stressed including practice in describing story characters, plot, and summarizing facts and ideas from readings. The study of culture including the lives and contributions of famous Hispanic people is emphasized.

**Prerequisite:** Spanish S-I or teacher recommendation.

1.0 Credit/Course Number 070931001

### Spanish for Spanish Speakers III

The purpose of this course is to continue the development of oral and written communication skills and cultural study previously acquired by the students. The content should include, but not be limited to, the development of specialized vocabulary and of writing skills. The development of interpretation skills and vocabulary through literary works in prose and poetry is emphasized. The writing process and an analysis of media communications are an integral part of the course.

**Prerequisite:** Spanish S-II or teacher recommendation

1.0 Credit/Course Number 070932001

### Spanish I

The purpose of this course is to introduce students to the Spanish language and its

culture and to develop communicative skills and cross-cultural understanding. The content should include the development of listening and speaking skills with an emphasis on pronunciation. An introduction to reading and writing is included, as well as the fundamentals of grammar and culture.

1.0 Credit/Course Number 070834001

### Spanish II

Purpose of this course is to reinforce fundamental skills in Spanish acquired by the student. This course further develops listening, speaking, writing skills, and cultural awareness. The content should include the expansion of the listening and oral skills previously acquired. Reading and writing receive more emphasis, while oral communication and enhancement of grammar skills remain the primary objectives.

**Prerequisite:** Spanish I for non-native speakers, Spanish I for native speakers or teacher recommendation.

1.0 Credit/Course Number 070835001

### Spanish III

The purpose of this course is to master and expand the skills previously acquired by the student. The content should include the expansion of vocabulary and conversational skills through discussions based on selected readings. Grammatical concepts will be reinforced by analyzing reading selections. Contemporary vocabulary stresses activities which are important to the everyday life of Spanish-speaking people.

**Prerequisite:** Spanish II for non-native speakers, Spanish I for native speakers or teacher recommendation.

1.0 Credit/Course Number 070836001

### Advanced Placement Spanish Language

The purpose of this course is to develop language skills in Spanish that can be used in various contexts with reasonable fluency and accuracy. The content should include, but not be limited to that determined by the Advanced Placement Program.

SC\*\*\* This course is for students who have completed at least up to Spanish III and/or have the Spanish teacher's recommendation.

**Prerequisite:** "C" or better in Spanish III or teacher recommendation.

1.0 Credit/Course Number 070840001

### Advanced Placement Spanish Literature

The purpose of this course is to prepare students to read and analyze representative works of Spanish prose, poetry and drama and to acquire the basic concepts and terminology of textual analysis. The content should include, but not limited to that determined by the Advanced Placement Program

1.0 Credit/Course Number 070841001

## **Fine, Visual, and Performing Arts**

### Chorus I

The purpose of this course is to provide students with experiences in basic vocal production techniques and part singing. The content should include enabling students to develop fundamental skills in vocal tone production, choral performance techniques, musical literacy, and music appreciation.

1.0 Credit/ Course number 130330001

### Chorus II

The purpose of this course is to extend experiences in basic vocal production techniques and part singing. The content should include, but not be limited to, extending development of basic musicianship skills including choral performance techniques, vocal tone production, musical literacy and music listening.

1.0 Credit/Course number 130331001

### Chorus III

The purpose of this course is to provide students with instruction in the development of basic vocal musicianship and technical skills through the study of varied choral literature. The content should include, but not be limited to, interpretation of notation; establishment of appropriate tone production and performance techniques; holistic presentation of simple musical form, varied style periods, and aesthetic values.

1.0 Credit/Course number 130332001

### Chorus IV

The purpose of this course is to provide students with instruction in the application of vocal musicianship and technical skills through the study of varied choral literature. The content should include, but not be limited to, independent interpretation of easy-medium easy (e-me) level choral music; refinement of tone production and performance techniques; analysis of musical form, varied style periods, and aesthetic perceptions.

1.0 Credit/Course number 130333001

### Advanced Placement Art Studio 2-D

This advanced course is intended to address a very broad interpretation of two-dimensional (2-D) design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. It is for the advanced student who wishes to seek ap credit through submitting a portfolio of work for consideration by the college board.

1.0 Credit/Course number 010935001

## **Leadership Skills Development**

### Leadership Skills Development and Techniques

The purpose of this course is to teach leadership skills, parliamentary procedure,

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

1.0 Credit/Course Number 240030001

## **Physical Education**

### Personal Fitness

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

0.5 Credit/Course number 150130001

### Beginning Aerobics

The purpose of this course is to provide students with opportunities to develop an individual optimal level of cardiovascular fitness, acquire knowledge of cardiovascular fitness concept, and acquire knowledge of the significance of cardiovascular fitness on one's health.

The content should include, but not be limited to, knowledge of the importance of cardiovascular fitness; assessment of cardiovascular fitness; knowledge of health problems associated with inadequate cardiovascular fitness level; knowledge of the cardiovascular and respiratory systems; knowledge and application of biomechanical and physiological principles to improve and maintain cardiovascular fitness; knowledge of psychological values of cardiovascular fitness including stress management; knowledge of consumer issues related to aerobic activities; and knowledge of safety practices related to aerobic activities.

SC\*\*\*This is not an interscholastic extracurricular activity.

0.5 Credit/Course number 150340001

## **Experiential Education**

### Executive Internship I

These courses specifically require a placement with a community professional in a laboratory or executive type setting. Students intern with a mentor to develop high level research or an experiential project, based upon in-depth participation in an internship experience.

Students must apply and qualify for program participation with a minimum of a 2.5 GPA, and counselor/teacher recommendations. Students must complete a minimum of 5 internship hours per week for each credit as well as assignments as outlined in the internship handbook.

1.0 Credit/Course Number 050030011

### Executive Internship 2

Students must apply and qualify for program participation with a minimum of a 2.5 GPA, and counselor/teacher recommendations. Students must complete a minimum of 5 internship hours per week for each credit as well as assignments as outlined in the internship handbook.

1.0 Credit/Course Number 050031011



# Young Women's Preparatory Academy

9

## Ninth Grade Subject Selection

Last Name \_\_\_\_\_

Student ID \_\_\_\_\_

First Name \_\_\_\_\_

Date of Birth \_\_\_\_\_

Your subject selection is not final until this form is **signed** and received by the Young Women's Preparatory Academy. If this form is incomplete, selections will be made for you. Please choose your courses carefully before signing below.

### REQUIRED CLASSES

☒ Student will be automatically placed in this course.

- ☒ A91 English I Honors \* (Except ESOL)  
☐ B91 Geometry Honors (Prerequisite: Algebra I Honors)  
☐ B10 Algebra II Honors (Prerequisite: Geometry Honors)  
☒ C91 Biology Honors (Prerequisite: Earth/Space Honors)  
☐ D91 Honors World History  
☐ D92 AP World History  
☐ A13 English through ESOL

Check ESOL Level: ☐ 1 ☐ 2 ☐ 3 ☐ 4

**Language Program** Check the appropriate program, the level will be based on a language proficiency exam. Once a program is selected, mobility between the programs will not be permitted.

- ☐ Spanish for Spanish Speakers (may include AP)  
☐ Spanish as a Second Language (may include AP)

### ELECTIVE CLASSES

\_\_\_\_\_ P03/P10 Personal Fitness (.5 Semester)  
Aerobics (.5 Semester)

### Statement of Understanding

I, \_\_\_\_\_, parent/guardian of \_\_\_\_\_ am aware that my child might not be eligible for transportation. If my child is not eligible for transportation, I will assume responsibility for her transportation should she be accepted to the program. **A minimum of a 2.5 academic average and appropriate conduct must be maintained in each class to remain in the program.** Students with excessive absenteeism or tardies will be withdrawn. If I voluntarily withdraw my child from the Young Women's Preparatory Academy, I understand that she cannot be re-enrolled at the school at a later date. All voluntary withdrawals are final and binding. By my signature, I indicate that I accept these conditions.

Student's Signature

Date

Parent/Guardian's Signature



# Young Women's Preparatory Academy

10

## Tenth Grade Subject Selection

Last Name \_\_\_\_\_

Student ID \_\_\_\_\_

First Name \_\_\_\_\_

Date of Birth \_\_\_\_\_

Your subject selection is not final until this form is **signed** and received by the Young Women's Preparatory Academy. If this form is incomplete, selections will be made for you. Please choose your courses carefully before signing below.

### REQUIRED CLASSES

**(X)** Student will be automatically placed in this course.

- ☒ A10 English II Honors \* (Except ESOL)  
☐ B10 Algebra II Honors (Prerequisite: Geometry Honors)  
☐ B11 Pre-Calculus H (Prerequisite: Algebra II Honors)  
☐ C10 Chemistry I Honors (Prerequisite: Biology Honors)  
☐ C11 AP Biology (Prerequisite: Chemistry I)  
☐ D18 AP Human Geography  
☐ H10/H11 Humanities  
☐ L05/L06 Creative Writing 1 & 2  
☐ A14 English through ESOL

Check ESOL Level: ☐ 1 ☐ 2 ☐ 3 ☐ 4

**Language Program** Check the appropriate program, the level will be based on a language proficiency exam. Once a program is selected, mobility between the programs will not be permitted.

- ☐ Spanish for Spanish Speakers (May include AP)  
☐ Spanish as a Second Language (May include AP)

### ELECTIVE CLASSES

Students and parents/guardians should complete the following section together. Please review the following list of electives. Select two in order of preference. Students will receive **TWO** electives, unless a level 1 or 2 is scored on the 2010 Reading FCAT, reading will become a mandatory elective.

Write a 1 on the line next to your first choice.  
Write a 2 on the line next to your second choice.

- ☐ D15 AP Psychology  
☐ L10 Journalism I/Yearbook  
☐ M10 Chorus 1  
☐ M11 Chorus 2  
☐ N05 AP Studio Art

### Statement of Understanding

I, \_\_\_\_\_, parent/guardian of \_\_\_\_\_ am aware that my child might not be eligible for transportation. If my child is not eligible for transportation, I will assume responsibility for her transportation should she be accepted to the program. **A minimum of a 2.5 academic average and appropriate conduct must be maintained in each class to remain in the program.** Students with excessive absenteeism or tardies will be withdrawn. If I voluntarily withdraw my child from the Young Women's Preparatory Academy, I understand that she cannot be re-enrolled at the school at a later date. All voluntary withdrawals are final and binding. By my signature, I indicate that I accept these conditions.

Student's Signature \_\_\_\_\_

Date \_\_\_\_\_

Parent/Guardian's Signature \_\_\_\_\_





# Young Women's Preparatory Academy

## Eleventh Grade Subject Selection

Last Name \_\_\_\_\_

Student ID \_\_\_\_\_

First Name \_\_\_\_\_

Date of Birth \_\_\_\_\_

Your subject selection is not final until this form is **signed** and received by the Young Women's Preparatory Academy. If this form is incomplete, selections will be made for you. Please choose your courses carefully before signing below.

### REQUIRED CLASSES

#### Must select one course from each core subject area

- ☐ A11 English III Honors \* (Except ESOL)
  - ☐ A12 AP English Language and Composition
  - ☐ B11 Pre-Calculus H (Prerequisite: Algebra II Honors)
  - ☐ B12 AP Calculus (Prerequisite: Pre Calculus)
  - ☐ C11 AP Biology Honors (Prerequisite: Chemistry I)
  - ☐ C14 AP Chemistry (Prerequisite: Chemistry I)
  - ☐ D11 US History Honors
  - ☐ D12 AP US History
  
  - ☐ A15 English through ESOL
- Check ESOL Level:    ☐ 1    ☐ 2    ☐ 3    ☐ 4

### ELECTIVE CLASSES

Students and parents/guardians should complete the following section together. Please review the following list of electives. Select three in order of preference. Students will receive **TWO** electives, unless a level 1 or 2 is scored on the 2010 Reading FCAT, reading will become a mandatory elective.

Write a 1 on the line next to your first choice.

Write a 2 on the line next to your second choice.

Write a 3 on the line next to your third choice.

- ☐ D15 AP Psychology
- ☐ D20/D19 Women's Studies/Law Studies
- ☐ E13 Executive Internship 1
- ☐ L10 Journalism I/Yearbook
- ☐ L11 Journalism II/Yearbook
- ☐ M11 Chorus 2
- ☐ N05 AP Studio Art
- ☐ S07 AP Spanish Language
- ☐ S08 AP Spanish Literature
- ☐ F06 Spanish SL III
- ☐ Virtual School (Counselor Approval ONLY)
- ☐ Dual Enrollment (Counselor Approval ONLY)

### Statement of Understanding

I, \_\_\_\_\_, parent/guardian of \_\_\_\_\_ am aware that my child might not be eligible for transportation. If my child is not eligible for transportation, I will assume responsibility for her transportation should she be accepted to the program. **A minimum of a 2.5 academic average and appropriate conduct must be maintained in each class to remain in the program.** Students with excessive absenteeism or tardies will be withdrawn. If I voluntarily withdraw my child from the Young Women's Preparatory Academy, I understand that she cannot be re-enrolled at the school at a later date. All voluntary withdrawals are final and binding. By my signature, I indicate that I accept these conditions.

\_\_\_\_\_  
Student's Signature\_\_\_\_\_  
Date\_\_\_\_\_  
Parent/Guardian's Signature



## Young Women's Preparatory Academy

## Twelfth Grade Subject Selection

Last Name \_\_\_\_\_

Student ID \_\_\_\_\_

First Name \_\_\_\_\_

Date of Birth \_\_\_\_\_

Your subject selection is not final until this form is **signed** and received by the Young Women's Preparatory Academy. If this form is incomplete, selections will be made for you. Please choose your courses carefully before signing below.

**REQUIRED CLASSES****Must select one course from each core subject area**

- A25 English IV Honors \* (Except ESOL)
  - A26 AP English Literature and Composition
  - B12 AP Calculus (Prerequisite: Pre Calculus)
  - B13 Probability and Statistics W/ application
  - C13 AP Environmental
  - C14 AP Chemistry
  - C12 Physics Honors
  - D14/D13 AP Macroeconomics/  
AP U.S. Government & Politics
  
  - A16 English through ESOL
- Check ESOL Level:   \_\_ 1   \_\_ 2   \_\_ 3   \_\_ 4

**ELECTIVE CLASSES**

Students and parents/guardians should complete the following section together. Please review the following list of electives. Select three in order of preference. Students will receive **TWO** electives, unless a level 1 or 2 is scored on the 2010 Reading FCAT, reading will become a mandatory elective.

Write a 1 on the line next to your first choice.

Write a 2 on the line next to your second choice.

Write a 3 on the line next to your third choice.

- \_\_\_ D15 AP Psychology
- \_\_\_ D20/D19 Women's Studies/Law Studies
- \_\_\_ E13 Executive Internship 1
- \_\_\_ E14 Executive Internship 2
- \_\_\_ L12 Journalism III/ Yearbook
- \_\_\_ M12 (Chorus 3)
- \_\_\_ N05 AP Studio Art
- \_\_\_ S07 AP Spanish Language
- \_\_\_ S08 AP Spanish Literature
- \_\_\_ F06 Spanish SL III
- \_\_\_ Dual Enrollment (Counselor Approval ONLY)

**Statement of Understanding**

I, \_\_\_\_\_, parent/guardian of \_\_\_\_\_ am aware that my child might not be eligible for transportation. If my child is not eligible for transportation, I will assume responsibility for her transportation should she be accepted to the program. **A minimum of a 2.5 academic average and appropriate conduct must be maintained in each class to remain in the program.** Students with excessive absenteeism or tardies will be withdrawn. If I voluntarily withdraw my child from the Young Women's Preparatory Academy, I understand that she cannot be re-enrolled at the school at a later date. All voluntary withdrawals are final and binding. By my signature, I indicate that I accept these conditions.

\_\_\_\_\_  
Student's Signature\_\_\_\_\_  
Date\_\_\_\_\_  
Parent/Guardian's Signature