

**Corporate Academy South Senior High
School
2010-2011 Curriculum
Guide**



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MESSAGE FROM THE PRINCIPAL

August 24, 2010

Dear Students and Parents:

Welcome to Corporate Academy South Senior High School, your “School Of Choice”. I would like to extend a warm welcome to each of you to Corporate Academy South Senior for the 2010-2011 school year. This curriculum bulletin has been prepared for students and parents so that you may prepare for educational opportunities.

This bulletin outlines the requirements for promotion and graduation from the Miami-Dade County Public Schools. The curriculum bulletin provides you with information essential to your selection of the courses and subjects that you will be taking during the upcoming school year.

It is our goal to provide an exciting curriculum to meet the varying needs of all students as they develop their educational potential. To achieve our goal, we have included a number of new courses and restructured several existing courses in order to allow additional opportunities for you to experience a quality high school curriculum. Part of our goal is to develop the students’ educational potential in order to prepare them to be successful in a competitive world.

The curriculum choices that you and your parents select will be for the 2010 – 2011 school year. We hope that you benefit from the opportunities that we will be providing, and we stand ready to assist you in achieving academic excellence.

Again, welcome and best wishes for a wonderful school year!

Sincerely,

David H. Brooks, Ed.D.

Principal

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HIGH SCHOOL GRADUATION PROGRAMS

The Secondary School Redesign Act, also known as the “A++ Plan for Education,” was passed by the Florida Legislature and signed into law by the Governor to become effective on July 1, 2006. 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.

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

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 Florida Comprehensive Assessment Test (FCAT) graduation test, earn a specific grade point average (GPA) on a 4.0 scale, and successfully complete the required courses listed in the chart entitled “2010-2011 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 accelerated 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 guidance counselor to enroll in either one of the accelerated programs.

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

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

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

A student selecting either of the two accelerated 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 from 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 accelerated 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 Sunshine State Standards and complete a community service project. In order to be designated as a 10th grade student, a 9th grade student must have earned a minimum of four credits, which must include one credit in English/ESOL and/or one credit in mathematics. To be designated as an 11th grade student, a 10th grade student must have earned a minimum of 9 credits, which must include two credits in English/ESOL, one credit in mathematics, and one credit in science **OR** one credit in English/ESOL, two credits in mathematics, and one credit in science. To be designated as a 12th grade student, an 11th grade student must have earned a minimum of 16 credits, which must include three credits in English/ESOL, two credits in mathematics, and two credits in science **OR** two credits in English/ESOL, three credits in mathematics, and two credits in science .

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

Entering 9th grade students must have completed an electronic Personalized Education Plan (ePEP). The ePEP should have been initiated in 7th grade and reviewed and revised, if necessary, at each grade level thereafter. Students entering 9th grade without an ePEP, must complete one no later than the end of the first semester of 9th grade.

HIGH SCHOOL GRADUATION REQUIREMENTS

	24 CREDIT PROGRAM	18 CREDIT COLLEGE PREPARATORY PROGRAM	18 CREDIT CA PREPARATOR PROGRAM
<p>English/SOL</p> <p>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.</p>	4 credits (major concentration in composition & literature and reading for info.)	4 credits (major concentration in composition & literature and reading for info.)	4 credits (major concentration in Composition & reading fo
MATHEMATICS	4 credits (Algebra I, Geometry & 2 courses at the Alg. I level or higher)	3 credits (Algebra I, Geometry, & a course at the Algebra I level or higher)	3 credits (Alge Geometry, & a the Algebra I le higher)
SCIENCE	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 Science & Biol course from th following: Chei Physical Scien Physics, or Int Science III)
SOCIAL SCIENCE	3 credits (World History, American History, American Gov't, & Economics)	3 credits (World History, American History, American Gov't & Economics)	3 credits (Worl American Hist American Gov Economics)
FOREIGN LANGUAGE	Not required (foreign language credit is required for admission to state universities)	2 credits in the same language or demonstrated proficiency.	Not required
PERFORMING/FINE ARTS/PRACTICAL ARTS/CAREER & TECHNICAL EDUCATION	1 credit in performing/ fine arts or a practical arts course that incorporates artistic content & techniques of creativity, interpretation, and imagination	Not required	3 credits in a s career/technic education prog credits in caree technical dual enrollment cou credits in career/technic education cou
PHYSICAL EDUCATION/HEALTH	1 credit	Not required	Not required
ELECTIVES	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 math courses)	3 credits	2 credits unles earning5 credi career/ technic education
GRADE POINT AVERAGE(GPA)	2.0	3.5 (beginning with students who entered 9th grade in 2006-2007 and thereafter; for students who entered 9th grade prior to 2006-2007, required GPA is 3.0)	3.0
MINIMUM GRADE TO EARN COURSE CREDIT	"D"	"B" (weighted or unweighted)	"C" (weighted , unweighted)
TESTING	Students must earn a passing score on the Reading and Math sections of the FCAT graduation test.	Students must earn a passing score on the Reading and Math sections of the FCAT graduation test.	Students must passing score Reading and M sections of the graduation tes
COMMUNITY SERVICE	Required (see Explanatory Notes chart)	Not required	Not required
ANTICIPATED TIME TO COMPLETION	4 years	3 years	3 years



IV. PROMOTION AND PLACEMENT IN THE SENIOR HIGH SCHOOL AND ADULT EDUCATION PROGRAM

Academic Achievement

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

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

of fine arts; and one credit of physical education with the integration of health.

To better engage students in planning and making decisions for their future, they are to select an area of interest as part of their personalized career and education plan. Students are to earn four credits in a major area of interest, similar to college students, which may be in the arts, advanced academic studies, or career

preparation. Each school will provide students and their parents with a list of district/state-approved major areas from which a selection may be made. The remaining four elective credits may be used to earn a second major area of interest, a minor, or for other elective courses.

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

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

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

- enrolling in career academy and/or magnet programs;
- attending career fairs to learn about employment opportunities and trends and to explore occupations of interest to them;
- learning more about their interests and aptitudes by completing interest and aptitude inventories;
- assessing their readiness for college study by taking the Preliminary

SAT (PSAT), Preliminary ACT (PLAN), and/or Florida College Entry-Level Placement Test (CPT) in their sophomore year and using the results to increase their skills and knowledge;

maintaining an ePEP, that allows them to reflect on what they have accomplished and plan for the future;

using software or internet-based computer guidance programs to explore career and college choices and establish personal plans for future course work;

participating in job shadowing and internship experiences to increase awareness of the skills and tasks involved;

developing a plan for those involved in special education program to facilitate the smooth transition to postsecondary activities; and

planning for students with disabilities beginning at age 14, or younger, if appropriate, to focus on the student's anticipated course of study in secondary school.

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

Promotion and Placement

Each student is required to have mastered the SSS, which are incorporated in the M-DCPS CBC, in order to be eligible for graduation from M-DCPS. Also incorporated into the CBC are the skills necessary to become successful participants in the workplace. In order for a student, who is enrolled in the four-year, 24-credit program, to receive a grade 10 grade level designation, he/she shall have earned an annual credit in English/ESOL and/or an annual credit in mathematics.

Additionally, the student shall have earned two or three annual credits in remaining courses for a cumulative total of four annual credits. In order for a student to receive a grade 11 designation, the student shall have earned a total of two English/ESOL credits, one mathematics credit, and one science credit **OR** one credit in English/ESOL, two mathematics credits, and one science credit and a cumulative total of 9 annual credits. In order for a student to receive grade 12 grade level designation, he/she shall have earned a total of three English/ESOL credits, two mathematics credits, and two credits in science **OR** two credits in English/ESOL, three credits in mathematics, and two credits in science and a cumulative total of 16 credits. In order to be graduated, a student must earn a cumulative total of 24 annual credits or 18 annual credits for those students selecting an accelerated graduation option and have met all state/School Board approved graduation requirements.

GRADES 9-12 GRADE LEVEL PROMOTION REQUIREMENTS

END OF GRADE	MINIMUM CUMULATIVE TOTAL CREDITS FOR STUDENTS IN THE FOUR-YEAR, 24-CREDIT STANDARD PROGRAM
9	4 (including one English* or one mathematics credit)
10 * English Through ESOL as appropriate.	9 (including two English* credits, one mathematics credit, and one science credit or one English* credit, two mathematics credits, and one science credit)
	16 (including three English* credits)

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

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

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

For each student who does not meet performance levels in reading, writing, mathematics and/or science, the school, in consultation with the student's parent, must implement a school-wide PMP to assist the student in meeting state and district levels for proficiency. Each plan must include provision for intensive remedial instruction through one or more of the following activities:

Extended school day (before or after) programs, tutorial programs, Saturday class, referral to the School Support Team and/or suspension of instruction in elective courses.

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

An academic preparation course may be required for students entering grade 10 who have not demonstrated the potential to pass the FCAT on the first attempt as grade 10 students. The course will address reading, writing, and/or mathematics skills, reading strategies in content areas, critical thinking, and general study skills appropriate to the senior high school. The

student shall take one semester of reading, one semester of mathematics, or a full year of either or both as indicated by area(s) of deficiency. These courses may be available to students during the summer, prior to entry into grade 10 or during grade 10. These courses will not meet the four English, intensive reading, and/or the three mathematics credits or the four mathematics credits for students who entered grade 9 in 2007-2008 required for graduation.

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

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

Performance-based criteria are in place for awarding credit to those students who progress through course standards in less than the 135 hours; and

Procedures are in place to amend a school master schedule to 135 hours of instruction for students who may need the additional time to meet the course requirements.

High School Graduation Programs

Exercises his/her right to change to the four-year, 24-credit standard program.

Fails to earn 5 credits by the end of grade 9 or fails to earn 11 credits by the end

of grade 10. There are five options for high school graduation, two of which are accelerated programs and two (# 2 and #3) accelerated programs for grade 10. The fifth option is a college assessment.

Students and their parents may select from one of the five options. Students selected to one of the accelerated options (#4 or #5) must declare that option by the end of the 9th year. All of the five passing scores students can graduate with or score on the FCA graduation test that are to graduate with passing scores

The graduation options are as follows:

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

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

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

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

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

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

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

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

on the FCAT, if applicable.

	24 CREDIT OPTION	18 CREDIT COLLEGE PREPARATORY OPTION	18 CREDIT CA PREPARATOR
<p>prior to the 2007-2008 school year refer to the description below titled "Credits for major concentration diploma, students who complete the required credits, earn the composition & literature assessment test (ECAT) graduation test." and reading for information)</p> <p>1. Graduation Options</p>	<p>4 credits (major concentration diploma, students who complete the required credits, earn the composition & literature assessment test (ECAT) graduation test." and reading for information)</p>	<p>4 credits (major concentration diploma, students who complete the required credits, earn the composition & literature assessment test (ECAT) graduation test." and reading for information)</p>	<p>4 credits (major concentration diploma, students who complete the required credits, earn the composition & literature assessment test (ECAT) graduation test." and reading for information)</p>
MATHEMATICS	4 credits (Algebra I, Geometry, & 2 courses at the Algebra I level or higher)	3 credits (Algebra I, Geometry, & a course at the Algebra I level or higher)	3 credits (Algebra I, Geometry, & a course at the Algebra I level or higher)
SCIENCE	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)
SOCIAL SCIENCE	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)
FOREIGN LANGUAGE	Not required (foreign language credit is required for admission to state universities)	2 credits in the same language or demonstrated proficiency	Not required
PERFORMING/FINE ARTS/PRACTICAL ARTS/CAREER & TECHNICAL EDUCATION	1 credit in performing/fine arts or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination.	Not required	3 credits in a career/technical education program or 2 credits in career/technical dual enrollment courses, or 5 in career/technical education courses

2. Explanatory Notes

<p style="text-align: center;">ENGLISH/ LANGUAGE ARTS</p>	<p>English I, II, III, & IV or English I-IV Through are required to meet the English/language arts graduation requirement. This requirement applies to all three graduation options. Developmental Language Arts Through ESOL is required for students who are classified as ELLs. It is noted that grade 9 and 10 students who are at Levels 1 and 2 on the most recent administration of the FCAT reading test as well as grade 12 retakers will be required to take an intensive reading course in lieu of an elective and to complete the required English course. The district's CRRP requires each school to conduct an assessment and diagnostic process to identify appropriate placement of Level 1 and Level 2 students. Reading classes to be completed prior to the start 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). Some high achieving FCAT Level 2 students 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 language arts benchmarks into the course.</p>
<p style="text-align: center;">MATHEMATICS</p>	<p>For the 24 credit option for students who entered 9th grade prior to 2007-2008, 3 credits of mathematics are required to graduate; for students who entered 9th grade in 2007-2008 and thereafter, 4 credits of mathematics are required to graduate. For the 18 credit options students must earn 3 credits. A four-year recommended sequence includes Algebra I, Geometry, Algebra II, and Analysis of Functions. Informal Geometry is not the high school graduation requirement, but students who do not meet the minimum entrance requirements for the Florida University System must complete the Florida University System.</p>
<p style="text-align: center;">SCIENCE</p>	<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, and 1 credit in one of 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 by grade 11.</p>
<p style="text-align: center;">PERFORMING/FINE ARTS/PRACTICAL ARTS/CAREER & TECHNICAL EDUCATION</p>	<p>For students in the 24 credit option who entered 9th grade prior to 2007-2008, they are to earn 1 credit in performing/fine arts (art, dance, theater, speech, or debate) and .5 credit in practical arts (any career/technical education course or approved annual computer or journalism course). They also must earn .5 credit in Life Management Skills. For students in the 24 credit option who entered 9th grade in 2007-2008 and thereafter, they must earn 1 credit in performing/fine arts and .5 credit in practical arts (see details in Graduation Options chart above). Students enrolled in a college preparatory program do not have any requirement in this area. Students in a career preparatory program must meet the requirements listed in the chart above.</p>
	<p>For students in the 24 credit option who entered 9th grade prior to 2007-2008, this requirement is met by successful completion of Personal Fitness or Adaptive Physical Education and any other approved physical education semester course. For students in an interscholastic sport at the varsity or varsity level, for two full seasons obtaining a passing score of "C" or higher on a competency test on personal fitness skills.</p>

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

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

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

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

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

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

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

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

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

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

Students should be encouraged to enroll in honors, Advanced Placement, and dual enrollment language arts, social science, mathematics, and science courses whenever appropriate. Students should start the sequence of courses early in order to enable them to take the higher level courses. Students should not be restricted from taking multiple numbers of Advanced Placement courses; however, it is the school's responsibility to advise and caution students regarding an excessive workload.

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

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

standard four-year, 24-credit or the two accelerated three-year, 18-credit programs may earn more than the 24 or 18 credits required for graduation.

□. **Testing Requirements for Graduation**

FCAT Test Requirements

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

Students must earn a passing score on the FCAT graduation test in Reading and Mathematics in order to meet the graduation test requirement. Passing scores are 300 in Reading (1926 on the developmental scale) and 300 in Mathematics (1889 on the developmental scale).

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

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

Original Graduation Test Requirement	School Year Enrolled in Grade 9	Passing FCAT Reading Score	Passing Mathematics Score
HSCT	1998-1999 or Earlier	268	278
2001 Grade 10 FCAT	1999-2000	287	295
FCAT Graduation Test	2000-2001 or Later	300	300
Test Exemptions for Students with Disabilities:			

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

as documented on the IEP.

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

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

Testing Accommodations for Students with Disabilities:

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

Parental Rights Regarding the FCAT for Students with Disabilities:

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

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