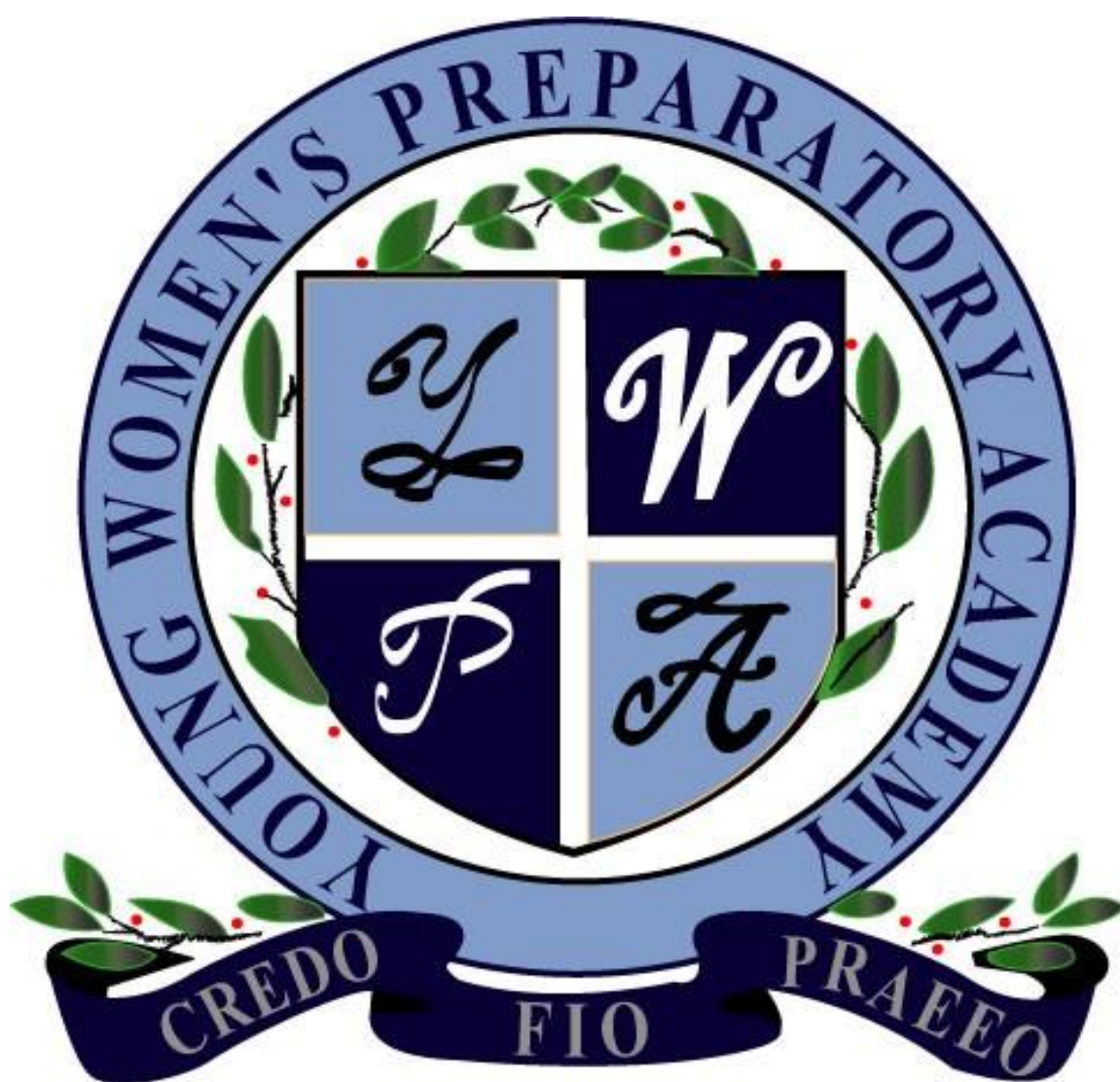


Young Women's Preparatory Academy  
Middle School  
2011-2012  
Curriculum Bulletin



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## Table of Contents

Faculty and Staff.....	3
Principal’s Message .....	5
Mission and Vision .....	6
Promotion and Placement in the Middle School.....	7
High School Graduation Programs .....	16
2011-2011 High School Graduation Options and Requirements .....	20
Admissions to the Florida State University System .....	26
Florida Bright Futures Scholar’s Program .....	27
Career Planning/College Entrance Examinations.....	32
High School Diplomas .....	33
Grading Student Performance .....	34
Grade Point Average .....	34
Provisions for Acceleration .....	36
Homework Policy .....	39
Attendance Policy .....	40
Eligibility for Participation in Activities .....	42
Students Rights and Responsibilities.....	45
The Family Educational Rights and Privacy Act .....	46
Magnet Programs .....	47
7 Habits of Highly Effective Teens Program.....	50
Course Offerings.....	51
Subject Selection Forms.....	63

## **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.

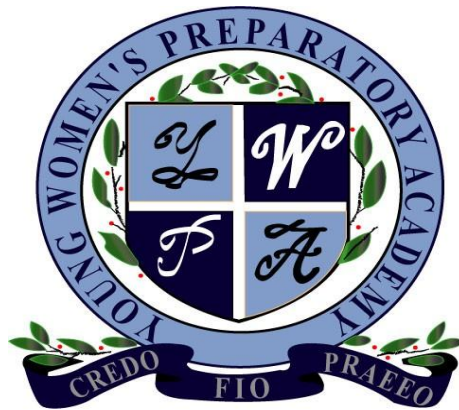
Sincerely,

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.

Miami-Dade County Public Schools

# 2011-2012

## Student Progression Plan

### Graduation Guidelines and Course Requirements

#### PROMOTION AND PLACEMENT IN THE MIDDLE SCHOOL

##### A. Promotion, Placement, and Retention

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

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

Students must meet School Board-approved and state-mandated course requirements. The Secondary School Redesign Act, also known as the A++ Plan for Education, was passed by the Florida Legislature and signed into law by the Governor and became effective on July 1, 2006. In order to increase the rigor and relevance of the middle high school experience and to prepare middle school students for senior high school, the requirements contained in this legislation became effective with entering sixth graders in the 2006-2007 school year. (See pages 66-68 of this plan.)

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

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

mirror the course descriptions for regular middle school Language Arts. In addition, all secondary ELLs, i.e., ESOL Levels I-IV are required to take a second period of Developmental Language Arts Through ESOL.

Students in grades 6 - 8 may retake failed courses by utilizing the following options:

- By means of middle school course recovery, students in grades 7 or 8 who have failed a language arts, mathematics, science, or social studies course are eligible to retake the course in a modified time frame. A student can be promoted to the next grade level, where, in addition to taking the current grade level language arts, mathematics, science, or social studies course, the student will take the failed course in a concentrated one semester format. The middle school course recovery option can be delivered in either a computer-based or traditional classroom instructional model or a combination thereof.
- Modified/flexible student schedules during the regular school day or placement in alternative models developed by schools to meet these criteria, e.g., Early Bird, Extended School Day, Saturday Academy. Students in Grades 6 and 7 who pass four (4) or five (5) courses at each grade level, including language arts or mathematics, are to be placed in the next grade level and double blocked in the regular school year or enrolled in alternative models.
- Students who pass less than 4 courses are retained in the same grade, interventions are continued, and progress must be monitored as specified in the school-wide PMP. Prior to a recommendation for a second retention, a student is to be referred to a SST for consideration of placement in an alternative program or initiation of the comprehensive SST collaboration process.

## **B. Required Program of Study**

### **1. Required Courses for Students in Middle School**

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

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

- three middle school annual courses in English. These courses are to emphasize literature, composition, and technical text.



(M/J Language Arts Through ESOL must be taken by ELLs. These courses meet the state requirement.)

- three middle school annual courses in mathematics.
- three middle school annual courses in science.
- three middle school annual courses in social science, one of which is civics. Beginning with students entering grade 6 in 2012-2013, a civics course must be successfully completed in order to be promoted to senior high school. An end-of-course (EOC) assessment will comprise 30% of the civics grade for entering sixth graders in 2013-2014 and for students entering grade 6 in 2014-2015, an EOC assessment must be passed in order to successfully complete the civics course.
- one semester of physical education in grades 6, 7, and 8 beginning in the 2009-2010 school year. This requirement may be waived if a student is enrolled or required to enroll in a remedial course or if the student's parent indicates in writing a request that the student enroll in another course or that the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement. Parents are to be notified of the waiver options before scheduling the student to participate in physical education. Students may elect additional physical education courses.
- a middle school course which incorporates career and education planning, which should be completed in 7<sup>th</sup> grade. This course will culminate in completion of an electronic Personalized Education Planner (ePEP), which must be signed by the student, the student's guidance counselor, and the student's parent. The ePEP must inform students of high school graduation requirements, high school assessments and college entrance test requirements, Florida Bright Futures Scholarship Program requirements, state university and Florida college admission requirements, and programs through which a high school student can earn college credit, including Advanced Placement, International Baccalaureate, International Certificate of Education, dual enrollment, career academy opportunities, and courses that lead to national industry certification. Students with disabilities can elect to complete an ePEP related to the requirements for a standard high school diploma or a special diploma plan.

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

For each year in which a student scores at Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year,

which may be integrated into the student's required mathematics course.

Response to Intervention (Rtl) requirements are referenced on pages 53-54 and are applicable to students at all grade levels.

GRADE	LANG. ARTS***	MATH	SOCIAL SCIENCE	SCIENCE	PHYS. ED.	ELECTIVES	TOTALS
6	1	1	1	1	.5	1.5	6
7*	1	1	1	1	.5	1.5*	6
8	1	1	1	1	.5	1.5	6

\* Students in grade 7 are required to enroll in a course listed in the *2010-2011 Course Code Directory*, which includes career and education planning.

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

\*\*\* M/J Language Arts Through ESOL as appropriate. ELLs scoring at Levels 1 and 2 on the most recent administration of FCAT reading are to be enrolled in a second ESOL course. The M/J Developmental Language Through ESOL course will count as an elective credit.

## 2. Middle School Interdisciplinary Teams.

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

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

Developmental instruction in reading/mathematics may be required during grade 6 when student performance in grade 5 indicates a need for strengthening. These courses will be in addition to the regular language arts/mathematics courses and may be offered as electives. Students scoring at Levels 1 and 2 on the most recent administration of FCAT reading are to be enrolled in the appropriate M/J Intensive Reading course in addition to their required M/J Language Arts course in grades 6, 7, and 8. The district's K-12 CRRP requires each school to conduct a screening and diagnostic

process to identify appropriate placement of Level 1 and Level 2 students in reading classes to be completed prior to the end of the school year. The K-12 CRRP also requires a daily double literacy block for all Level 1 or 2 FCAT reading students who have reading deficiencies in decoding and fluency (Intensive Reading Plus). All FCAT Level 1 and 2 students are required to be enrolled in an Intensive Reading, Intensive Reading Plus, or Intensive Reading

Enrichment course with the exception of ELLs who are required to enroll in a M/J Developmental Language Arts Through ESOL course.

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

Reading strategies in the content areas are to be provided to students in all grades in the middle schools. These strategies should be in addition to those taught during language arts class.

#### **4. Required Topics of Study for Middle Grades.**

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

- Human Growth and Development (Science, grades 6, 7, and 8)
- Substance Abuse Education (Science, grades 6, 7, and 8)
- Sexually Transmitted Diseases (including HIV/AIDS Education) (Science, grades 6, 7, and 8)
- Teen dating violence and abuse prevention (Science, grades 6-8)
- Economic Education (Social Science, grades 6, 7, and 8)
- Florida History, Government, and Geography (Social Science, grades 6, 7, and 8)
- African American History (Social Science, grades 6, 7, and 8)
- Character Education (Social Science, grades 6, 7, and 8)
- Hispanic contributions to the United States (Social Science, grades 6, 7, and 8)
- Women's contributions to the United States (Social Science, grades 6, 7, and 8)
- History of the Holocaust (Social Science, grades 6, 7, and 8)
- Multicultural Education (Social Science, grades 6, 7, and 8)
- Sacrifices made by veterans in protecting democratic values (Social Science, grades 6, 7, and 8)
- History and content of the Declaration of Independence and the U.S. Constitution (Social Science, grades 6, 7, and 8)
- History of the U.S., including the period of discovery, early

colonies, the War for Independence, the Civil War, the expansion of the U.S. to its present boundaries, the world wars, and the civil rights movement to the present (Social Science, grade 8)

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

**5. Elective Courses.**

For ELLs scoring at Levels 1 and 2 on the most recent administration of FCAT reading, only one elective course is allowed since the second elective is the required M/J Developmental Language Arts through ESOL.

**6. Establishment of Increased Requirements.**

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

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

Students in grades 6, 7, and 8 may enroll in selected senior high school courses for the purposes of pursuing a more challenging program of study. Such courses are considered when computing grade point averages and rank in class (School Board Rule 6Gx13-5B-1.061). Up to six credits may be earned (with parental permission) in grades 6, 7, and/or 8, for courses taken prior to the 2007-2008 school year which may be applied toward the total credits needed for graduation, college admission, or for the Florida Bright Futures Scholarship Program requirements. During the time students are enrolled in designated high school courses, they are considered to be grade 9 students for those class periods. Students and their parents will be informed that all high school credit courses taken in the middle school will be included in their high school transcript. Factors to be considered in taking high school courses in the middle school include the impact on the students' GPA and subsequent rank in class, the possible lack of recognition by the National Collegiate Athletic Association (NCAA) for senior high school courses taken in a grade below grade 9, and the benefit of retaking a course in which

skills have not been mastered. Courses taken will remain a part of a student's middle school record, as well as the student's senior high school record. Credit may be earned in the courses listed below:

Algebra I Honors*
Geometry Honors*
Earth/Space Science Honors*▼
Biology I Honors*▼
Computer Programming I & above*
Foreign Language I & above*
Spanish for Spanish Speakers I & above
Haitian Creole for Haitian Creole Speakers I & above
Language & Literature for International Studies 1, 2, 3, & 4 (French, German, Spanish)

\* Courses offered by The Florida Virtual School/Miami-Dade Virtual School. (See Appendix K for information concerning The Florida Virtual School/Miami-Dade Virtual School.)

▼ Must meet science lab requirement

## **8. Mathematics and Science**

Students should be encouraged to enroll in advanced/honors mathematics and science courses whenever appropriate. Accelerating in mathematics and science offers students the opportunity to take higher level mathematics and science courses in senior high school. Students should begin this sequence early in order to follow a path leading to the successful completion of four credits of high school mathematics and a minimum of three credits of high school science. Successful completion of a high school level Algebra I, Geometry, or Biology I course is not contingent upon the student's performance on the EOC assessment. However, beginning with the 2011-2012 school year to earn high school credit for Algebra I, a middle school student must pass the Algebra I EOC assessment. Beginning with the 2012-2013 school year, to earn high school credit for Geometry or Biology I, a middle school student must pass the respective EOC assessments. Students who encounter difficulties in mathematics and science courses should be provided assistance through peer tutoring, teacher tutoring, before/after school programs, online tutorial programs, and/or Saturday school, where appropriate.

## **C. Student Performance Standards**

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

in each subject and grade, or they must meet the specified level of performance on the state assessments.

Reading Grades 6-8	Grade "C" or better in the core Language Arts/English/ESOL course or  FCAT 2.0 NGSSS Reading Achievement Level 2.
Writing Grade 8	FCAT Writing score of 3.0 or higher (grade 8 only).
Mathematics Grades 6-8	Grade "C" or better in the core mathematics course or FCAT 2.0 NGSSS Mathematics Achievement Level 2 or higher
Science Grade 8	FCAT SSS Science Achievement Level 2 or higher (grade 8 only).

**D. Summary - Promotion and Placement Requirements in the Middle School**

END OF GRADE	COURSES PASSED	STATUS
6	<b>All Courses Passed</b>	<b>Promoted to Grade 7</b> Regular 7 <sup>th</sup> grade student
6	<b>4-5 Courses Passed</b> Must pass language arts* or mathematics and at least 3 other courses	<b>7<sup>th</sup> Grade Student</b> Placed in grade 7 and scheduled to repeat courses not passes as appropriate
6	<b>Less than 4 Courses Passed in Grade 6</b>	<b>Retained 6<sup>th</sup> Grade Student</b>
7	<b>12 Cumulative Courses Passed</b> 6 courses passed in grade 6 and 6 courses passed in grade 7	<b>Promoted to Grade 8</b> Regular 8 <sup>th</sup> grade student
7	<b>8-12 Cumulative Courses Passed</b> 4 courses passed in grade 6 including language arts*, mathematics, science, and social science 4-5 courses passed in grade 7 including 7 <sup>th</sup> grade language arts* or	<b>8<sup>th</sup> Grade Student</b> Placed in grade 8 and scheduled to repeat courses not passes as appropriate

	mathematics, science or social science, and/or a course which incorporates career and education planning.	
<b>7</b>	<b>7-8 Cumulative Courses Passed</b>	<b>Retained 7<sup>th</sup> Grade Student</b>
<b>8</b>	<b>15-18 Cumulative Courses Passed</b> Must pass 3 courses each in language arts*, mathematics, science, and social science, including a course which incorporates career and education planning and 3 additional courses. Then student must also have completed his/her ePEP.	<b>Promoted to Grade 9</b>
<b>8</b>	<b>14 or Fewer Courses Passed</b>	<b>Retained 8<sup>th</sup> Grade Student</b>

\* M/J Language Arts Through ESOL as appropriate

#### **E. High School Accelerated Graduation Options**

Each school shall provide each student in grades 6 through 8 and their parents with information concerning the three-year and four-year high school graduation options described on pages 79-84 so that students and their parents may select the high school graduation option that best fits their needs in developing a postsecondary education or career plan.

**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

<p><b>Physical Education</b></p>	<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® 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 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. 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>
<p><b>ELECTIVES</b></p>	<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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## OTHER WAYS TO QUALIFY

Initial eligibility criteria used in "Other Ways to Qualify" must be met by high school graduation.

National Merit or Achievement Scholars and Finalists;  
National Hispanic Scholars;  
IB Diploma recipients;  
Students who have completed the IB curriculum with best composite score of 1270 SAT or 28 ACT; AICE Diploma recipients; Students who have completed the AICE curriculum with best composite score of 1270 SAT or 28 ACT;  
GED with best composite score of 1270 SAT or 28 ACT and a 3.5 weighted GPA in the above 15 required credits; 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.

National Merit or Achievement Scholars and Finalists and National Hispanic Scholars who have not completed 75 hours of community service;  
Students who have completed the IB curriculum with best composite score of 970 SAT or 20 ACT; AICE Diploma recipients who have not completed 75 hours of community service; Students who have completed the AICE curriculum with best composite score of 970 SAT or 20 ACT;  
GED with best composite score of 970 SAT or 20 ACT and a 3.0 weighted GPA in the above 15 required credits; 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.

The other ways to qualify listed below must also include a 3.5 unweighted GPA in a minimum of 3 career education credits in one career education program and minimum test scores listed above.  
*3-year Career Preparatory* diploma with 3.0 weighted GPA using the 13 core credits required for graduation listed below: 4 English (3 with substantial writing)  
3 Math (including Algebra I) 3 Natural Science  
(2 with substantial lab)  
3 Social Science; *3-year College*  
*Preparatory* diploma with 3.0 weighted GPA using the 15 core credits required for graduation listed below:  
4 English (3 with substantial writing)  
3 Math (Algebra I and above)  
3 Natural Science (2 with substantial lab)  
3 Social Science  
2 Foreign Language; or  
*GED* with 3.0 weighted GPA using the core credits required for the selected high school graduation program (standard, career, or college).

Additional information on the Bright Futures Scholarship Program may be obtained on the internet: [www.FloridaStudentFinancialAid.org/SSFAD/bf](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 programs utilize innovative strategies and technology to engage students in investigation and discovery. This hands-on approach captures natural curiosity and stimulates

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

interest, thereby building better understanding and quality performance. Students utilize mathematics, science, and technology laboratories, as well as real world environmental sites, to engage in

- 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.

mathematical analysis, scientific inquiry, and engineering design. Information about individual school programs in Mathematics,

Science and Technology can be found at: <http://choice.dadeschools.net/ms.asp>

## **VISUAL AND PERFORMING ARTS**

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

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

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>.

## 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**

#### M/J Language Arts 1 Advanced

The purpose of this course is to promote academic excellence in writing, oral communication, and the analysis of literature. The content should include, but not be limited to, the analysis of literature and the use of the writing process. The course should also include advanced reading skills, techniques of effective speaking and listening, critical thinking, and study skills and how these skills relate to success in the world of work.

1.0 Credit/Course number 100102001

#### M/J Language Arts 2 Advanced

The purpose of this course is to promote academic excellence in reading, writing, and oral communication, including critical thinking and study skills. The content should include, but not be limited to, applications of speaking and listening skills, the analysis of literature, and the uses of the writing process for creative and expository purposes. The course should include advanced reading, thinking, study skills, and information on language arts related career opportunities.

1.0 Credit/ Course Number 100105001

#### M/J Language Arts 3 Advanced

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 100108001

#### M/J Journalism 1

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

using language in authentic contexts of journalism.  
1.0 Credit/Course number 100600001

## **Language Arts through ESOL**

### M/J Language Arts 1 through ESOL

The purpose of this course is to provide educational experiences which develop English language arts concepts and skills for speakers of other languages. This course addresses the needs of limited English proficient (LEP) students through the application of second language strategies. The content should include, but not limited to, the study of literature, the use of the writing process, and the application of reading, listening, speaking, critical thinking and study skills. Information on how language arts skills apply to daily life and work should also be provided.

1.0 Credit. Course number 100200002

### M/J Language Arts 2 through ESOL

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

1.0 Credit/Course number 100201102

### M/J Language Arts 3 through ESOL

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

1.0 Credit/Course number 100202002

## **Reading**

### Intensive Reading

The purpose of this course is to provide instruction in the acquisition of developmental

reading skills through an integrated reading, listening, speaking and writing approach. The content should include, but not be limited to, the development of reading as a process with emphasis on comprehension, vocabulary, listening, speaking, writing and study skills. Opportunities should be provided for independent/recreational reading.

1.0 Credit/Course number 100001001

## **Mathematics**

### M/J Mathematics 2 Advanced

The purpose of this course is to extend the seventh grade curriculum to address higher levels of all strands of the Sunshine State Standards. The Course should prepare students for Algebra I. The content should include, but not be limited to, numeration, whole numbers, fractions, decimals, percents, integers, geometry, measurement, estimation, graphing, number theory, ratio and proportion, probability, statistics, data analysis, algebraic thinking. The course should be taught within the context of problem solving, and calculators and computers should facilitate instruction.

1.0 Credit/Course Number 120505001

### M/J Mathematics 3 Advanced (Pre-Algebra)

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

1.0 Credit/Course Number 120507001

### Algebra I Honors (High School Credit)

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

### Geometry Honors (High School Credit)

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

### Intensive Mathematics

This elective course is designed to assist students with content mastery of Math 1, Math 2, or Math 3. This course can be repeated as needed.

1.0 Credit/Course number 120400001

## **Science**

### Integrated Science 1 (High School Credit)

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

1.0 Credit/ Course Number 200240001

### Integrated Science 2 (High School Credit)

This is the second course of a three-course series that also includes

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

This course precludes earning credit in Biology I

1.0 Credit/Course Number 200242001

### Earth/Space Science Honors (High School Credit)

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 (High School Credit)

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

## **Social Studies**

### Advanced Geography

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

SC\*\*\*A course for the motivated student which meets the middle school requirement for United States and World Geography.

1.0 Credit/Course Number 210302001

### Advanced Civics

The purpose of this course is to prepare students to participate as informed citizens of their community, state, and nation by providing them with comprehensive knowledge and skills necessary to function in our democratic society. An extensive understanding of the purpose and goals of our democratic society will be developed in order to instill a feeling of pride and patriotism for our system. The content should include, but not be limited to, an analysis of the

United States constitutional government, the free enterprise system, the legal system, and the development, structure and function of local, state, and national governments within that constitutional framework. The course should lead the student to an understanding of contemporary social issues, a realization of the role of the individual in our democratic system and an understanding of rights, responsibilities, and obligations.

SC\*\*\*A course for the motivated student, which meets the middle school requirement for Civics.

1.0 Credit/Course Number 210602001

### Advanced United States History

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

SC\*\*\*A course for the motivated student, which meets the middle school requirement



for U.S. and Florida History.  
1.0 Credit/Course number 210002001

## **Foreign Languages**

### Spanish for Spanish Speakers-Beginning

The purpose of this course is to provide a review of fundamental language skills for students who already speak Spanish, focusing on oral and written communication free from English interference. Content emphasis is on the reinforcement of the students' ability to clearly communicate ideas and feelings, both orally and in writing, and the development of comprehension skills through the study of reading selections.

SC\*\*\* This course is recommended for students who either speak Spanish at home or who function at a similar level of proficiency in Spanish.

1.0 Credit/Course Number 070900001

### Spanish for Spanish Speakers-Intermediate

The purpose of this course is to reinforce and expand the fundamental skills previously acquired by the students. This course further develops listening, speaking, reading, and writing skills as well as cultural awareness.

Content emphasis remains on oral communication skills for everyday practical situations with special attention to pronunciation, intonation and stress, and the use of functional language structures and vocabulary. Students continue to develop reading and writing skills and to familiarize themselves with the culture of the Spanish-speaking world.

SC\*\*\*The student is expected to have completed 0708000, or its equivalent.

1.0 Credit/Course Number 070901001

### Spanish for Spanish Speakers-Advanced

The purpose of this course is to reinforce the development of language skills for both oral and written communication. Content emphasis focuses on further development of grammar, reading, and writing skills as well as cultural awareness through selected readings.

SC\*\*\*This course is for students who have completed 0709010 or its equivalent.

1.0 Credit/Course Number 070902001

### Spanish for Spanish Speakers I (High School Credit)

The purpose of this course is to provide 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 should include, but not be 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. Cultural traits of the Spanish-speaking world are studied.

SC\*\*\*This course is recommended for students who either speak Spanish as a home language or who function at a similar level of proficiency in Spanish.

1.0 Credit/Course Number 070930001

### Spanish for Spanish Speakers II (High School Credit)

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.

SC\*\*\*This course is for students who have completed 070930001. Or its equivalent.

1.0 Credit/Course Number 070931001

### Spanish for Spanish Speakers III (High School Credit)

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.

State-authorized Honors course.

SC\*\*\*This course is for students who have completed 070931001, or its equivalent.

1.0 Credit/Course Number 070932001

### M/J Spanish, Beginning

The purpose of this course is to introduce students to the Spanish language and its culture and to develop interactive communicative skills and cross-cultural understanding. Content emphasis is on listening comprehension and speaking with special attention to pronunciation, basic structures, and everyday vocabulary. Students are introduced to reading and writing in the language and to basic cultural elements of the Spanish-speaking world.

SC\*\*\*This course is for student with no previous study and/or knowledge of Spanish.

1.0 Credit/Course Number 070800001

### M/J Spanish, Intermediate

The purpose of this course is to reinforce and expand the fundamental skills previously

acquired by the students. This course further develops listening, speaking, reading, and writing skills as well as cultural awareness.

Content emphasis remains on oral communication skills for everyday practical situations with special attention to pronunciation, intonation and stress, and the use of functional language structures and vocabulary. Students continue to develop reading and writing skills and to familiarize themselves with the culture of the Spanish-speaking world.

SC\*\*\*The student is expected to have completed 0708000, or its equivalent.

1.0 Credit/Course Number 070801001

### M/J Spanish, Advanced

The purpose of this course is to further reinforce previously learned language skills. Content emphasis remains on the expansion of oral communication skills.

Students continue to develop and use listening-speaking skills with greater confidence. Increased attention is given to vocabulary and to reading and writing skills, and the study of the culture of the Spanish-speaking world is expanded.

SC\*\*\*The student is expected to have completed 0708010, or its equivalent.

1.0 Credit/Course Number 070802001

### Spanish I (High School Credit)

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.

SC\*\*\*This course is for students with no previous study and/or study of Spanish.

1.0 Credit/ Course Number 070834001

### Spanish II (High School Credit)

The purpose of this course is to reinforce fundamental skills in Spanish acquired by the student. This course further develops listening, speaking, reading, and writing skills, and cultural awareness. The content should include, but not be limited to, the expansion of the listening and oral skills previously acquired. Reading and writing receive more emphasis, while oral communication and the enhancement of grammar skills remain the primary objectives. This course should include a cultural survey of the Spanish-speaking world.

SC\*\*\*This course is for students who have completed 070834001, or its equivalent.

1.0 Credit/Course Number 070835001

### Spanish III (High School Credit)

The purpose of this course is to master and expand the skills previously acquired by the student. The content should include, but not be limited to, 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 the Spanish-speaking people.

State-authorized Honors course.

SC\*\*\*This course is for students who have completed 070835001, or its equivalent.

1.0 Credit/Course Number 070836001

## **Business Technology**

### Introduction to Computers & Career Planning

1.0 Credit/Course Number 020000201

## **Critical Thinking**

### M/J Critical Thinking, Problem Solving, and Learning Strategies (7-Habits)

The purpose of this course is to equip students with learning strategies, critical thinking skills, and problem solving skills that will enhance their learning experiences in school and increase the likelihood of higher level performance in academic and nonacademic endeavors.

The content should include, but not be limited to the following:

- communication skills
- learning strategies
- critical thinking skills
- problem solving skills\_\_\_\_\_

1.0 Credit/Course Number 170010001

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

### M/J Art/2-D1

This is a continuation of course number 010100001 and is for students who have mastered the production experiences in levels 1 and 2. Students are given in-depth opportunities to plan two-dimensional learning experiences according to teacher and personal interpretations of their aesthetic needs and strengths. Emphasis continues to be placed on creative reading, writing, listening, and investigative skills that lead to quality processes and products. Skills will be developed in the critiquing of art work based on aesthetic criteria.

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

1.0 Credit/Course Number 010101001

## M/J Art/2-D2

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

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

Prerequisites: M/J Orientation to Art/2-D and Art/3-D and M/J Art 2-D I.

1.0 Credit/Course Number 010102001

## M/J Experiencing Art

The purpose of this course is to experience a fundamental background in two and three-dimensional art, focusing on the design concepts, art history, art appreciation, production, craftsmanship, and critical analysis.

The content should include, but not limited to the following:

- The elements and principles of design
- Art History
- Aesthetics
- Art Production
- Art Criticism

SC\*\*\*Suggested prerequisites: Art Appreciation II, M/J Exploring Art.

.5 Credit/Course Number 010401001

## **Advanced Academics**

### Gifted: 6-8 Grade

This course is designed to implement the instructional objectives of the Education Program (EP) for each student.

SC\*\*\*Enrollment in this course is determined by the EP for each gifted student.

1.0 Credit/Course number 785504001

## **Physical Education**

### M/J Physical Fitness

The purpose of this course is to: (a) improve health-related fitness through participation in games/sports; gymnastics, dance, and individual developmental activities and (b) evaluate physical activities in terms of fitness values. The content should include, but not be limited to the following: safety practices assessment of health-related fitness skill-related components of physical fitness evaluation of physical activities in terms of fitness value principles of exercise and training psychological values of physical fitness including positive self-image

interrelationships among exercise, nutrition, and rest fitness activities

0.5 Credit/Course Number 150100003



# Young Women's Preparatory Academy

6

## Sixth 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.

☒ A61 M/J Language Arts 1 Advanced\* (Except ESOL)

☒ B61 M/J Mathematics 2 Advanced

☒ C61 Integrated Science 1

☒ D61 Advanced Geography

☐ A62 M/J Language Arts through ESOL

Check ESOL Level: ☐ 1 ☐ 2 ☐ 3  
☐ 4

☐ I 61 Intensive reading (required for all Level 1&2)

☐ G06 Gifted (Student must enroll if on current (EP)

### 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.

☐ P61/N82 Physical Fitness\*\*/ Experiencing Art

☐ H03 Introduction to Computers

☐ F10 M/J Spanish as a second language

☐ S10 M/J Spanish for Spanish speakers

\*\*Must enroll unless parent or guardian indicates enrollment in another course as specified per attached letter.

### 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

7

## Seventh 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.

☒ A71 M/J Language Arts 2 Advanced\* (Except ESOL)

☒ B71 M/J Mathematics 3 Advanced (Pre-Algebra)

☒ C71 Integrated Science 2

☒ D71 Advanced Civics

☐ A72 M/J Language Arts through ESOL

Check ESOL Level: ☐ 1 ☐ 2 ☐ 3 ☐ 4

☐ I71 Intensive Reading (required for all level 1&2)

☐ G07 Gifted\* Student must enroll if on current (EP)

### 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.

☐ P71/N83 Physical Fitness \*\*/ Experiencing Art

☐ E61 Drama 1

☐ M02 Chorus 1

☐ M03 Chorus 2

☐ F11 M/J Spanish as a second language

☐ S11 M/J Spanish for Spanish speakers

\*\*Must enroll unless parent or guardian indicates enrollment in another course as specified per attached letter.

### 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





8

# Young Women's Preparatory Academy

## 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.

**X** A81 M/J Language Arts 3 Advanced\* (Except ESOL)

**X** B81 Algebra I Honors

**\_** B91 Geometry Honors (Prerequisite: Algebra I Honors)

**X** C81 Earth/Space Science Honors

**\_** C91 Biology Honors (Prerequisite: Earth/Space Honors)

**X** D81 Advanced United States History

**\_** A82 M/J Language Arts through ESOL

Check ESOL Level: **\_** 1 **\_** 2 **\_** 3 **\_** 4

**Language 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 (S04-S06)

**\_** Spanish as a Second Language (F04-F06)

### 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 **ONE** elective, 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.

**\_** I81 **Intensive reading** (required for all level 1&2)

**\_** G08 **Gifted\*** Must be enrolled if on Current (EP)

**\_** M02 **Chorus 1**

**\_** M03 **Chorus 2**

**\_** N81 **M/J Art/2-D2**

**\_** P81/P83 **Physical Fitness \*\***

**\_** T01 M/J **Journalism /Yearbook**

**\*\*Must enroll unless parent or guardian indicates enrollment in another course as specified per attached letter.**

### 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

February 17, 2011

Dear Parent or Guardian:

The 2008 Legislature passed Senate Bill 610 which was signed into law by Governor Crist on June 2, 2008. It included changes in State Statute as it relates to the physical education requirements for students in Florida.

To encourage students to become more physically active and to help students develop healthy lifestyles, Senate Bill 610 requires the equivalent of one class period per day of physical education for a minimum of one semester each year for students in grades 6 through 8 beginning in the 2009-2011 school year.

The physical education requirement shall be waived for a student who meets one of the following criteria:

- The student is enrolled or required to enroll in a remedial course.
- The student's parent or guardian indicates in writing to the school that the student is enrolled in another course from among those offered as options by the school District.

This Statute requires each school board to notify parents of the options available to them prior to scheduling a student in physical education. Unless your child meets one of the waiver criteria listed above, he/she will be enrolled in physical education for a minimum of one semester of each year while in grades 6 through 8.

Please contact your school administration if you have questions or concerns regarding the physical education requirements or waiver criteria.

Sincerely,

Concepcion I. Martinez, Principal