



**INTERNATIONAL STUDIES  
CHARTER HIGH SCHOOL**

**2010-2011  
CURRICULUM  
BULLETIN**

**2480 SW 8<sup>TH</sup> STREET  
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# INTERNATIONAL STUDIES CHARTER HIGH SCHOOL

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<http://ischs.dadeschools.net>

Dear Students and Parents:

International Studies Charter High School is designed to provide students with a challenging multicultural, multilingual curriculum. Our teachers and students come from all over the world, creating an international school culture. As we begin our seventh year of operation, I am proud to present our new curriculum bulletin as well as some of our accomplishments:

- “A” School Designation for the fifth year on the State of Florida’s A+ Plan
- The 2008, 2009, and 2010 graduating classes have been accepted to prestigious universities with scholarships: American University, Babson College, Barry University, Florida Atlantic University, Florida International University, Florida State University, Gulf Coast University, La Universidad de Navarra, McGill University, Miami Dade Honors, Pace University, Skidmore University, Stetson University, Université de Nantes, University of Central Florida, University of Florida, University of Miami, University of North Carolina at Chapel Hill, University of North Florida, University of South Florida, University of West Florida, Wellesley College
- The majority of our graduates have qualified for Bright Futures
- Students who have taken the Spanish and French Baccalaureate have earned the highest marks
- We currently offer Boys and Girls Soccer, Cross Country, Tennis and Volleyball as well as Boys Basketball and Girls Flag Football!

The information included here represents the most up-to-date information available from the State of Florida and the Miami- Dade County School Board as of January 2010.

Spring registration is the time of year for students to make important decisions affecting their educational future. This process involves considerable effort and must be approached with a serious attitude. The task of selecting courses is very important. As you read the bulletin you will find a considerable selection of both required and elective courses. Please use this information to create your schedule for the upcoming school year.

Student registration enables the faculty and staff to determine the number and type of courses that will be offered next year. Low student enrollment is a reason why certain courses do not make the final master schedule. Students are often frustrated by this outcome and that is why it is important that students choose alternative elective courses to ensure that their schedule meets their individual needs.

This bulletin is designed to assist our students and their parents in selecting the appropriate courses for the next school year. It also provides important information regarding graduation and scholarships. It is designed as a guide through the school’s offerings and requirements. All courses are listed on the grade level subject selection sheets which students will complete. Parents are encouraged to assist their child by offering input when students are selecting appropriate courses for the next year. Please note that students will be placed in courses based first on state and district requirements as well as graduation requirements, next on program requirements, and lastly based on preference.

As the school’s principal, I am certain that through the unified efforts of the parents and faculty, International Studies Charter High School students will have an excellent 2010-2011 academic year.

Sincerely,

Victoriano Rodriguez, Principal

## **International Studies Charter High School Staff**

To contact the following staff, please call (305) 643-2955  
and ask for the respective faculty member:

### **Administration**

#### **Principal**

Victoriano Rodriguez

#### **Assistant Principal**

Janette Cruz

#### **Guidance Counselor**

Teresa Valdes

#### **CAP Advisor**

Dr. Jon Page

#### **Activities Director**

Scott Hermansen

#### **Athletics Director**

Alfred Mitat

#### **Registrar**

Liaran Aleman

#### **Secretary**

Lourdes Vasquez

## **Academic Departments**

### **Language Arts**

Hedda Acosta  
Elizabeth Figueroa  
(Middle School)  
Jennifer Hearn  
Sandra Vieta

### **Science**

Frederick Bernerd (French)  
Robert Bilbao  
Patricia Munoz-Pearl

### **Mathematics**

Frederick Bernerd (French)  
Ricardo Bigorra (Middle School)  
Joel Boling (Middle School)  
Franck Diadhiou  
Bernardo Loira-Urbay

### **Foreign Language & Literature**

Tamara Cuello (Spanish)  
Marie Fedou (French)  
Katherine Hascoet (French)  
Annalisa Katz (Italian)  
Begoña Lamas (Spanish)  
Cristina Pardo (Spanish)

### **Electives**

Alfred Mitat  
Scott Hermansen  
Manuel Ramos

### **Social Studies**

Jilian Agot (French)  
Sandra Almaguer (APID)  
Aurelien Chaplard (French)  
Hector Del Valle  
(APID & Middle School)  
Begoña Matilla (Spanish)  
Paola Tavarelli (Italian)

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## **Vision and Mission Statement**

### **Vision**

The vision of International Studies Charter High School is to serve the needs of the community by offering a unique multi-lingual, multi-literate, and multi-cultural curriculum preparing students to have an edge in global competition. Students will have an opportunity to study French, Italian, and Spanish using curricula provided by the ministries of education of the various countries.

### **Mission**

International Studies Charter High School will teach our students to make decisions with integrity, think and behave as citizens of the world, and graduate with a sense of purpose.

## **Academic Program**

The curriculum of International Studies Charter Middle/ High School is designed to serve students of all ability levels. Remedial students and students with special needs (e.g. LEP and ESE students) will have access to supervised study time and tutoring after school (and possibly on Saturday as well) to accelerate their progress. Students performing at grade level will have access to the full range of academic courses. Students who wish to pursue an advanced academic program will be provided with honors and Advanced Placement courses. All students at the school will be encouraged to maximize their academic potential by selecting a major. This major will be selected their eighth grade through their Career and Research course. International Studies Charter's course of study for all high school students will include: four years of each of the core academic courses (language arts, mathematics, science, and social studies); at least two years of a foreign language, the required courses in performing and practical art, physical education and health/personal fitness, and additional electives to complete the 24 credits required to earn a high school diploma.

## **Academic Progress**

Students need to have a minimum Grade Point Average (GPA) of **2.0** to graduate from high school in the State of Florida. Also this is the minimum requirement for participation in sports and activities. International Studies Charter, as part of our Code of Excellence, will enforce stricter rules. Students who score a Level 1 or a Level 2 on the FCAT in mathematics and/or reading will be placed on a district mandated Progress Monitoring Plan (PMP). If a student receives a Level 1 or 2 in writing or science, their writing or science teachers may recommend that the student be placed on a PMP.

## **Classroom Placement**

One of the responsibilities we take most seriously is the proper class placement of each student. The one word, which might best explain our approach, is "individualization. This is both a formidable task and a weighty responsibility. Each child is evaluated individually and in depth. We look at test scores, we evaluate past performance, and we consider personality, development and state and district requirements.

Classroom assignments are made by the school. We are not obligated to honor special requests. Assignments are often tentative and are made for the benefit of the child. Please encourage your child to read this bulletin before making decisions for next year's classes.

## **Code of Excellence**

We believe that a safe and orderly school is of primary importance. When children behave in a respectful, responsible and safe manner, they learn more and develop into responsible adults whose "character counts". The International Studies Charter Code of Excellence expects students to be honest, kind, respectful, patient, proud, and courteous.

The International Studies Code of Excellence is a school-wide plan that clearly outlines student expectations. Proper behavior is recognized and consequences are given for breaking the code. As a Miami-Dade County Public Charter School, International Studies Charter uses the Code of Student Conduct published and distributed by the Miami- Dade County Public School Board. In order to ensure a safe and orderly learning environment, International Studies Charter is enforcing stricter standards for its students.

Each parent must take an active role in supporting this plan. We want our children to learn to be responsible citizens. It is in the children's best interest that parents and staff work together to ensure a happy, safe and productive learning experience.

**Satisfactory Academic Progress:** Students need to have a minimum Grade Point Average (GPA) of **2.0** to graduate from high school in the State of Florida. Also this is the minimum requirement for participation in sports and activities. International Studies Charter as part of our Code of Excellence will enforce stricter rules. **Any student failing to achieve this minimum requirement at the end of any nine week period will be placed in Academic Probation and the parents will be required to attend an Academic Improvement Plan (AIP) conference. Parents are responsible for the implementation of all aspects of the plan. If there is proof of non compliance with the requirements of the AIP, it will be considered a breach of contract between International Studies Charter Middle/ High School and the Parents.**

**If a student does not follow our "Code of Excellence", the consequences are as follows:**

### **Classroom Consequences:**

- 1<sup>st</sup> Consequence** - VERBAL WARNING/ PARENT CONTACT
- 2<sup>nd</sup> Consequence** - CLASSROOM EXCLUSION AND/ OR DETENTION
- 3<sup>rd</sup> Consequence** - REFERRED TO THE ADMINISTRATION

### **Administrative Consequences:**

- 1<sup>st</sup> Consequence** - Student is sent to the principal's office with a referral notice and the parent is notified. Dependent on the incident - Detention, Indoor Suspension, and Outdoor Suspension-will be considered as acceptable forms of punishment.
- 2<sup>nd</sup> Consequence** – In School Suspension/ Work Detail
- 3<sup>rd</sup> Consequence** – Outdoor Suspension and Placed on a Behavioral Contract
- 4<sup>th</sup> Consequence** – Students receiving three referrals will be required to have a parental/ guardian meeting with the schools administrative staff for possible withdrawal from school.

**A severe clause can be enacted automatically when the student performs one of the violations listed below.**

Severe Clause Violations - Fighting, Drugs, Weapons, Profanity, Defiance of School Personnel, Assault upon a Staff Member, Continuous Disruptive Behavior. The Parent/guardian will be called to pick up the student. Any infraction within the Severe Clause will result in immediate outdoor suspension and possible withdrawal from International Studies Charter.



**International Studies Charter High School**  
**Our Students are Miami-Dade County Public Schools (M-DCPS) Students**  
**20102011 -PARENT CONTRACT**

As a parent/guardian I understand the importance of The M-DCPS Code of Student Conduct, which can be accessed at: <http://ehandbooks.dadeschools.net/policies/90/index.htm> and is available in the School's main office. The M-DCPS Code of Student Conduct was reviewed by me at the time of the registration, along with the Parent/Student Handbook, and I agree to abide by all of its contents.

- Parents/Guardians are responsible for transporting their child to and from school
- Parents/Guardians are to contact the office if their son/daughter is going to be absent. On the day he or she returns to school, he or she must bring a handwritten note from the parents explaining the reason for the absence, otherwise, the absence will be considered non-excused. A **maximum of 10 handwritten** notes will be accepted per school year, 5 notes per semester. Following the allotted number of handwritten notes an official note from a doctor, judge, immigration officer, etcetera, will be required. Chronic absenteeism from school will result in adherence to truancy procedures.
- Parents/Guardians are to ensure that their child arrives on time. Students must be in their seat by 7:30 am. Any student arriving after this time will be issued a late pass. Every three tardies in a grading period will result in the student receiving a 30 minute detention. If the tardies become excessive, a referral will be issued and parent conference will be conducted in an effort to resolve the situation.
- School uniforms must be worn properly every day. Parents/Guardians are to ensure that their child is wearing the proper uniform as specified by the school. Students who arrive at school without a proper uniform will be placed in School Center for Special Instruction (SCSI) until student is in compliance. School uniform jackets and sweaters are available for cold days. **No other cold weather clothing may be worn.**
- Students' hair and nails must also be neatly groomed. Jewelry is limited and must be worn in good taste.
- Parents and students must demonstrate sportsmanlike conduct at all sporting events per FHSAA regulations.
- If a student must receive medication during school hours, the parents/guardians must obtain an Authorization for Medication Form. The form will be filled out and signed by both the parent and the physician. Under **NO CIRCUMSTANCE** will medication be administered without a form on file.
- Students will only be dismissed to persons listed on the emergency contact card as authorized. It is the parent's/guardian's responsibility to ensure that the emergency contact information is current and accurate.
- Parents/Guardians are required to volunteer at **least thirty (30) hours per school year at International Studies Charter High School**. All hours must be completed prior to the last day of the school year. **Failure to complete the 30 hours will result in your child being placed on the waiting list for the following school year and not automatically re-registered.**
- Parents/Guardians and students are required to read the Parent/Student Handbook. The Handbook details the responsibilities staff members, students, and parents are expected to fulfill. If parents and students do not meet these obligations, it will be recommended that the student attend another school. If necessary, the school will pursue the withdrawal or transfer through administrative procedures, as set forth by the school's charter, and administered by the school personnel.

**We understand the rules International Studies Charter School and will abide by them.**

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_

\_\_\_\_\_  
Parent or Guardian Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent or Guardian Signature

\_\_\_\_\_  
Date

\*At least one signature is required to complete the registration process

## **International Studies Charter Cell Phone Policy**

In addition to the schools standard electronic devices policy, International Studies Charter has the following policy regarding cell phones.

Cell phones may not be turned on inside of the school building at any time. Cell phones must be switched off, and left in the students' book bag. Turning the cell phone to "silent" or "vibrate" is not acceptable. Cell phones may only be used outside of school buildings and only outside of school hours. During inclement weather only, students will be permitted to use their phones to contact parents from the main lobby areas only.

**Any student who is found to be in violation of this policy will have their cell phone confiscated.** Cell phones will only be returned to parents between the hours of 8:00 AM and 3:00 PM the following day. At this time a parent/student conference will be required. Repeat violations of this policy will result in further sanctions. Any phones not claimed by the end of the school year will be thrown away.

Any student found to be using any phone or other device to take photographic images, record sound, or to communicate with other students within the building without prior permission from the administration will be subject to full administrative proceedings.

## **International Studies Charter Internet and Media Use Policy**

In addition to the school's internet and computer use policy, the school requires the following of its staff, students and parents:

No recording, either photographic or audio/visual in nature may be made on school property without the express permission of the administration.

No document or media that exists or is produced in reference to the school, its staff or students including photographs, letters, yearbooks and other material may be published where it is accessible to the public without the express permission of the schools' administration.

Additionally, no staff member, student or parent may use the International Studies Charter name or any of its logos for identification purposes in any public forum or media. The term "public forum or media" also includes but is not limited to publicly accessible websites and web forums.

Any member of the school who is found to be in violation of this policy will also be found to be in breach of contract with the school. Additionally, any criminal infractions will be reported to the appropriate authorities and may lead to prosecution.

## **International Studies Charter Uniform Policy (Revised January 2010)**

The appearance of the members of the International Studies Charter family is of paramount importance to us as we believe that pride in our appearance is fundamental to good character development and success.

The following is the uniform policy that is endorsed by the school. Students are required to follow this policy, and failure to do so will result in administrative action being taken against the student.

**Please Note: Students who are not wearing the correct uniform will be suspended indoors until they are in compliance with the following code. Repeat violators may be subject to outdoor suspension(s).**

### **All Students**

- 1) All students are required to wear straight cut, full length Khaki pants sold at the uniform store with our school logo on the pocket. These pants may not have cargo pockets, unusual tailoring and/or labels, may not be manufactured from jean material and must be fitted to the student correctly. **Pants that are too big or too tight for the student are not acceptable and will be deemed in violation of the uniform code.**
- 2) Belts must be worn at all times; these belts must be plain, black or brown leather belts and fastened securely at waist level. Pants must be worn at waist level. **Loose or low pants will not be tolerated.**
- 3) Shirts must be Navy Blue polo shirts, bearing the International Studies Charter logo. Alternatively, a White button down shirt may be worn, again, bearing the school logo in the correct upper left front location. No other shirt colors or styles are permitted. **All shirts must be correctly tucked into pants at all times and secured in place with the belt. Shirts must be long enough to be tucked in. A maximum of one (1) button may be left unfastened at the top of any shirt.** If ties are worn with oxford shirts, all buttons must be fastened. **Female Students** – Shirts must be long enough to cover the belt.
- 4) During cooler weather, a school sweater must be worn. **These sweaters must be school issued uniform in navy.**
- 5) **Shoes must be closed, solid black or brown shoes. Matching laces must be worn and fastened tightly at all times. No other colors or stripes/logos may be on the shoes.**
- 6) Jewelry is limited to one (1) watch, one (1) ring, and one (1) small chain. Chains must be worn inside of shirts and are not to be visible except at the back of the neck.
- 7) All uniform must be clean and pressed at all times; good grooming of hair, skin and fingernails is expected at all times.
- 8) Hair must not be dyed with unnatural colors, worn unusually, or maintained in unacceptable condition. Hair length must not exceed student's neck line nor cover their ears (Male students). **No Braids or Dreadlocks. No "Mohawks", "Frohawks", or Designs of any kind are permitted. The administration will send students home whose hair is unacceptable in condition or length.**
- 9) **All facial hair must be properly groomed and kept neatly.** It is up to the Administration's discretion what is deemed appropriate.
- 10) **All headgear (hats, scarves, bandanas etc.) is forbidden on school property.**
- 11) No buttons, tags, or labels may be worn on the school uniform unless approved by the administration.
- 12) **Student ID cards must be worn at all times.** These ID cards will be placed on International Studies Charter lanyards. ID cards are considered part of the uniform and therefore to be worn throughout the duration of the school day.
- 13) Any altering of the school uniform must be approved by administration.

### Boys Uniform

In addition to the above, boys **may not**:

- Wear earrings (real or clip-on) or have any other visible body piercing or tattoos
- Wear any additional jewelry or clothing except as specified above.

### Girls Uniform

In addition to the above, girls **may not**:

- Wear make-up other than clear lip gloss and light powder. Make up that is found to be in students' possession in school will be confiscated.
- Wear dark nail polish – only light pastel colors are acceptable
- Wear more than one (1) pair of earrings. Earrings must be plain stud type, or small hoops (total size must be smaller than a dime). No other visible body piercing or tattoos are allowed.
- Wear headscarves (see item 11). Hair should be maintained with clips, bobbles or soft hair bands only. Hair ribbons must be school colors.

### Important note for Science classes

**Many brands of hair styling products contain highly flammable chemicals, even when they are dry. It is advised that these should not be worn in Science classrooms as there is a risk of ignition from open flames.** Additionally, it is recommended that students purchase a plain apron for use in these classes during their time in school to protect their clothes from damage during lab work. The school cannot be held responsible for damage to students' person or property if they do not follow the safety guidelines above and those advised in their classrooms.

## **2010-2011**

## **Graduation Guidelines & Course Requirements**

### ***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. Several provisions of this new law will start immediately, such as academic course requirements at the middle school level to better prepare middle school students for senior high school. 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 significantly.

- Ninth graders entering high school in the 2007-2008 school year and thereafter will be 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 and health.

- To better engage students in planning and making decisions for their future, they will select an area of interest as part of their personalized education and career plan. Students will 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.

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 entering the 9<sup>th</sup> grade in 2007-2008. Students who enroll in the four-year, 24-credit program prior to July 1, 2007, may continue that program and be responsible for the requirements 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 through the adult education program are generally not recognized by the National Collegiate Athletic Association (NCAA) toward a student's eligibility to participate in college athletics.

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 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 7<sup>th</sup> grade 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

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)  | 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)  |
| <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 demonstrated proficiency   | Not required  |
| <b>PERFORMING/FINE ARTS/PRACTICAL ARTS/CAREER &amp; TECHNICAL EDUCATION</b> | 1 credit in performing/ fine arts or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination                                | Not required   | 3 credits in a single career/technical education program, 3 credits in career/ technical dual enrollment courses, or 5 credits in career/ technical education courses |
| <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 AVERAGE(GPA)</b>            | 2.0   | 3.5 (beginning with students who entered 9 <sup>th</sup> grade in 2006-2007 and thereafter; for students who entered 9 <sup>th</sup> grade prior to 2006-2007, required GPA is 3.0) | 3.0   |
| <b>MINIMUM GRADE TO EARN COURSE CREDIT</b> | "D"   | "B" (weighted or unweighted)  | "C" (weighted or unweighted)  |
| <b>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   |

### Explanatory Notes:

#### English/Language Arts

English I, II, III, & IV or English I-IV Through ESOL are required to meet the English/language arts graduation requirement. This requirement applies to the 24 credit program and the two accelerated programs. Additional ESOL credit may be counted for elective credit.

#### Mathematics

For the 24 credit program 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 programs students must earn 3 credits. A four-year recommended sequence includes Algebra I, Geometry, Algebra II, & Analysis of Functions. Informal Geometry meets the high school graduation requirement, but does not meet the minimum entrance requirement for the Florida University System.

#### Science

For students selecting the 24 credit program or the two accelerated programs, the required courses include Earth/Space Science and Biology, and one course from the following: Chemistry I, Physical Science, Physics, or Integrated Science III. Integrated Science will meet the requirement for graduation and admission into the State University System by taking Integrated Science I, II, & III or by taking Integrated Science I and two additional science courses. Students who entered grade 8 in 2007-2008 and thereafter, must enroll in one of the required science courses in grade 11.



**Social Science**

For students selecting the 24 credit program and the two accelerated programs, the required courses include World History - 1 credit, American History -1 credit, American Government -.5 credit, & Economics -.5 credit.

**Foreign Language**

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.

**Performing/Fine Arts/  
Practical Arts/Career &  
Technical Education**

For students in the 24 credit program 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). They also must earn .5 credit in Life Management Skills. For students in the 24 credit program who entered 9<sup>th</sup> grade in 2007-2008 and thereafter, they must earn 1 credit in performing/fine arts or practical arts in the college preparatory program do not have to meet any requirement in this area. Students in the career preparatory programs must meet the requirements listed in the chart above.

**Physical Education**

For students in the 24 credit program who entered 9<sup>th</sup> grade prior to 2007-2008, this requirement is met by successful completion of Personal Fitness or Adaptive Physical Education and any other approved physical education semester course. Participation in an interscholastic sport at the junior varsity or varsity level, for two full seasons, and obtaining a passing score of "C" or higher on a competency test on personal fitness shall satisfy the one credit physical education requirement. If the student satisfies the physical education graduation requirement through the interscholastic sport option, the student must earn one additional elective credit since no credit is granted for an interscholastic junior or senior varsity sport. Completion of one semester with a grade of "C" or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a Reserve Officers Training Corps (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 Reserve Officer Training Corps (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 plans. Students enrolled in either of the two 18 credit programs are not required to take physical education.

### **Electives**

For students in the 24 credit program who entered 9th 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 program who entered 9th 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 *Florida Course Code Directory* 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.

### **Community Service**

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 9th grade. Students in either one of the 18 credit programs are **not** required to complete a community service project. However, one of the requirements for the Florida Bright Futures Scholarship Program's Academic

Scholars Award is 75 hours of community service.

As a result of recent legislation, senior high school graduation requirements are in a state of transition:

- Students who entered 9<sup>th</sup> grade in the 2003-2004 school year were provided the opportunity to enroll in three graduation options, two of which are accelerated programs whereby students could complete their coursework in three years. The standard graduation program, which consists of a four-year, 24-credit program did not change from the previous year relative to the requirements.
- Students who entered 9<sup>th</sup> grade in the 2004-2005 school year, who enrolled in the accelerated graduation programs had to meet additional requirements: 1.) in order to enroll in an accelerated program, students had to have earned at least an FCAT reading score of Level 3, an FCAT mathematics score of Level 3, and an FCAT writing score of 3 on the most recent assessments taken by the student; 2.) the GPA required for graduation was increased from 2.0 to 3.0; and 3.) the 18 credits required for graduation for the college preparatory program, 6 credits must be earned in advanced courses. The standard graduation program, which consists of a four-year, 4-credit program did not change from the previous year relative to the requirements.
- Students who enter 9<sup>th</sup> grade in 2006-2007 and enroll in the three-year, 18-credit college preparatory program, must meet an increased GPA graduation requirement of 3.5. Also, the enrollment prerequisite of FCAT scores in reading, mathematics, and writing has been eliminated for both the college preparatory program and career preparatory program. The standard graduation program, which consists of a four-year, 24-credit program did not change from the previous year relative to the requirements.
- Students entering 9<sup>th</sup> grade in 2007-2008 who enroll in the standard four-year, 24-credit program will have to meet new graduation requirements. Of the 24 credits required for graduation, 16 credits are to be core curriculum credits (English - 4, mathematics - 4, science - 3, social science - 3, fine arts - 1, physical education - 1, and majors, minors, and electives - 8). The two accelerated programs as amended in the 2004-2005 and 2006-2007 school years did not change relative to the requirements.
- Throughout this transition period, the grade 10 FCAT graduation requirement has not changed. However, students entering 9<sup>th</sup> grade in 2006-2007 will be required to earn a passing score on FCAT Writing+, which will be included as part of the grade 10 FCAT beginning with the Spring 2008 administration.

## 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, and other advanced courses. Admissions eligibility for students who are not in the Talented Twenty program will be determined from the sliding scale, which allows an applicant to balance a lower recalculated GPA with a higher test score or a lower test score with a higher GPA.

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

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

### Talented Twenty

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

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

- 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 option. For students in either one of the two 3-year, 18-credit options, 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 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 2010-2011 Applicants

|  | FLORIDA ACADEMIC SCHOLARS AWARD (FAS)  | FLORIDA MEDALLION SCHOLARS AWARD (FMS)  | FLORIDA GOLD SEAL VOCATIONAL AWARD (GSV)  |
|--|--|---|---|
| <b>AWARD AMOUNT</b><br>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. The award amounts for 20102011 will be available in the summer of 2011. Currently, the award amounts are \$126 per semester hour at a four-year public or private institution, \$78 per semester hour at a two-year institution (community college), and \$64 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. The award amounts for 20102011 will be available in the summer of 2011. Currently, the award amounts are \$95 per semester hour at a four-year public or private institution, \$59 per semester hour at a two-year institution (community college), 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. The award amounts for 20102011 will be available in the summer of 2011. Currently, the award amounts are \$95 per semester hour at a four-year public or private institution, \$59 per semester hour at a two-year institution (community college), 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. |
| <b>Grade Point Average (GPA)</b><br>Additional weighting for more challenging, higher level courses, i.e., 1.0 credit course = .50, .5 credit course = .25 | 3.5 weighted GPA using the credits listed below, combined with the test scores and community service hours listed below. (Note: GPAs are not rounded)  | 3.0 weighted GPA using the credits listed below combined with the test scores listed below. (Note: GPAs are not rounded)  | 3.0 weighted GPA using the 16 credits listed below for a 4 year diploma and a 3.5 unweighted GPA in a minimum of 3 career/technical job preparatory or technology education program credits in one career/technical education program). (See "Other ways to Qualify" for 3-year graduation options.) (Note: GPAs are not rounded)   |
| <b>Required Credits</b><br>See Comprehensive Course Table on Bright Futures Website to identify courses that count toward                                  | Courses must include 15 credits of college preparatory academic courses:<br>4 English (3 with  | Courses must include 15 credits of college preparatory academic courses:<br>4 English (3 with   | Courses must include the 16 core credits required for high school graduation:<br>4 English  |

|  |  |  |   |
|--|--|--|---|
| each award level.  | substantial writing)<br>4 Math (Algebra I and above)<br>3 Natural Science (2 with substantial lab)<br>3 Social Science<br>2 Foreign Language (in the same language)<br>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.  | substantial writing)<br>4 Math (Algebra I and above)<br>3 Natural Science (2 with substantial lab)<br>3 Social Science<br>2 Foreign Language (in the same language)<br>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.                                | 4 Math<br>3 Science<br>3 Social Science<br>1 Performing Fine/ Practical Arts<br>1 Physical Education<br>(Plus a minimum of 3 career/technical job-preparatory or technology education program credits in one career/technical education program.)   |
| <b>Community Service</b>   | 75 hours, as approved by MDCPS   | Not required   | Not required  |
| <b>Test Scores</b><br>Sections of the SAT, ACT, or CPT from different test dates may be used to meet the test criteria.<br><br>For spring eligibility evaluations, test dates through the end of January will be admissible.<br><br>For summer eligibility evaluations, test dates through the end of June will be admissible. | Best composite score of 1270 SAT Reasoning Test or 28 ACT<br><br>Note: The new writing sections for both the SAT and ACT will not be used in the composite.<br><br>SAT Subject Tests are not used for Bright Futures eligibility.<br><br>(ACT scores are rounded up for scores with .5 and higher; SAT scores do not require rounding.)                              | Best composite score of 970 SAT Reasoning Test or 20 ACT<br><br>Note: The new writing sections for both the SAT and ACT will not be used in the composite.<br><br>SAT Subject Tests are not used for Bright Futures eligibility.<br><br>(ACT scores are rounded up for scores with .5 and higher; SAT scores do not require rounding.) | Students must earn the minimum score on each section of the CPT or SAT or ACT.<br><br>Sections of different test types may not be combined.<br><br>CPT Reading 83<br>Sentence Skills 83<br>Algebra 72<br><br>SAT Reasoning Test<br>Critical Reading 440<br>Math 440<br><br>ACT English 17<br>Reading 18<br>Math 19  |
| <b>Other Ways to Qualify</b><br>Initial eligibility criteria used in "Other Ways to Qualify" must be met by high school graduation.  | National Merit or Achievement Scholars and Finalists;<br><br>National Hispanic Scholars;<br><br>IB Diploma recipients;<br><br>Students who have completed the IB curriculum with best composite score of 1270 SAT or 28 ACT;<br><br>AICE Diploma recipients;<br><br>Students who have completed the AICE curriculum with best composite score of 1270 SAT or 28 ACT; | National Merit or Achievement Scholars and Finalists and National Hispanic Scholars who have not completed 75 hours of community service;<br><br>Students who have completed the IB curriculum with best composite score of 970 SAT or 20 ACT;<br><br>AICE Diploma recipients who have not completed 75 hours of community service;    | 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.<br><br><i>3-year Career Preparatory</i> diploma with 3.0 weighted GPA using the 13 core credits required<br><br>for graduation listed below:<br><br>4 English (3 with Substantial writing) |

|  |   |  |   |
|--|---|--|---|
|  | <p>GED with best composite score of 1270 SAT or 28 ACT and a 3.5 weighted GPA in the above 15 required credits; or</p> <p>3 - year college preparatory program with best composite score of 1270 SAT or 28 ACT and a 3.5 weighted GPA in the above 15 required credits.</p> | <p>Students who have completed the AICE curriculum with best composite score of 970 SAT or 20 ACT;</p> <p>GED with best composite score of 970 SAT or 20 ACT and a 3.0 weighted GPA in the above 15 required credits; or</p> <p>3 - year college preparatory program with best composite score of 970 SAT or 20 ACT and a 3.0 weighted GPA in the above 15 required credits.</p> | <p>3 Math (including Algebra I)</p> <p>3 Natural Science (2 with substantial lab)</p> <p>3 Social Science;</p> <p><i>3 - year College Preparatory</i> diploma with 3.0 weighted GPA using the 15 core credits required for graduation listed below:</p> <p>4 English (3 with Substantial writing)</p> <p>3 Math (Algebra I and above)</p> <p>3 Natural Science (2 with substantial lab)</p> <p>3 Social Science</p> <p>2 Foreign Language; or</p> <p><i>GED</i> with 3.0 weighted GPA using the core credits required for the selected high school graduation program (standard, career, or college).</p> |
|--|---|--|---|

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:** - Formerly 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 postsecondary hours and/or scholarships to enable them to complete postsecondary training. The following options explain how students may maximize their high school CTE course work. For additional information students should contact their program instructor, 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, and 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 Grade 10 Florida Comprehensive Assessment Test (FCAT) SSS. 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 option and complete an academically rigorous course of study. The requirements include at least four honors, Advanced Placement, International Baccalaureate and/or Advanced International Certificate of Education 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 option and has met all requirements for graduation except passing the Grade 10 FCAT, 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 grade 10 FCAT, are eligible to receive the Common 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 postsecondary career and technical education program. Based upon the score the student receives on the CPT, the student may enroll in remedial or credit courses at the community college.

## **Special Diploma and Special Certificate of Completion**

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

## **FOR STUDENTS WHO ENTER 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 will 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
- ❖ Awards and the 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 |
| <b>A</b>      | 4            | 1            | 2                  | 2   |
| <b>B</b>      | 3            | 1            | 2                  | 2   |
| <b>C</b>      | 2            | 1            | 1                  | 1   |
| <b>D</b>      | 1            | 0            | 0                  | 0   |
| <b>F</b>      | 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. Postsecondary credit for

an AP course shall be awarded to students who score at least a 3 on a 5- point scale on the corresponding AP exam.

**International Baccalaureate/Advanced International Certificate of Education/International Studies.**

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

**Career Education.**

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

**Florida Virtual School.**

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

**Credit by Examination.**

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

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

# Homework Policy<sup>1</sup>

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-ateacher.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.

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<sup>1</sup> Excerpt from School Board Rule 6Gx13- 6A-1.23

## **International Studies Charter 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' 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' 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.

#### **Attendance Procedures upon a Student's Return to School:**

1. Absent students will submit the Absence Notification Form (ANF) to the attendance office within 3 days upon their return to school. The ANF will be available online for parents to print. All teachers will be provided with copies to distribute to students. There will also be copies available in the attendance office. The box for students to drop off the ANF can be found on the counter of the attendance office. Notes written on any other paper will not be accepted. If applicable, any doctor's notes, copies of court summons, etc. can be attached to the ANF.
2. Attendance office staff will review each ANF and supporting documentation to determine whether or not the absence(s) is(are) excused.

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

3. Attendance office staff will complete the admit indicating whether or not the absence(s) is(are) excused. The office staff will keep a section of the admit as proof that an admit was issued to the student. This section will be filed in the student's attendance record. The other section of the admit is for the student.
4. Before 7:30am and after 2:30pm, the office staff will be available to distribute admits in the attendance office. Students are to pick them up only during these times.
5. The students will then have teachers sign the admit.
6. The teacher will make the necessary changes in the gradebook.

The student should keep the signed admit as proof that the ANF was processed. A student may need to submit admits to the Attendance Review Committee (ARC) as part of the appeals procedure for "No Grade" issued.

## **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 athletics a student must attend school and may participate only in the interscholastic athletic programs sponsored by the school he or she first attends each school year.** To be eligible to participate in interscholastic extracurricular 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 course required for graduation. The grades from all courses required for graduation that a student takes, including those taken by the student before he or she begins high school, must be

included in the calculation of the student's cumulative GPA at the conclusion of each semester. Computation of the grade point average 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 the ninth grade.

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<sup>2</sup>

## Grades

### 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.

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<sup>2</sup> 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. 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 [ehandbooks@dadeschools.net](mailto:ehandbooks@dadeschools.net).

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

# Clubs, Sports, and Organizations

## Interest Clubs

Art Club  
Bible Club  
Chess Club  
Close Up  
Future Business Leaders of America (FBLA)  
Future Educators of America

Model United Nations  
Newspaper/Yearbook  
Photography Club  
Student Government Association  
Musical Theatre

## Honor Societies

English Honor Society  
Mu Alpha Theta  
National Junior Honor Society

National Honor Society  
Spanish Honor Society

## Service Clubs

Key Club  
Silver Knights  
Community Service Club

## Sports

Boys Basketball  
Cross Country  
Girls Flag Football  
Boys Soccer  
Girls Soccer  
Girls Tennis


Boys Tennis  
Track and Field  
Girls Volleyball  
Boys Volleyball

## International Studies Major Areas of Interest

| Major   | Courses Offered in Major              | Course Number |
|---|---------------------------------------|---------------|
| <b>Foreign languages - French</b>                       |                                       |               |
|   | French I                              | 070132001     |
|   | French II                             | 070133001     |
|   | French III                            | 070134001     |
|   | French IV                             | 070135001     |
|   | Advanced Placement-French Language    | 070138001     |
|   |                                       |               |
| <b>Foreign languages – Spanish for Non-Speakers</b>     |                                       |               |
|   | Spanish I                             | 070834001     |
|   | Spanish II                            | 070835001     |
|   | Spanish III                           | 070836001     |
|   | AP Spanish Language                   | 070841001     |
|   |                                       |               |
| <b>Foreign languages - Spanish for Spanish Speakers</b> |                                       |               |
|   | Spanish for Spanish Speakers I        | 070930001     |
|   | Spanish for Spanish Speakers II       | 070931001     |
|   | Spanish for Spanish Speakers III      | 070932001     |
|   | Spanish for Spanish Speakers IV       | 070933001     |
|   | Advanced Placement-Spanish Language   | 070841001     |
|   | Advanced Placement-Spanish Literature | 070840001     |
|   |                                       |               |
| <b>Foreign languages - Italian</b>                      |                                       |               |
|   | Italian I                             | 07083401      |
|   | Italian II                            | 07083501      |
|   | Italian III                           | 07083601      |
|   | Italian IV                            | 07083701      |

# International Studies Charter Course Catalog

Those courses that contain an asterisk (\*) within the Middle School (6th-8th Grade) would allow the student to receive High School credit.

|   |   |
|---|---|
| <p><b>Language Arts</b></p>  | <p>The purposes of these courses are to provide instruction and promote academic excellence in reading, writing, oral communications, and the interpretation of literature.</p> <p>The content should include, but not be limited to the study and interpretation of traditional and contemporary literature, application of the writing process, effective use of speaking and listening skills, higher-order reading skills in preparation for the Florida Comprehensive Assessment Test, and study skills and how these skills relate to success in the world of work.</p> <p>Four years of High School English are required for graduation. Students will be placed in the appropriate English course on the basis of scores on standardized tests, past performance in classes, and teacher recommendations.</p> |
|---|---|

## 6<sup>th</sup>-8<sup>th</sup> Grade

### 6<sup>th</sup> Grade

### **Course Code**

|                              |           |
|------------------------------|-----------|
| M/J Intensive Reading        | 100001001 |
| M/J Lang Arts I Advanced     | 100102001 |
| M/J Lang Arts I through ESOL | 100200002 |

### 7<sup>th</sup> Grade

### **Course Code**

|                               |           |
|-------------------------------|-----------|
| M/J Intensive Reading         | 100001001 |
| M/J Lang Arts II, Advanced    | 100105001 |
| M/J Lang Arts II through ESOL | 100201002 |

### 8<sup>th</sup> Grade

### **Course Code**

|                                |           |
|--------------------------------|-----------|
| M/J Intensive Reading          | 100001001 |
| M/J Lang Arts III, Advanced    | 100108001 |
| M/J Lang Arts III through ESOL | 100202002 |



**9th -12th Grade****Course Code**

|                                       |           |
|---------------------------------------|-----------|
| Intensive Reading                     | 100041001 |
| English I                             | 100131001 |
| English I Honors                      | 100132001 |
| English I through ESOL                | 100230002 |
| English II                            | 100134001 |
| English II Honors                     | 100135001 |
| English II through ESOL               | 100231002 |
| English III                           | 100137001 |
| English III Honors                    | 100138001 |
| English III through ESOL              | 100232001 |
| English IV                            | 100140001 |
| English IV Honors                     | 100141001 |
| English IV through ESOL               | 100234004 |
| AP English Language and Composition   | 100142001 |
| AP English Literature and Composition | 100143001 |
| Creative Writing I (0.5)              | 100932001 |
| Creative Writing II (0.5)             | 100933001 |

## **Mathematics**



The purposes of these courses are to provide instruction and promote academic excellence in basic mathematic skills, geometry, algebra, problem solving, and mathematical reasoning.

The content should include, but not be limited to operations, numeration, whole numbers, fractions, decimals, percents, ratio and proportion, equations, inequalities, functions, expressions, properties, constructions, area, volume, proofs, skills in preparation for the Florida Comprehensive Assessment Test and how these skills relate to the success of the world at work.

Four years of mathematics are required for graduation. Students will be placed in the appropriate Math course on the basis of scores on standardized tests, past performance in classes, and teacher recommendation.

### **6<sup>th</sup>- 8<sup>th</sup> Grade**

#### **6<sup>th</sup> Grade**

Intensive Mathematics  
Mathematics I Advanced

#### **Course Code**

12040001  
120502001

#### **7<sup>th</sup> Grade**

Intensive Mathematics  
Mathematics II Advanced  
Algebra I Honors (\*)

#### **Course Code**

12040001  
120505001  
120032001

#### **8<sup>th</sup> Grade**

Intensive Mathematics  
Mathematics III (Pre-Algebra)  
Algebra I Honors (\*)  
Geometry Honors (\*)

#### **Course Code**

12040001  
120507001  
120032001  
120632001

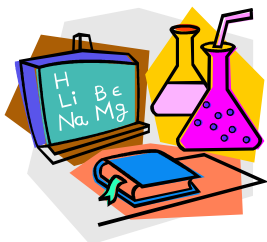
#### **9<sup>th</sup> – 12<sup>th</sup> Grade**

Intensive Math  
Algebra I Honors  
Geometry Honors  
Algebra II Honors  
Pre-Calculus  
Algebra II Honors  
SAT Preparation  
Calculus Honors  
AP Calculus

#### **Course Code**

120040001  
120032001  
120632001  
120034001  
120234002  
120034001  
20830004/5  
120230001  
120231001

## Science



The purpose of the courses offered by the science department is to provide students with a broad knowledge of scientific concepts. These courses are intended to provide a solid foundation for those wishing to pursue the sciences at the college level and beyond. All of the science courses are designed to promote a sense of inquiry through laboratory experiences and to develop critical thinking skills.

The courses offer conceptual development in the earth, life, and physical sciences and will cover a gamut of topics therein. Earth and Space sciences focus on the relationships between the environment, our solar system, the universe, along with the structure of our own planet and how these factors influence life on Earth. The life science courses deal with the living world, cells, relationships between plant and animal life, and the biotic and a-biotic factors that influence these relationships. Physical sciences approach the concepts of energy. Force, work, machines and simple mechanics that is observable in the world around us.

Students are required to complete a minimum of 4 years of high school science for graduation. After the completion of the core courses, it is recommended that students continue to take at least one science course per year from the electives list. Traditionally, Physics and A.P. courses are suggested to those students who wish to pursue higher education courses in the field of the sciences.

**Students are required to pay a lab fee of:**

**6<sup>th</sup> & 7<sup>th</sup> Grade - \$5.00**

**8<sup>th</sup> – 12<sup>th</sup> Grade - \$15.00**

**The fee will be collected at the beginning of the school year.**

### 6<sup>th</sup>-8<sup>th</sup> Grade

#### 6<sup>th</sup> Grade

M/J Comp Science I Advanced

#### **Course Code**

200205001

#### 7<sup>th</sup> Grade

M/J Comp Science II

#### **Course Code**

200207001

#### 8<sup>th</sup> Grade

Earth/Space Science (\*)

#### **Course Code**

200131001

### 9th- 12th Grade

Biology I Honors

#### **Course Code**

200032001

Chemistry Honors

200335001

Integrated Science 3 Honors

200245001

Physics Honors

200339001

AP Biology

200034001

AP Physics

200342001

## **Social Studies**



The Social Studies Department will offer these courses of study in our curriculum that will enhance the success of the students upon entering High School.

Global Geography, Civics, and U.S. History are offered through the school at the Advanced Level within the Middle School.

Students will be required to successfully complete four credits of Social Studies at the High School level. Elective courses will be available for students that wish to specialize in a particular area of study. Most of these courses will be offered at the Regular, Honors and Advanced Placement Level. All of our courses fulfill the requirements of the Florida Academic Scholars Certificate.

### **6<sup>th</sup>-8<sup>th</sup> Grade**

#### **6<sup>th</sup> Grade**

M/J World Geography Advanced

#### **Course Code**

210302001

#### **7<sup>th</sup> Grade**

M/J Civics Advanced

#### **Course Code**

210602001

#### **8<sup>th</sup> Grade**

M/J US History Advanced

#### **Course Code**

210002001

### **9<sup>th</sup> -12<sup>th</sup> Grade**

World History Honors

#### **Course Code**

210932001

World Cultural Geography

210330001

AP European History

210938001

American History Honors

210032002

AP American History

210033002

AP US Government and Politics (0.5)

210340001

AP Human Geography

210231001

AP Comparative Government and  
Politics (0.5)

210643001

International Law

210635501

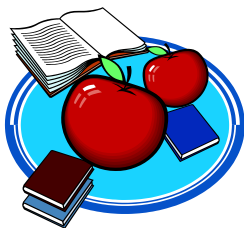
Economics Honors

210232002

AP Psychology

210735001

## ***Foreign Language***



The mission of the Foreign Language Department is to prepare students to master their selected foreign language, therefore allowing them to meet college requisites. We offer entry level and honors courses in Spanish, French, and Italian. In addition we also have Advance Placement Spanish Language and Literature and French Language, which gives students college credits as long as they achieve a passing score in the AP exam, while remaining enrolled in high school as well as giving them the opportunity to raise their GPA.

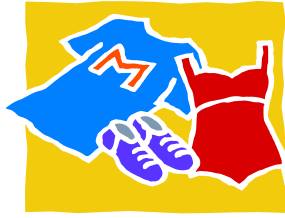
### **6<sup>th</sup> – 8<sup>th</sup> Grade**

|                                | <b>Course Code</b> |
|--------------------------------|--------------------|
| M/J Spanish Beginning          | 070900001          |
| M/J Spanish Intermediate       | 070901001          |
| M/J Spanish Advanced           | 070902001          |
| Spanish for Spanish Sp I (*)   | 070930001          |
| Spanish for Spanish Sp II (*)  | 070931001          |
| Spanish for Spanish Sp III (*) | 070836001          |
| M/J French Beginning           | 070100001          |
| M/J French Intermediate        | 070101001          |
| M/J French Advanced            | 070102001          |
| French I (*)                   | 070132001          |
| French II (*)                  | 070133001          |
| French III(*)                  | 070134001          |
| AP French Language             | 070138001          |
| M/J Italian Beginning          | 070200001          |
| M/J Italian Intermediate       | 070201001          |
| M/J Italian Advanced           | 070234001          |
| Italian I(*)                   | 070532001          |
| Italian II(*)                  | 070533001          |
| Italian III(*)                 | 070534001          |

### **9<sup>th</sup>- 12<sup>th</sup> Grade**

|                                   | <b>Course Code</b> |
|-----------------------------------|--------------------|
| Spanish I                         | 070834001          |
| Spanish II                        | 070835001          |
| Spanish III                       | 070836001          |
| Spanish for Spanish Sp I          | 070930001          |
| Spanish for Spanish Sp II         | 070931001          |
| Spanish for Spanish Sp III Honors | 070932001          |
| AP Spanish Language               | 070840001          |
| AP Spanish Literature             | 070841001          |
| French I                          | 071132001          |
| French II                         | 070133001          |
| French III                        | 071532001          |
| French IV                         | 070135001          |
| AP French Language                | 070138001          |

## **Physical Education**



International Studies Charter provides students with the opportunity of taking physical fitness courses to enhance their health awareness. Physical Education as an elective is offered each year at a different level so that students can take consecutive courses.

***Students are required to wear the International Studies Charter Physical Education uniform available for purchase at the school's store.***

### **6<sup>th</sup> -8<sup>th</sup> Grade**

#### **Course Code**

|  |          |
|--|----------|
| M/J Comprehensive Physical Education 1 | 15011002 |
| M/J Comprehensive Physical Education 2 | 15011102 |
| M/J Comprehensive Physical Education 3 | 15011202 |

### **9<sup>th</sup> -12<sup>th</sup> Grade**

#### **Course Code**

|                                      |           |
|--------------------------------------|-----------|
| Personal Fitness (0.5)               | 150335001 |
| Fitness Lifestyle Design (0.5)       | 150131001 |
| Individual and Dual Sports I (0.5)   | 150241001 |
| Individual and Dual Sports II (0.5)  | 150242001 |
| Individual and Dual Sports III (0.5) | 150243001 |
| Sports Officiating (0.5)             | 150250001 |
| Team Sports I (0.5)                  | 150130001 |
| Team Sports II (0.5)                 | 150336001 |
| Beginning Weight Training (0.5)      | 150134001 |
| Intermediate Weight Training (0.5)   | 150135001 |

## **Performing Arts**



International Studies Charters faculty aims to further the training of career minded students who respect and appreciate the role of the arts in their lives and the life of our community.

### **9<sup>TH</sup> – 12<sup>TH</sup> Grade**

#### **Course Code**

|             |           |
|-------------|-----------|
| Art History | 010033001 |
| Speech I    | 100730011 |
| Drama I     | 040032001 |

## **General Elective Courses**



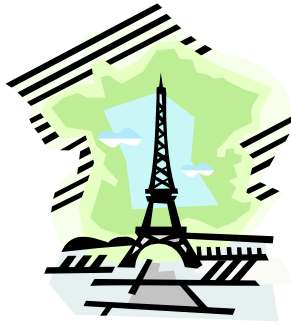
Students at International Studies Charter can take additional electives in different areas. These general electives are available at each level and students can choose these based on additional interest.

### **9<sup>th</sup> -12th Grade**

### **Course Code**

|                                   |            |
|-----------------------------------|------------|
| Journalism I (Newspaper)          | 100630011N |
| Journalism I (Yearbook)           | 100630011Y |
| Journalism II (Newspaper)         | 100631011N |
| Journalism II (Yearbook)          | 100631011Y |
| Journalism III (Newspaper) Honors | 100632011N |
| Journalism III (Yearbook) Honors  | 100632011Y |
| Journalism IV (Newspaper) Honors  | 100633012N |
| Journalism IV (Yearbook) Honors   | 100633012Y |
| Work Experience-OJT               | 8301650J2  |

## French Program



The purposes of these courses are to provide instruction and promote academic excellence in reading, writing, oral communications, and the interpretation of literature.

The content should include, but not be limited to the study and interpretation of traditional and contemporary literature, application of the writing process, effective use of speaking and listening skills, higher-order reading skills in preparation for the Florida Comprehensive Assessment Test, and study skills and how these skills relate to success in the world of work.

Students will be placed in the appropriate French course on the basis of scores on standardized tests, past performance in classes, and teacher recommendations.

### FRENCH PROGRAM

#### General Education Courses

|         |  |           |                 |   |  |
|---------|--|-----------|-----------------|---|--|
| F10     | Art History                              | 010033001 | 1.00 for PF     | Taken in 9 <sup>th</sup> grade                      |  |
| F11     | FRENCH LANG. & LIT V HONORS              | 071534001 | 1.00 For. Lang. | Taken in 9 <sup>th</sup> grade                      |  |
| F20     | WORLD HIST. HONORS                       | 210932001 | 1.00 Soc. St.   | Taken in 9 <sup>th</sup> grade                      |  |
| F21     | FRENCH LANG. & LIT VI HONORS             | 071535001 | 1.00 For. Lang  | Taken in 10 <sup>th</sup> grade                     |  |
| F30     | FOREIGN LANG. HUM. III DUAL HONORS       | 071432001 | 1.00 For. Lang  | Taken in 11 <sup>th</sup> grade                     |  |
| F31     | FRENCH LANG. & LIT VII DUAL HONORS       | 071536001 | 1.00 For. Lang  | Taken in 11 <sup>th</sup> grade                     |  |
| F35/F36 | Sociology/World Cultural Geography       | 210830001 | 1.0 For SS      | Taken in 11 <sup>th</sup> after school              |  |
| C36     | CHEMISTRY 1 HONORS                       | 200335001 | 1.00 Science    | Taken in 10 <sup>th</sup> or 11 <sup>th</sup> grade |  |
| F40     | FOREIGN LANG. HUM. IV ADVANCED PLACEMENT | 071433001 | 1.00 For. Lang  | Taken in 12 <sup>th</sup> grade                     |  |
| F41     | PHILOSOPHY                               | 210534011 | 0.5 For SS      | Taken in 12 <sup>th</sup> grade                     |  |
| F42     | ANTHROPOLOGY                             | 210130001 | 0.5 For SS      | Taken in 12 <sup>th</sup> grade                     |  |



## Italian Program



The purposes of these courses are to provide instruction and promote academic excellence in reading, writing, oral communications, and the interpretation of literature.

The content should include, but not be limited to the study and interpretation of traditional and contemporary literature, application of the writing process, effective use of speaking and listening skills, higher-order reading skills in preparation for the Florida Comprehensive Assessment Test, and study skills and how these skills relate to success in the world of work.

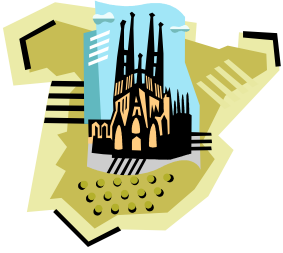
Students will be placed in the appropriate Italian course on the basis of scores on standardized tests, past performance in classes, and teacher recommendations.

### ITALIAN PROGRAM

#### General Education Courses

|     |  |           |                 |                                 |  |
|-----|--|-----------|-----------------|---------------------------------|--|
| I10 | WORLD HIST. HONORS                       | 210932001 | 1.00 Soc. St.   | Taken in 9 <sup>th</sup> grade  |  |
| I11 | ITALIAN LANG & LIT IV                    | 070532001 | 1.00 For. Lang. | Taken in 9 <sup>th</sup> grade  |  |
| I20 | FOREIGN LANG. HUM. II HONORS             | 071431001 | 1.00 For. Lang  | Taken in 10 <sup>th</sup> grade |  |
| I21 | ITALIAN LANG & LIT V                     | 070533001 | 1.00 For. Lang  | Taken in 10 <sup>th</sup> grade |  |
| I30 | FOREIGN LANG. HUM. III ADVANCE PLACEMENT | 071432001 | 1.00 For. Lang  | Taken in 11 <sup>th</sup> grade |  |
| I31 | ITALIAN III                              | 070534001 | 1.00 For. Lang  | Taken in 11 <sup>th</sup> grade |  |
| I40 | FOREIGN LANG. HUM. IV ADVANCE PLACEMENT  | 071433001 | 1.00 For. Lang  | Taken in 12 <sup>th</sup> grade |  |
| I41 | ITALIAN IV                               | 070535001 | 1.00 For. Lang  | Taken in 12 <sup>th</sup> grade |  |

## Spanish Program



The purposes of these courses are to provide instruction and promote academic excellence in reading, writing, oral communications, and the interpretation of literature.

The content should include, but not be limited to the study and interpretation of traditional and contemporary literature, application of the writing process, effective use of speaking and listening skills, higher-order reading skills in preparation for the Florida Comprehensive Assessment Test, and study skills and how these skills relate to success in the world of work.

Students will be placed in the appropriate Italian course on the basis of scores on standardized tests, past performance in classes, and teacher recommendations.

### SPANISH PROGRAM

#### General Education Courses

|     |  |           |                 |                                 |  |
|-----|--|-----------|-----------------|---------------------------------|--|
| S10 | WORLD HIST. HONORS                       | 210932001 | 1.00 Soc. St.   | Taken in 9 <sup>th</sup> grade  |  |
| S11 | SPANISH LANG. & LIT V HONORS             | 071554001 | 1.00 For. Lang. | Taken in 9 <sup>th</sup> grade  |  |
| S20 | FOREIGN LANG. HUM. II HONORS             | 071431001 | 1.00 For. Lang  | Taken in 10 <sup>th</sup> grade |  |
| S21 | SPANISH LANG. & LIT VI HONORS            | 071555001 | 1.00 For. Lang  | Taken in 10 <sup>th</sup> grade |  |
| S30 | FOREIGN LANG. HUM. III ADVANCE PLACEMENT | 071432001 | 1.00 For. Lang  | Taken in 11 <sup>th</sup> grade |  |
| S31 | SPANISH LANG. & LIT VII DUAL HONORS      | 071556001 | 1.00 For. Lang  | Taken in 11 <sup>th</sup> grade |  |
| S40 | FOREIGN LANG. HUM. IV ADVANCE PLACEMENT  | 071433001 | 1.00 For. Lang  | Taken in 12 <sup>th</sup> grade |  |
| S42 | AP SPANISH LITERATURE                    | 070841001 | 1.00 For. Lang  | Taken in 12 <sup>th</sup> grade |  |

**\*\*THOSE COURSES THAT CONTAIN AND ASTERISK (\*) WITHIN THE MIDDLE SCHOOL (6<sup>TH</sup> -8<sup>TH</sup> GRADE) WOULD ALLOW THE STUDENT TO RECEIVE HIGH SCHOOL CREDIT.**

**\*\*ALL MIDDLE SCHOOLS STUDENTS (GRADES 6 – 8<sup>TH</sup>) ARE MANDATED TO TAKE A PHYSICAL EDUCATION CLASS**

## Prerequisites for Advanced Academic Courses

The following is a list of prerequisites for AP and Honors classes by Subject Area:

### **Language Arts - 9th Grade Honors**

1. An A or B grade in the 8th grade English class.
2. Recommendation from the 8th grade English teacher.
3. A score of 3 in the FCAT Reading and a score of 4 on the FCAT Writing or better.

### **Language Arts - 10th Grade Honors**

1. An A or B in the 9<sup>th</sup> grade English class.
2. Recommendation from the 9th grade English teacher.

### **Language Arts – 11<sup>th</sup> Grade Honors**

1. An A or B grade in the 10th grade English class.
2. Recommendation from the 10th grade English teacher.
3. A score of 3 in FCAT Reading and a score of 4 in FCAT Writing, or better.

### **Language Arts - AP 11<sup>th</sup> – Language**

1. Teacher recommendation from 10<sup>th</sup> grade English Honors.
2. An A or B grade in the 10<sup>th</sup> grade English Honors class.
3. A score of 3 in FCAT Reading and a score of 4 in FCAT Writing, or better.

### **Language Arts – 12<sup>th</sup> Grade Honors**

1. An A or B in 11<sup>th</sup> grade Language Arts class
2. Recommendation from 11<sup>th</sup> grade English Teacher
3. A score of 3 in FCAT Reading and a score of 4 or better in FCAT Writing

### **Language Arts - AP 12<sup>th</sup> – Literature**

1. An A or B in 11<sup>th</sup> grade Language Arts class
2. Recommendation from 11<sup>th</sup> grade English Teacher
3. A score of 3 in FCAT Reading and a score of 4 or better in FCAT Writing

### **Social Studies-Honors World History 9th**

1. An A or B in the 8th grade U.S. History regular or advanced class.
2. A score of 3 in FCAT Reading and a score in 4 in FCAT Writing, or better.

### **Social Studies AP European History 10<sup>th</sup> or 11th**

1. An A or B in World History Honors, AP World History
2. A score of 3 in FCAT Reading and a score in 4 in FCAT Writing, or better.
3. Recommendation from the Social Studies

**Social Studies - Honors American History 11<sup>th</sup> Grade**

1. An A or B in Latin American History/Caribbean History.
2. A recommendation from the Social Studies teacher.
3. A score of 3 in FCAT Reading and a score in 4 in FCAT Writing, or better.

**Social Studies - A.P. American History -11th Grade**

1. An A or B in World History Honors, AP World History, or AP European History.
2. A score of 3 in FCAT Reading and a score in 4 in FCAT Writing, or better.
3. A recommendation from the Social Studies teacher. Score in 4 in FCAT Writing, or better.

**Science—Honors Integrated Science I**

1. A or B in comprehensive science
2. Recommendation of science teacher

**Science - Honors Biology**

1. A or B in Integrated Science I
2. FCAT Reading/Math with a 3 or better
3. Recommendation of Science teacher

**Science - Honors Chemistry**

1. A or B in Honors Biology
2. FCAT Reading/Math with a 3 or better

3. A or B in Algebra I
4. Recommendation of Biology teacher

**Science - Honors Physics**

1. A or B in Honors Chemistry
2. FCAT Reading/Math with a 3 or better
3. A or B in Algebra II
4. Recommendation of Science teacher

**Science - A.P. Biology**

1. A or B in honors Chemistry
2. FCAT Reading/Math with a 3 or better
3. Recommendation of teacher

**Science - A.P. Environmental Science**

1. A or B in Honors Chemistry
2. FCAT Reading/Math with a 3 or better
3. Recommendation of Honors Chemistry teacher.

**Science - A.P. Physics B**

1. A or B in Honors Physics
2. FCAT Reading/Math with a 3 or better
3. Recommendation of the Physics teacher.

**Spanish - A.P. Courses**

1. Teacher recommendation
2. An A grade in their previous level class.
3. Commitment on the part of the student to take the AP Test.

### **A.P. Spanish Literature**

1. Passing score on the A.P. Spanish Language Exam

### **Foreign Language - Honors Courses**

1. A recommendation by teacher.
2. An A grade on their previous level class.

### **Algebra I Honors**

1. A or B in previous math course
2. FCAT of 3 or better in Math FCAT
3. Teacher recommendation

### **Geometry Honors**

1. A, B, or C in Algebra I Honors
2. A or B in Algebra I
3. FCAT of 3 or better in Math
4. Teacher recommendation

### **Algebra II Honors**

1. A, B, or C in Geometry Honors
2. A or B in Geometry
3. Algebra I grade of A or B
4. FCAT of 3 or better in Math

5. Teacher recommendation

### **Pre-Calculus**

1. A, B, or C in Algebra I Honors
2. A in Algebra I
3. FCAT of 3 or better in Math
4. Teacher recommendation
4. Teacher recommendation

### **Calculus AB**

1. A, B, or C in Pre-Calculus
2. FCAT of 3 or better in Math
3. Teacher recommendation

### **Liberal Arts Math**

1. A, B, or C in Algebra II
2. Teacher recommendation

### **Web Design/Database Management**

1. Must have taken the following courses: Computer Applications I and II, Business Systems and Technology or Business Software Applications.
2. An A or B in the previous technology class taken.