



***Curriculum Bulletin
2013-2014***

Mater Lakes Academy
17300 NW 87th Avenue
Miami, FL 33015

Dear Students and Parents,

This Curriculum Bulletin is a guide for you and your parents to assist in making the best decisions about your High School course selection process. Information concerning required and elective courses, promotion and graduation requirements, testing procedures and many special opportunities are also included. Making informed decisions for a specific course of study will provide you a solid foundation for your future career paths.

The decisions you make in selecting courses will greatly influence your future, whether you continue your formal education or enter the world of work upon graduation. The class selection process is very important because low student enrollment is the reason why certain courses are not offered. Parents are encouraged to assist their children in choosing the appropriate courses.

School counselors will meet with students individually to create an academic plan. If you have questions regarding the course selection process, the school's staff stands ready and eager to assist. Therefore, I challenge all of you to take the most rigorous course of study offered to best meet your future educational and career goals.

Best wishes for success as you establish high goals and continually challenge yourself so you will be prepared for a wonderful rewarding future.

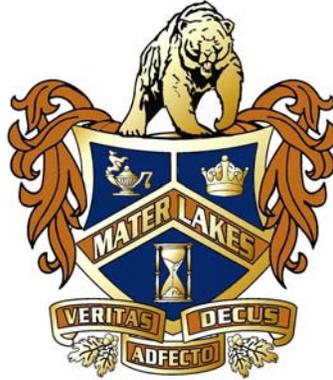
Sincerely,



Rene Roviroso
Principal



Francisco Jimenez
Vice - Principal



Home of the Bears

Vision Statement

Mater Lakes Academy is a valued asset, community partner, and highly regarded educational choice that motivates, challenges, and educates all students.

Mission Statement

Mater Lakes Academy will provide an individualized education that addresses each student's unique learning needs, cultivates independent thought, and promotes the building of character, enabling them to contribute to their communities.

ATTENDANCE

There are no factors more important to a student's progress in school than regular and punctual attendance. Students who are absent excessively from the instructional program will fall behind in their academic achievement. Excessive school absenteeism can result in course failure.

Attendance Defined

- **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.
- **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.
- **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.
- **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.

Absences Defined

- Absences will be EXCUSED for the following reasons:
 - STUDENT illness: students missing 3 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 the immediate family
 - 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, school sponsored sporting events and field trips.
 - Observance of a religious holiday recognized by Miami-Dade County Public Schools
 - 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.
 - If a student is continually sick and repeatedly absent from school, he or she must be under the supervision of a physician in order to receive an excuse from the attendance office. Subsequently, those students that are repeatedly out will be referred to Hospital Homebound Services.
- Absences will be UNEXCUSED for the following reasons:
 - 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. Failure to provide the required documentation within three school days upon the return to school will result in an unexcused absence.
- All absences will be marked as UNEXCUSED until the student presents a written note to the homeroom teacher which includes the following:
- Student's name, ID number, and grade, date(s) of absence, reason of absence (acceptable reasons are listed below), and parent's name and signature and a contact telephone number for verification.

Pre-Approved Absence Form

- In the event you know your child will be absent for several days, you need to request a Pre-Approved Absence Form, which is to be completed and submitted for approval no less than 10 school days prior to the expected absences. Family vacations will NOT be excused.
- School sponsored field trips will not adversely affect the students' attendance record.
- NO make-up work, tests, or projects will be given to the student for the day(s) missed until the absence(s) are excused. The student is responsible for providing the "Admit" for teachers to sign. Failure to excuse absences in a timely manner will result in a grade of "Z" on missed work.
- Teachers will designate a reasonable amount of time in which make-up work can be completed.

No Credit (NC)/Attendance Review

- Students accumulating ten (10) or more unexcused hours in an annual course or five (5) or more unexcused hours in a semester course will be subject to the withholding of credits(s) pending a conference and/or review of all absences by the attendance review committee. **The Attendance Committee will convene quarterly to analyze student attendance and issue "No Credit" in the event the student has superseded his or her attendance allotment.** Students with excessive absences (excused and/or unexcused) are subject to having a complaint of truancy filed with the Department of Juvenile Justice and legal action will be taken to ensure regular attendance.
- The student is expected to:
 - Attend school/classes one hundred and eighty (180) days each school year.
 - Request the make-up assignments for all excused absences/tardies from his/her teachers upon his/her return to school or class. It should be noted that all class work, due to the nature of the instruction, is not readily subject to make-up work.
 - 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.
 - Be reported as present for the school day in order to participate in athletic and extracurricular activities.
- The parent is expected to:
 - 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.
 - Report and explain an absence or tardiness to the school.
 - 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.

Any student who accumulates 10 or more hours of unexcused absences or 20 or more tardies in an annual course and 5 or more hours or 10 or more tardies in a semester course may be subject to the withholding of credit regardless of the student's academic grade. The school runs on a block schedule which means that students attend classes for 1 1/2 hours at a time; therefore, two (2) absences counts as three (3) hours.

ACADEMICS

The curriculum is designed to serve students of all levels. All students will have access to every opportunity our teachers and administration can provide to accelerate their academic progress. 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 taking the most rigorous program they can handle.

6th – 8th Grade Students

The recommended course of study for all middle grade students will include three years of language arts, mathematics, science and social studies; required courses in physical education, career and education planning and recommended electives.

9th – 12th Grade Students

The recommended course of study for all students will include four years of language arts, mathematics, science, and social studies; at least two years of a foreign language, the required courses in performing and practical arts, physical education and personal fitness, and additional electives to complete the requirements to earn a high school diploma.

ACADEMIC PROGRESS

Students need to have a minimum Grade Point Average (GPA) of 2.0 unweighted to graduate from high school in the State of Florida. Also, this is the minimum requirement for participation in sports and activities. As part of our code of excellence, we will enforce more strict rules. Any student failing to achieve this minimum requirement at the end of any nine week period will be placed on Academic Probation. The parents will be required to attend an Academic Improvement Plan meeting (AIP). Parents and students 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 Mater Lakes Academy Preparatory School and the Parents.

ACADEMIC PLACEMENT

One of our responsibilities includes the proper class placement of each student. We utilize an individualized approach for the proper placement of the students. We consider test scores, academic history and both state and district requirements.

Academic placements are made by the school and we cannot be obligated to honor special requests. Placements are made for the benefit of the child. Please encourage your child to read this bulletin before making decisions for next year's classes.

SUMMER READING AND WRITING

The purpose of the summer reading assignment is to combat the summer learning loss that affects students. Summer reading helps students maintain their academic and higher order thinking skills. It allows students to continue to learn, read and write over the summer vacation.

Students will read required grade-level books during the summer and complete a reading journal. Students will be given an assessment of the summer reading in the first two weeks of the new school year.

Middle School Information

6th – 8th GRADE PROMOTION AND PLACEMENT

At Mater Lakes Academy, we want our students to achieve higher standards. Our students will take and pass three years of Language Arts, Social Studies, Science and Mathematics. Within our model, there are several strands infused that will give students the options to explore areas of the arts and high academic courses that will lead to earning high school credits while enrolled in middle school. Through our various partnerships, we will offer our students all the opportunities to explore these options while providing a first class education.

To decide whether students have met the minimum level of achievement required in the M-DCPS CBC, which incorporates the New Generation SSS, and to receive credit toward promotion, teachers will consider all available data. This will include standardized test results, progress tests, daily assignments, teacher observation, and other objective information. The student's mastery of the content of the course, in which the student is enrolled, as

determined by the teacher, is a further condition for passing the course. There are mechanisms which make it possible for students to benefit from the advantages of a semester system without the disadvantages of major rescheduling at midyear or midyear promotions.

Each student's performance is carefully observed throughout the school year to determine if achievement levels are being met. Under no circumstances should student performance be judged solely on the basis of a test(s).

In order to increase rigor and relevance, students must meet School Board-approved and state-mandated course requirements. The Secondary School Redesign Act, also known as the A++ Plan for Education was passed by the Florida Legislature and signed into law on July 1, 2006.

ELL Students

Retention of an ELL student requires the review and recommendation of the ELL committee. Retention of a student with disabilities who is also ELL requires the review and recommendation of the IEP team.

Language Arts Through ESOL instructional time for ELL students must be equal to the time non-ELL students are required to participate in the regular English language arts/reading program. The courses M/J Language Arts (1, 2, and 3) Through ESOL mirror the course descriptions for regular middle school Language Arts. In addition, all secondary ELL students, i.e., ESOL Levels I-IV are required to take a second period of Developmental Language Arts through ESOL.

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

- By means of middle school course recovery, students in grades 7 or 8 who have failed a language arts, mathematics, science, or social studies course are eligible to retake the course in a modified time frame. A student can be promoted to the next grade level, where, in addition to taking the current grade level language arts, mathematics, science, or social studies courses, the student will retake the failed course. The middle school course recovery option can be delivered in either a computer-based or traditional classroom instructional model or a combination thereof.
- Students in Grades 6 and 7, who pass four (4) or five (5) courses at each grade level, including language arts or mathematics, are to be placed in the next grade level and double blocked in the regular school year or enrolled in alternative models.

Students who pass less than 4 courses are retained in the same grade, interventions are continued, and progress must be monitored as specified in the school-wide AIP. Prior to a recommendation for a second retention, a student is to be referred to a SST for consideration of placement in an alternative program or initiation of the comprehensive SST collaboration process.

Required Program of Study

- **Required Annual Courses for Students in Middle Grades**
 - It is required that all students in the middle grades receive instruction in the state and district grade level objectives and competencies approved in mathematics, language arts/ESOL, social studies, science, physical education, and career exploration as well as in a range of exploratory/elective areas, including but not limited to music, art, foreign language, and career and technical education.
 - For students who entered grade 6 in 2006-2007 and thereafter, promotion to senior high school requires that the student successfully complete the following academic courses:
 - Three middle school annual courses in English. These courses are to emphasize literature, composition, and technical text. (M/J Language Arts through ESOL must be taken by ELL students. These courses meet the state requirement.)
 - Three middle school annual courses in mathematics.
 - Three middle school annual courses in science.
 - Three middle school annual courses in social science.
 - One semester of physical education in grades 6, 7, and 8 beginning in the 2009-2010 school year. This requirement may be waived if a student is enrolled or required to enroll in a

remedial course or if the student's parent indicates in writing a request that the student enroll in another course or that the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement. Parents are to be notified of the waiver options before scheduling the student to participate in physical education. Students may elect additional physical education courses.

- A middle school course which incorporates career and education planning, to be completed. This course will culminate in completion of an electronic Personalized Education Planner (ePEP), which must be signed by the student, the student's guidance counselor, and the student's parent. Students with disabilities can elect to complete an ePEP related to the requirements for a standard high school diploma or a special diploma plan, but they must complete the ePEP to be promoted.
- For each year in which the student scores at Level 1 or 2 on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year. For each year in which a student scores at Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course.

GRADE	LANGUAGE ARTS***	MATH	SOCIAL SCIENCE	SCIENCE	READING	PHYS ED	ELECTIVES**	TOTAL
6	1	1	1	1	1	0.5	1.5	7
7*	1	1	1	1	1	0.5	1.5*	7
8	1	1	1	1		0.5	2.5	7

- * Students in grade 7 are required to enroll in a course listed in the 2013-2014 Course Code Directory, which includes career and education planning.
- **Students scoring at Level 1 and Level 2 on FCAT Reading will lose the opportunity to select an elective course and will be required to enroll in an intensive reading course. Students scoring at Level 1 and Level 2 on FCAT Math will also lose the opportunity to select an elective course.
- *** M/J Language Arts Through ESOL as appropriate. All ELL students are required to take an ESOL course. The M/J Developmental Language Through ESOL course will count as an elective credit.

Middle Grades Interdisciplinary Teams

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

Language Arts/Reading/Mathematics Instruction

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

completed prior to the end of the school year. The K-12 CRRP also requires a daily double literacy block for all Level 1 or 2 FCAT reading students who have reading deficiencies in decoding and fluency (Intensive Reading Plus). All FCAT Level 1 and 2 students are required to be enrolled in an Intensive Reading or Intensive Reading Plus course with the exception of ELL students who are required to enroll in an M/J Developmental Language Arts through ESOL course.

Students requiring further strengthening in mathematics should take the M/J Intensive Mathematics. Reading strategies in the content areas are to be provided to students in all grades in the middle schools. These strategies should be in addition to those taught during language arts classes.

Elective Courses

There are three annual elective courses at each grade level. For ELL students' only two elective courses are allowed since one elective is the required M/J Developmental Language Arts through ESOL.

Establishment of Increased Requirements

Individual schools may establish requirements greater than prescribed district requirements, subject to the approval of the Governing Board or designee.

Pre-Advanced Placement Program

The Pre-Advanced placement (Pre-AP) program at Mater Lakes Academy is a program which gives students an opportunity to be a part of an enthusiastic community of students who are excited about learning. The courses that are offered are advanced courses designed to challenge and motivate students to understand rigorous content. Pre-AP middle school courses are designed to prepare students for high school Advanced Placement (AP) courses.

AP courses are college-level courses taught in a high school setting. At the end of each AP course, an AP exam is given. Qualifying scores on the AP exams can enable students to receive college credit and/or advanced standing at a university or college.

Application process is required for acceptance into this program. Please contact the Guidance Department for further details.

- **Students must meet the following eligibility criteria for both the Pre-AP and AP Program:**
 - Pass the FCAT with a 4 or higher
 - Must have a grade of "B" or higher in previous academic courses (i.e. English, Math, Science, etc.)
 - Have permission from the parent/guardian, high school counselor and administrator
 - Must maintain a grade of "B" or higher in their Pre-AP courses. If a student earns a "C" or lower in any one Pre-AP course he/she will not be allowed to continue the Pre-AP Program

- **Pre-Advanced Placement Courses**
 - **PRE-AP ENGLISH PROGRAM (all 6th-8th grade levels)**

Students will become skilled readers in a variety of literature and become skilled writers. Reading and writing should make students aware of the interactions among ideas, voice, word choice, sentence structure and etc. Please contact the Guidance Department for further details.
 - **PRE-AP SOCIAL STUDIES PROGRAM (all 6th-8th grade levels)**

Students will have a more rigorous academic experience on the nations of Canada and Latin America, with an emphasis on history, geography, Civil War, culture and life today. Please contact the Guidance Department for further details.
 - **PRE-AP SCIENCE PROGRAM (all 6th-8th grade levels)**

Students will learn and study the human body system as well as the cell structure. Students will be performing numerous hands-on labs. Studies throughout the course will include purposeful

observation and forming hypothesis. They will be required to go further in depth with their research and be held to more rigorous standards as they develop and conduct their experiments. Please contact the Guidance Department for further details.

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

Students in grades 6, 7, and 8 may enroll in selected senior high school courses for the purposes of pursuing a more challenging program of study. Such courses are considered when computing grade point averages and rank in class (School Board Rule 6Gx13- 5B-1.061). Up to six credits may be earned (with parental permission) in grades 6, 7, and/or 8 which will be applied toward the total credits needed for graduation or for the Florida Bright Futures Scholarship Program requirements. Credit may be earned in the courses listed below:

- Algebra I Honors
- Geometry Honors
- Physical Science
- Biology Honors
- Foreign Language I and above

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

Summary - Promotion and Placement Requirements in the Middle Grades

End of Grade	Courses Passed	Status
6	All courses passed	Promoted to Grade 7 Regular 7th grade student
6	5-6 Courses Passed Must pass language arts* or mathematics and at least 4 other courses	7th Grade Student Placed in grade 7 and scheduled to repeat courses not passed as appropriate
6	Less than 5 Courses Passed in Grade 6	Retained 6th Grade Student
7	14 Cumulative Courses Passed 7 courses passed in grade 6 and 7 courses passed in grade 7	Promoted to Grade 8 Regular 8th grade student
7	10-13 Cumulative Courses Passed 5-6 courses passed in grade 6 including language arts*, mathematics, science, and social studies 5-6 courses passed in grade 7 including 7th grade language arts* or mathematics, science or social studies, and/or the career and education	8th Grade Student Placed in grade 8 and scheduled to repeat courses not passed as appropriate

	planning course, unless incorporated in other courses	
7	8-9 Cumulative Courses Passed	Retained 7th Grade Student
8	18-21 Cumulative Courses Passed Must pass 3 courses each in language arts*, mathematics, science, and social studies, including a course which incorporates career and education planning, and 5 additional courses	Promoted to Grade 9
8	17 or Fewer Courses Passed	Retained 8th Grade Student

High School Graduation Programs

High school graduation requirements for Miami-Dade County Public Schools are established by the Florida Legislature, the Florida Board of Education, and The School Board of Miami-Dade County. From one school year to the next, the requirements may be amended by any one of these three entities and it is important that students and their parents are aware of any changes that may affect them. Usually, any changes in graduation requirements become effective for students entering ninth grade in the school year for which the changes become effective and not for students in grades 10 through 12. Your school counselor has the information relative to the graduation requirements in force when you entered ninth grade. Also, graduation requirements for previous years are outlined later in this document and in the District's Student Progression Plan.

Ninth graders who entered high school in the 2007-2008 school year and thereafter, are required to earn 16 core academic credits and 12 elective credits in order to graduate with a high school diploma. Core requirements consist of four credits in English and mathematics; four credits of science and four of social science; one credit of fine and performing arts; and one credit of physical education with the integration of health education.

Currently, there are two options for high school graduation and earning a diploma. Students and their parents may select one of the two 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, 28-credit standard program.

The graduation options are as follows:

- **A four-year, 28-credit standard program;**
- **A four-year, 28-credit Dual Degree;**

Prior to selecting one of the two programs the requirements, advantages, and disadvantages of each graduation option are to be explained to the student and his/her parents. Upon graduation, this student will be eligible to apply for a Florida Bright Futures Scholarship, if he/she has met the program's requirements.

In order to graduate students are required to earn a passing score on the Grade 10 Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Reading test, earn a specific grade point average (GPA) on a 4.0 scale, and successfully complete the required courses listed in the chart entitled *2013-2014 Graduation Requirements*.

Students entering ninth grade in the 2012-2013 school year must take the End of Course Assessments (EOC) for Algebra 1, Geometry, and Biology 1 and pass these assessments with a Level 3 or higher to earn course credits. Students must also earn credit in Algebra 2 along with Algebra 1 and Geometry as three of the four mathematics credits required for graduation. In addition students must take the US History EOC which will be calculated as 30% of a student's final grade in the course. Students must also take the Grade 10 FCAT writing.

Students entering ninth grade in the 2013-2014 school year must take the End of Course Assessments (EOC) for Algebra 1, Geometry, and Biology 1 and pass these assessments with a Level 3 or higher to earn course credits.

Students must also earn credit in Algebra 2 along with Algebra 1 and Geometry as three of the four mathematics credits required for graduation and Chemistry or Physics or an equivalent science course required for graduation. In addition students must take the US History EOC which will be calculated as 30% of a student's final grade in the course. Students must also take the Grade 10 FCAT writing.

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

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

For students who entered grade nine in the 2011-2012 school year at least one course within the 28 credits required must be completed through online learning to meet the digital learning graduation requirement. An online course taken during grades 6 through 8 fulfills this requirement. This requirement may be met through an online course offered by the Florida Virtual School, an online course offered by the high school, or an online dual enrollment course, offered pursuant to a district inter-institutional articulation agreement. A student, who is enrolled in a full-time or part-time virtual instruction program, meets this requirement.

	28 CREDIT OPTION
ENGLISH/ESOL	4 credits (major concentration in composition, reading for information, and literature)
MATHEMATICS	4 credits (Algebra 1, Geometry, and two courses at the Algebra 2 level or higher)
SCIENCE*	4 credits (Biology 1, and one course from the following: Chemistry, Physical Science, Physics or Anatomy and Physiology)
SOCIAL STUDIES	4 credits (1 credit World History, 1 credit in Psychology, 1 credit United States History, 0.5 credit United States Government, and 0.5 credit Economics)
WORLD LANGUAGES	2 credits (2 consecutive courses of a foreign language credit is required for admission to state universities and for Bright Futures)
PERFORMING/ FINE ARTS OR PRACTICAL ARTS	1 credit in performing/ fine arts, speech and debate, or practical arts (eligible courses are listed in the Course Code Directory)
PHYSICAL EDUCATION/ HEALTH	1 credit (0.5 personal fitness 0.5 physical education elective)
ELECTIVES	8 credits

GRADE POINT AVERAGE (GPA)	Cumulative GPA of 2.0 on a 4.0 scale
MINIMUM GRADE TO EARN COURSE CREDIT	D
ANTICIPATED TIME TO COMPLETION	4 years
TESTING	Students must earn a passing score on the FCAT 2.0 Reading graduation test and applicable EOC test(s).
COMMUNITY SERVICE	Required (see Explanatory Notes chart)
DIGITAL LEARNING	Within the 28 credits, at least one online course is required

EXPLANATORY NOTES

ENGLISH/ LANGUAGE ARTS	<p>English 1, 2, 3, and 4 or English 1-4 Through ESOL are required to meet the English/Language Arts graduation requirement. This requirement applies to both graduation options.</p> <ul style="list-style-type: none"> • Twelfth grade students (including ELL and SWD students) who have not successfully passed the Post Secondary Education Readiness Test (P.E.R.T.) or received minimum concordant scores must be placed in English IV: Florida College Prep course (100140501). This course will satisfy the fourth year requirement for Language Arts. • It should be noted that grade 8th, 9th and 10th grade students who scored at Levels 1 and 2 on the most recent administration of the FCAT 2.0 Reading test, as well as grade 11 and 12 retakers, will be required to take an Intensive Reading course in lieu of an elective and in addition to the required English course. • ELLs scoring at Levels 1 and 2 on the most recent administration of FCAT 2.0 Reading are to be enrolled in a Developmental Language Arts Through ESOL course which will count as elective credit and it is taken in lieu of an Intensive Reading course. • ELLs in grades 10-12 who are FCAT retakers and obtain a passing score in the FCAT 2.0 Reading test are not required to take the Developmental Language Arts Through ESOL course. • The District's K-12 CRRP requires each school to conduct a screening and diagnostic procedure to identify appropriate placement of Level 1 and Level 2 students in reading classes to be completed prior to the end of the school year. The K-12 CRRP also requires a daily double block for all students who have reading deficiencies in decoding and fluency (Intensive Reading Plus).
MATHEMATICS	<p>For the 28 credit option, students who entered 9th grade in 2007-2008 and thereafter must earn 4 credits of mathematics to graduate. A four-year sequence includes Algebra 1, Geometry, Algebra 2, and Advanced Topics in Mathematics. Students earning two of the required credits for graduation in middle school may be required by the high school principal to take a minimum of 3 credits in high school.</p> <p>Mathematics requirements:</p> <ul style="list-style-type: none"> • For students who entered grade 9 in 2010-2011, 4 credits are required, two of which must be Algebra 1 and Geometry. The Algebra 1 EOC assessment will comprise 30% of the student's grade in the Algebra 1 course. • For students entering grade 9 in 2011-2012, 4 credits are required, two of which must be Algebra 1 and Geometry. For the Algebra 1 EOC, students must pass the EOC to receive course credit. Students who have taken but not passed the Algebra 1 EOC will be placed in an Algebra 1 Recovery course. The Geometry EOC assessment will comprise 30% of the student's grade in the Geometry course. • For students entering grade 9 in 2012-2013 and thereafter, 4 credits in

	<p>mathematics are required, 3 of which must include Algebra 1, Geometry and Algebra 2. For both Algebra 1 and Geometry, students must pass the EOCs to receive course credit. Students who have taken but not passed the Algebra 1 EOC will be placed in an Algebra 1 Recovery course. Students who have taken but not passed the Geometry EOC will be placed in a Geometry Recovery course.</p> <ul style="list-style-type: none"> Twelfth grade students (including ELL and SWD students) who have not successfully passed the Post-Secondary Education Readiness Test (P.E.R.T.) or received minimum concordant scores must be placed in Math for College Readiness (120070001). This course will satisfy the fourth year requirement for Mathematics.
SCIENCE	<p>For students selecting any one of the two graduation options 3 credits are required. The three-year sequence includes: Physical Science, Biology 1, and one course from the following: Chemistry, or Physics. Additionally:</p> <ul style="list-style-type: none"> For students entering grade 9 in 2011-2012, Biology 1 is a graduation requirement including the Biology 1 EOC requirement. The EOC score will comprise 30% of the student's final grade in the Biology 1 course. For students entering grade 9 in 2012-2013, a passing score on the Biology 1 EOC is required as established by the FLDOE to receive course credit in the Biology 1 course and to meet the graduation requirement. Students who have taken but not passed the Biology 1 EOC will be placed in a Biology Recovery Course. For students entering grade 9 in 2013-2014, students must achieve a passing score on the Biology 1 EOC, as established by FDOE to receive course credit in the Biology 1 course and to meet the graduation requirement. In addition either Chemistry or Physics or an equally rigorous science course will be required for graduation.
SOCIAL SCIENCE	<p>Regardless of the date of entry into grade 9, or graduation option chosen, the required courses include: World History – 1 credit, Psychology – 1 credit, United States History – 1 credit, United States Government – 0.5 credit, and Economics – 0.5 credit.</p>
PERFORMING/FINE ARTS/PRACTICAL ARTS/CAREER AND TECHNICAL EDUCATION	<p>Students in the 28 credit option who entered 9th grade prior to 2007-2008 and thereafter, must earn 1 credit in performing/fine arts or an approved practical art (see details in Graduation Options chart above). Students enrolled in the college preparatory program or the career preparatory program need not meet any requirement in this area.</p>
PHYSICAL EDUCATION	<p>For students who entered 9th grade in 2007-2008 and thereafter, this requirement is met by successful completion of Personal Fitness or Adaptive Physical Education and any other approved physical education semester course. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons will 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 will 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. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan. Students who entered 9th grade prior to 2007-2008 must earn 0.5 credit in Life Management Skills. Students enrolled in either of the two 18 credit options are not required to take physical education.</p>
ELECTIVES	<p>For students in the 28 credit option who entered 9 grade in 2007-2008 through 2008-2009, 8.5 elective credits are required in sequential courses in a CTE program. For students entering 9th grade in 2010-2011 and thereafter, in the 28 credit option, 8 elective credits are required in sequential courses in a CTE program. For students</p>

	enrolled in the College Preparatory program, at least 6 of the 18 credits must be completed in courses that include dual enrollment, Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, or are specifically listed as rigorous by the Florida Department of Education. Honors courses are not included in these 6 credits.
COMMUNITY SERVICE	For students in the 28 credit option, the completion of a community service project is an additional graduation requirement regardless of their date of entry into 9 th grade. However, one of the requirements for the Florida Bright Futures Scholarship Program's Academic Scholars Award is 100 hours of community service, 75 hours for the Medallion Scholars Award, and 30 hours for the Gold Seal Vocational Award.
DIGITAL LEARNING	Beginning with students who entered grade 9 in the 2011-2012 school year and thereafter, at least one online course must be taken in order to graduate. This requirement shall be met through an online course offered by the high school, the Florida Virtual School, or an online dual enrollment course. The requirement may also be met if the student takes an online course in grades 6 through 8.

TIMELINE FOR IMPLEMENTATION OF THE FLORIDA SECONDARY SCHOOL REDESIGN ACT AMENDMENT

ENTERING 9TH GRADERS 2010-2011	ENTERING 9TH GRADERS 2011-2012	ENTERING 9TH GRADERS 2012-2013	ENTERING 9TH GRADERS 2013-2014
Algebra 1 - the EOC assessment will count for 30% of the final course* grade for 9 th graders	Algebra 1 -the EOC assessment must be passed in order to earn credit for the course*	Algebra 1 -the EOC assessment must be passed in order to earn credit for the course*	Algebra 1 -the EOC assessment must be passed in order to earn credit for the course*
Geometry -required for graduation	Geometry – the EOC assessment is required and the results will constitute 30 percent of the student's final course* grade	Geometry -the EOC assessment must be passed in order to earn credit for the course*	Geometry -the EOC assessment must be passed in order to earn credit for the course*
Biology 1	Biology 1 - the EOC assessment is required and the results will constitute 30 percent of the student's final course* grade	Biology 1 - the EOC assessment must be passed in order to earn credit for the course*	Biology 1 - the EOC assessment must be passed in order to earn credit for the course*
Grade 9 FCAT Mathematics will be discontinued as the EOC assessment is implemented	Grade 10 FCAT Mathematics will be discontinued as the EOC assessment is implemented	Algebra 2 - required for graduation	
			Chemistry or Physics or an equivalent science course required for

			graduation
		US History – the EOC assessment will be 30% of all student’s final grader for the course going forward	US History – the EOC assessment will be 30% of all student’s final grader for the course going forward

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

PREVIOUS HIGH SCHOOL GRADUATION REQUIREMENTS BY YEAR OF ENTRY INTO GRADE NINE

FOR STUDENTS WHO ENTERED GRADE 9 IN THE 2007-2008, 2008-2009, OR 2009-2010 SCHOOL YEAR

28 CREDIT OPTION	
ENGLISH/ ESOL	4 credits (major concentration in composition and literature and reading for information)
MATHEMATICS	4 credits (Algebra I, Geometry, and 2 courses at the Algebra I level or higher)
SCIENCE	4 credits (Earth/Space Science and Biology I and one course from the following: Chemistry, Physical Science, Physics, or Integrated Science III)
SOCIAL SCIENCE	4 credits (1 credit World History, 1 credit American History, 0.5 credit American Government, and 0.5 credit Economics)
FOREIGN LANGUAGE	Not required (foreign language credit is required for admission to state universities)
FINE ARTS OR PERFORMING ARTS, SPEECH, DEBATE, OR PRACTICAL ARTS/ CAREER AND TECHNICAL EDUCATION	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in course Code Directory)
PHYSICAL EDUCATION	1 credit to include integration of health
ELECTIVES	9.5 credits
TOTAL	28 credits
GRADE POINT AVERAGE GPA	Earn a cumulative GPA of 2.0 on a 4.0 scale
STATE ASSESSMENT REQUIREMENTS	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)
COMMUNITY SERVICE	Required

Graduation Options for Students Who Entered Grade 9 in 2010-2011
28 CREDIT OPTION

ENGLISH/ESOL	4 credits (major concentration in composition & literature and reading for information) 4 credits (Algebra I,		
MATHEMATICS	Geometry, & 2 courses at the Algebra II level or higher) 4 credits (Earth/Space		
SCIENCE	Science & Biology I and 1 course from the following: Chemistry, Physical Science, Physics or Integrated Science III)		
SOCIAL SCIENCE	4 credits (World History, Psych, United States History, United States Government, & Economics) Not required (foreign language credit is required for admission to state universities)		
FOREIGN LANGUAGE			
PERFORMING/FINE ARTS/PRACTICAL ARTS/CAREER & TECHNICAL EDUCATION	1 credit in performing/ fine arts or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination.		
PHYSICAL EDUCATION/HEALTH	1 credit		
ELECTIVES	8 credits		
GRADE POINT AVERAGE(GPA)	2.0		
MINIMUM GRADE TO EARN COURSE CREDIT	D		
ANTICIPATED TIME TO COMPLETION	4 years		
TESTING	Students must earn a passing score on the Reading and Mathematics sections of the FCAT graduation and/or EOC assessment		
COMMUNITY SERVICE	Required		

Graduation Options for Students Who Entered Grade 9 in 2011-2012

28 CREDIT OPTION

ENGLISH/ESOL	4 credits (major concentration in composition & literature and reading for information)		
MATHEMATICS	4 credits (Algebra 1, Geometry, & 2 courses at the Algebra 2 level or higher)		
SCIENCE	3 credits (Earth/Space Science & Biology 1 and 1 course from the following: Chemistry, Physical Science, or Physics)		
SOCIAL SCIENCE	3 credits (World History, United States History, United States Government, & Economics)		
FOREIGN LANGUAGE	Not required (foreign language credit is required for admission to state universities)		
PERFORMING/FINE ARTS/PRACTICAL ARTS/CAREER & TECHNICAL EDUCATION	1 credit in performing/ fine arts, speech, debate or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination.		
PHYSICAL EDUCATION/ HEALTH	1 credit		
ELECTIVES	8 credits		
GRADE POINT AVERAGE(GPA)	Cumulative GPA of 2.0 on a 4.0 scale		
MINIMUM GRADE TO EARN COURSE CREDIT	D		
ANTICIPATED TIME TO COMPLETION	4 years		
TESTING	Students must earn a passing score on the FCAT 2.0 Reading graduation test and applicable EOC test(s).		
COMMUNITY SERVICE	Required		
DIGITAL LEARNING	Within the 24 credits at least one online course is required		

HIGH SCHOOL DIPLOMAS / CERTIFICATES

The Miami-Dade County School Board provides for the awarding of a standard diploma, a certificate of completion 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 2.0 (FCAT 2.0) Reading test and all applicable End of Course Assessments. 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, 28-credit program and complete an academically rigorous course of study. The requirements include at least four Honors, Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, and/or International Studies courses; and completion of 75 hours of community service, which includes identification of a social problem of interest, development of a plan for personal involvement in addressing the problem and, through papers and other presentations, evaluate, and reflect upon the experience. All students must earn a 3.5 GPA (weighted scale) by the end of the first semester of the senior year with no final grade less than a "C."

CERTIFICATE OF COMPLETION

A student who is enrolled in the 4-year, 28-credit program and has met all requirements for graduation except passing the FCAT graduation test, or earning the 2.0 GPA required for graduation will 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 28 required graduation credits and achieve a GPA of 2.0 or higher, but do not pass the FCAT graduation test, are eligible to receive the College Placement Test (CPT) – eligible certificate of completion. Students who receive the CPT – eligible certificate of completion may enroll directly into a Florida community college or post-secondary career and technical education program. Based upon the score the student receives on the CPT, the student may enroll in remedial or credit courses at the community college.

SPECIAL DIPLOMA AND SPECIAL CERTIFICATE OF COMPLETION

Students with disabilities who are enrolled in the 4-year, 28-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 Region Center exceptional student education staffing specialist.

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

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

*CPT will be replaced by the PERT.

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 and high school record. Factors to be considered in taking high school courses in the middle school 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.

DUAL ENROLLMENT

Dual enrollment is an articulated acceleration mechanism open to high school students who have completed ninth grade and are attending public high school. To enroll in dual enrollment academic programs, students must demonstrate a readiness to successfully complete college-level course work and have attained a qualifying grade point average. In order to determine the high school equivalency and the high school credit awarded for postsecondary courses completed through dual enrollment, refer to the most current *Dual Enrollment Course – High School Subject Area Equivalency*. The district weighs college-level dual enrollment courses the same as Advanced Placement, International Baccalaureate, and Advanced International Certificate of Education courses when grade point averages are calculated. The list of currently active and authorized courses for dual enrollment is printed in *Curriculum Bulletin-I*, which is published annually.

EARLY ADMISSION

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

ADVANCED PLACEMENT

Advanced Placement (AP) courses provide college experience to students while they are still high school students. AP programs are offered in each major academic area. Post-secondary credit for an AP course shall be awarded to students who score at least a 3 on a 5-point scale on the corresponding AP exam. A student who elects to enroll in an AP course that is jointly offered with a dual enrollment course may not earn postsecondary credit for that course through dual enrollment.

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. A complete list of courses is available through FLVS's web site at <http://www.flvs.net>.

VPREP – VIRTUAL OFFERINGS

Mater Academy is excited to introduce a new and innovative grouping of programs with an emphasis on educational instruction delivered through a cutting edge process. Mater Virtual is a comprehensive collection of virtual programs offered throughout all Mater Academy Schools. This progressive and rapidly growing cluster of programs is designed to prepare students for the exciting digital world in which we live.

CREDIT BY EXAMINATION

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

CREDIT ACCELERATION PROGRAM (CAP)

Students may earn credit for selected high school courses by taking the End-of-Course (EOC) assessment for the course and earning a score that indicates the student has attained a satisfactory score on a state EOC assessment or on a District-created standardized EOC. Students may obtain more information about any of these opportunities for acceleration from their school counselors.

ADMISSION TO THE FLORIDA STATE UNIVERSITY SYSTEM

Admission decisions are based on high school graduation, grade point average in academic core courses; admissions test scores, and course distribution requirements. The minimum requirements apply to all of the state universities; however, universities are permitted to have higher admission standards.

There are three methods to qualify for admission into the universities: the traditional admissions criteria based on the Florida Division of Colleges and Universities sliding scale, the Talented Twenty program, or the student profile assessment.

TRADITIONAL REQUIREMENTS

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

If the GPA in Academic Core Courses is:	One of the following composite admission test scores must equal or exceed:	
HSGPA	SAT Reasoning	ACT
2.0	1680	25
2.1	1620	24
2.2	1620	24
2.3	1560	23
2.4	1510	22
2.5	1450	21
2.6	1450	21
2.7	1450	21
2.8	1450	21
2.9	1390	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 Equity in Education Plan. Students eligible for the Talented Twenty Program are guaranteed admission to one of the twelve state universities, and are given priority for award of funds from the Florida Student Assistance Grant (FSAG). The FSAG program is a needs-based grant; therefore, Talented Twenty students must meet FSAG eligibility requirements in order to qualify for priority funding. Please note that while eligible students are guaranteed admission at one of the state universities, they may not be admitted to the campus of choice.

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

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

APPLICATION FOR STATE UNIVERSITIES

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

STUDENT PROFILE ASSESSMENT

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

FLORIDA'S BRIGHT FUTURES SCHOLARSHIP PROGRAM

The Bright Futures Scholarship Program establishes three lottery-funded scholarships to reward Florida high school graduates who enroll in eligible Florida postsecondary institutions for high academic achievement. The scholarship may be used for either full-time or part-time enrollment and is renewable. Basic information and qualification requirements are outlined below.

Requirements for all scholarship levels include:

- Be a Florida resident and a U. S. citizen or an eligible non-citizen;
- Not have been found guilty of, nor plead no contest to a felony charge;
- Not owe a repayment or be in default under any state or federal grant, loan, or scholarship program unless satisfactory arrangements to repay have been made;
- Meet specific coursework and minimum grade point average and test score requirements which are outlined on the Office of Student Financial Assistance (OSFA) website www.FloridaStudentFinancialAid.org/;
- Meet community service requirement (and hours increase for Florida Academic Scholars) for three Bright Futures award levels. Bright Futures Florida Academic Scholars (FAS), Florida Medallion Scholars (FMS), and Florida Gold Seal Vocational Scholars (GSV) during the 2013- 2014 academic year, and thereafter, must complete:
- FAS - 100 hours • FMS - 75 hours • GSV - 30 hours
- Apply for a scholarship from the program prior to high school graduation by completing the online Florida Financial Aid Application (FFAA) for the Florida State Student Financial Assistance Database (SSFAD) at www.FloridaStudentFinancialAid.org, and use the award within three years of high school graduation;

NEW - Midyear graduates may submit a fully completed error free *Initial Student Florida Financial Aid Application* by August 31 prior to high school graduation.

Apply during the last year in high school, before graduation, or forfeit all future eligibility for a Bright Futures Scholarship.

ATS - The Academic Top Scholars award, announced by the Florida Department of Education before the end of the fall term after all term one disbursements are reported, is awarded to the Florida Academic Scholar with the highest academic ranking in each county (based on the product of multiplying the Bright Futures GPA and the highest qualifying SAT/ACT test score). The recipient receives a cost per credit hour award established by the Florida Legislature in the General Appropriations Act in addition to the Florida Academic Scholars award. For current year award amounts visit: www.FloridaStudentFinancialAid.org/SSFAD/bf/awardamt.htm ; and **NEW** - Annually complete and submit the *Free Application for Federal Student Aid* (FAFSA).

The FAFSA does not have to indicate financial need; however, must be complete and processed error free prior to a student's first disbursement of the academic year. Visit the website at www.fafsa.ed.gov for online processing.

Revisions to the Florida Bright Futures Scholarship Program are subject to changes with year's each legislative session.

REQUIREMENTS FOR 2013-2014 APPLICANTS

AWARD AMOUNT: A student may receive funding for only one award (FAS, FMS, or GSV)

FLORIDA ACADEMIC SCHOLARS AWARD (FAS)	FLORIDA MEDALLION SCHOLARS AWARD (FMS)	FLORIDA GOLD SEAL VOCATIONAL AWARD (GSV)
AWARD AMOUNT: A student may receive funding for only one award (FAS, FMS, or GSV)		
Students will receive the specified (cost per credit hour) award established by the Florida Legislature each year. Currently the award amounts are \$101 per semester hour at a four-year public or private institution, \$62 per semester hour at a two-year institution (community college), \$70 per semester hour at a Florida college offering four-year degree, and \$51 per semester hour at a career/technical center. Full time students must earn 24 semester credits per academic year and students must submit a refund to the institution for any course(s) dropped or withdrawn after the drop/add period.	Students will receive the specified (cost per credit hour) award established by the Florida Legislature each year. Currently the award amounts are \$76 per semester hour at a four-year public or private institution, \$47 per semester hour at a two-year institution (community college), \$62 per semester hour at a Florida college offering an associate degree, \$52 per semester hour at a Florida college offering a four-year degree, and \$38 per semester hour at a career/technical center. Full time students must earn 24 semester credits per academic year and students must submit a refund to the institution for any course(s) dropped or withdrawn after the drop/add period.	Students will receive the specified (cost per credit hour) award established by the Florida Legislature each year. Currently the award amounts are \$76 per semester hour at a four-year public or private institution, \$47 per semester hour at a two-year institution (community college), \$52 per semester hour at a Florida college offering a four-year degree, and \$38 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.
GRADE POINT AVERAGE (GPA) Additional weighting for more challenging, higher level courses, i.e., 1.0 credit course = .50, 0.5 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 3year graduation options.) (Note: GPAs are not rounded)
REQUIRED CREDITS See Comprehensive Course Table on Bright Futures Web site to identify courses that count toward each award level.		
Courses must include 16 credits of college preparatory academic courses: 4 English (3 with substantial writing) 4 Math (Algebra 1, geometry, and above) 3 Science (2 with substantial lab) 3 Social Science 2 Foreign Language (in the same language) May use up to 2 additional credits in the academic areas listed above and/or fine arts AP, IB, or AICE courses to raise the GPA.	Courses must include 16 credits of college preparatory academic courses: 4 English (3 with substantial writing) 4 Math (Algebra 1, geometry, and above) 3 Science (2 with substantial lab) 3 Social Science 2 Foreign Language (in the same language). May use up to 2 additional credits in the academic areas listed above and/or fine arts AP, IB, or AICE courses to raise the GPA.	16 credits required for high school graduation: 4 English (3 with substantial writing) 4 Math (Algebra 1, geometry, and above) 3 Science (2 with substantial lab) 3 Social Science 1 Performing/ Fine Arts or one Practical Arts 1 Physical Education (See Other Ways to Qualify for 3year graduation options.)
COMMUNITY SERVICE		
100 hours, as approved by M-DCPS	75 hours, as approved by M-DCPS	30 hours, as approved by M-DCPS

<p>TEST SCORES Sections of the SAT, ACT, or CPT* from different test dates may be used to meet the test criteria. For spring eligibility evaluations, test dates through the end of January will be admissible. For summer eligibility evaluations, test dates through the end of June will be admissible. Note: High school students graduating in 2013-2014 will be required to earn higher SAT/ACT scores.</p>		
<p>Best composite score of 1280 SAT Reasoning Test or 28 ACT 2013-2014 – Best Composite score of 1290 SAT Reasoning Test or 29 ACT Note: The new writing sections for both the SAT and ACT will not be used in the composite. SAT Subject Tests are not used for Bright Futures eligibility. (ACT scores are rounded up for scores with 0.5 and higher; SAT scores do not require rounding.)</p>	<p>Best composite score of 1020 SAT Reasoning Test or 22 ACT 2013-2014 – Best Composite score of 1170 SAT Reasoning Test or 26 ACT Note: The new writing sections for both the SAT and ACT will not be used in the composite. SAT Subject Tests are not used for Bright Futures eligibility. (ACT scores are rounded up for scores with 0.5 and higher; SAT scores do not require rounding.)</p>	<p>Students must earn the minimum score on each section of the CPT* or SAT or ACT. Sections of different test types may not be combined. CPT* Reading 83 Sentence Skills 83 Algebra 72 SAT Reasoning Test Critical Thinking 440 Math 440 ACT English 17 Reading 18 Math 19</p>
<p>OTHER WAYS TO QUALIFY Initial eligibility criteria used in Other Ways to Qualify must be met by high school graduation.</p>		
<p>National Merit or Achievement Scholars and Finalists; National Hispanic Scholars; IB Diploma recipients; students who have completed the IB curriculum with best composite score of 1280 SAT or 28 ACT; AICE Diploma recipients; students who have completed the AICE curriculum with best composite score of 1280 SAT or 28 ACT; GED with best composite score of 1280 SAT or 28 ACT and a 3.5 weighted GPA in the above 15 required credits; Early Admissions with best composite score of 1280 SAT or 28 ACT and a 3.5 weighted GPA in courses completed; or 3-year college preparatory program with best composite score of 1280 SAT or 28 ACT and a 3.5 weighted GPA in the above 16 required credits.</p>	<p>National Merit or Achievement Scholars and Finalists and National Hispanic Scholars who have not completed 75 hours of community service; students who have completed the IB curriculum with best composite score of 1020 SAT or 22 ACT; AICE Diploma recipients who have not completed 75 hours of community service; students who have completed the AICE curriculum with best composite score of 1020 SAT or 22 ACT; GED with best composite score of 1020 SAT or 22 ACT and a 3.0 weighted GPA in the above 16 required credits; or 3-year college preparatory program with best composite score of 1020 SAT or 22 ACT and a 3.0 weighted GPA in the above 16 required credits.</p>	<p>The other ways to qualify listed below must also include a 3.5 unweighted GPA in a minimum of 3 career education credits in one career education program and minimum test scores listed above. 3-year <i>Career Preparatory</i> diploma with 3.0 weighted GPA using the 14 core credits required for graduation listed below: 4 English (3 with substantial writing) 4 Math (including Algebra 1) 3 Science (2 with substantial lab) 3 Social Science; or 3-year <i>College Preparatory</i> diploma with 3.0 weighted GPA using the 16 core credits required for graduation listed below: 4 English (3 with substantial writing) 4 Math (including Algebra 1) 3 Science (2 with substantial lab) 3 Social Science; 2 Foreign Language; or GED with 3.0 weighted GPA using the core credits required for the selected high school graduation program (standard, career, or college).</p>

Additional information on the Bright Futures Scholarship Program may be obtained on the internet: www.floridastudentfinancialaid.org/ for you may call toll free 1-888-827-2004. *CPT will be replaced by the PERT.

CAREER PLANNING / COLLEGE ENTRANCE EXAMINATIONS

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

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

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

POST-SECONDARY EDUCATION READINESS TEST (PERT)

Beginning with the 2011-2012 school year, college readiness evaluation using the common placement test in use by the Florida College System, the Postsecondary Education Readiness Test (P.E.R.T.) is required for students (current juniors) who score:

- Grade 10 Florida Comprehensive Assessment Test (FCAT) 2.0 Reading
 - Level 2 or 3
 - Levels 2, 3, or 4.
- Algebra 1 End of Course (EOC) Examination
 - Levels 2,3 or 4

Students who score below the required college-ready cut score must be provided with and complete postsecondary preparation instruction in grade 12 prior to graduation. Students may demonstrate college readiness with other assessments in addition to the P.E.R.T. Students who score at or above the college ready cut-scores on any of the equivalent assessments listed below do not need to take the P.E.R.T.:

College-Ready Cut Scores							
P.E.R.T.		Accuplacer (CPT)		SAT-1		ACT	
Mathematics	113	Elementary Algebra	72	Mathematics	440	Mathematics	19
Reading	104	Reading	83	Verbal	440	Reading	18
Writing	99	Writing	83			English	17

The only courses that are approved to satisfy the postsecondary preparation instruction requirement are the following:

- Math for College Success (1200410) -0.5 credit
- Reading for College Success (1008350) – 0.5 credit
- Writing for College Success (1009370) – 0.5 credit
- English 4: College Prep (1001405) – 1.0 credit
- Math for College Readiness (1200700) – 1.0 credit.

Students who enroll in Math for College Success, Reading for College Success, and Writing for College Success may not earn core academic credit to satisfy graduation requirements. These courses will satisfy elective credit for State University Admission purposes and Bright Futures 4-year Gold Seal Scholarship requirements. Math for College Readiness and English 4: College Prep count as 1.0 credit courses and will satisfy:

- Core mathematics and English graduation requirements
- Bright Futures Scholarship Program eligibility requirements
- State University System admission requirements.

GRADING STUDENT PERFORMANCE

By School Board directive, academic grades are to reflect the student's academic progress based on the competencies/benchmarks for the grade level course in which the student is enrolled. 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.

In authorized semester courses, the student's final grade will be determined as follows: 50% value for each of two nine-week grading periods. A teacher may administer an assessment at the end of each nine-week grading period. The value of the assessment may not exceed 10% of the grade for each nine-week grading period; there is a provision for teacher override.

In authorized annual courses, the student's final grade will be determined as follows: 25% value for each of four nine-week grading periods. A teacher may administer an assessment at the end of each nine-week grading period. The value of the assessment may not exceed 5% of the grade for each nine-week grading period, with a provision for teacher override. In order to pass an annual course in grades 9-12, a student must earn a minimum of 10 grade points, of which a minimum of five must be earned in the second semester. Teacher override (either up or down) can be used.

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

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;
- academic Recognition Program;
- placement on the honor roll and/or membership in honor societies; and
- college admissions and scholarship competitions.

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

Letter Grades	Grade Points	BONUS POINTS	
		Honors	Advanced Placement
A	4	1	2
B	3	1	2
C	2	1	1
D	1	0	0
F	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

ACADEMIC RECOGNITION PROGRAM

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

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

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

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

STUDENT RIGHTS AND RESPONSIBILITIES REGARDING GRADES* PHILOSOPHICAL BASIS:

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

RIGHTS	RESPONSIBILITIES
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 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 right to receive an academic grade that reflects their achievement.	Students have the responsibility for maintain reasonable standards of academic performance commensurate with their ability.

Students have the right to be notified when they are performing unsatisfactorily.	Students have the responsibility for making every effort to improve their performance upon receipt or notification of unsatisfactory performance.
Students have the right to receive a conduct and effort grade in each class consistent with their overall behavior and effort.	Students have the responsibility to conduct themselves in each class in ways that are conducive to the learning process.
Students have the right to achieve academic success based upon their own initiative and ability without interference from others.	Students have the responsibility to earn grades based upon their performance while guarding against cheating by other students.

*Excerpt from the Code of Student Conduct (Secondary) can be found in School Board Policy 5500

ATTENDANCE POLICY*

Parents and students are responsible for attendance which shall be required of all students during the days and hours that school is in session. Students are expected to:

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

A. Attendance Defined

1. School Attendance - Students are to be counted in attendance only if they are actually present for at least two (2) hours 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 for at least half of the class period, 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 – A student is considered tardy if he/she is not present at the moment the school bell rings for the class assigned. Note: If a student is not present when attendance is taken but is present later in the school day, that student must be considered in attendance, but tardy, and the absence should be changed. A student who is tardy should never remain on record as being absent.
4. Early Sign-outs - 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. Reasonable Excuses for Time Missed at School

1. Personal illness of the student (medical evidence may be required by the principal for absences exceeding 5 consecutive days). 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 health care provider in order to receive excused absences from school.
2. Court appearance of the student, subpoena by law enforcement agency, or mandatory court appearance.
3. Absence due to a medical appointment requires a written statement from a health care provider indicating the date and time of the appointment and submitted to the principal.
4. An approved school activity (absences recorded, but not reported).
5. Other absences with prior approval of the principal.
6. Attendance at a center under the Department of Children and Families supervision.
7. Significant community events with prior permission of the principal. When more than one (1) school is involved, the Region Superintendent will determine the status of the absence.

8. 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.
9. Military Connected Students – M-DCPS is committed to assist students from military families and will continue to facilitate the development and implementation of policies that directly impact children of military personnel. In an effort to ease the burden of our students who have parent that may be deployed or on “Black Leave,” schools will allow up to a total of 5 days of excused absences each academic year to allow families time together.
10. Death in the immediate family.
11. School sponsored event or educational enrichment activity that is not a school-sponsored event, as determined by the principal. The student must obtain advance written permission from the principal. Examples of special events include: public functions, conferences, and regional, state, and national competitions.
12. Outdoor suspension.
13. Other individual student absences beyond the control of the parent or student, as determined and approved by the principal. The principal shall require documentation related to the situation

C. Unexcused School Absence Due To:

1. vacations, personal services, local non-school event, program, or sporting activity;
2. older students providing day care services for siblings;
3. illness of others; and
4. non-compliance of immunization requirements unless lawfully exempted.

Absences not included in the excused absences listed above shall be considered unexcused. Any student who has been absent from school will be marked unexcused absent until he/she submits the required documentation. Failure to provide the required documentation within three school days upon the return to school will result in an unexcused absence. Unexcused absences do not require that the teacher provide make-up work for the student.

A student accumulating ten (10) or more class unexcused absences in an annual course or five (5) or more class unexcused absences in a designated semester course may have quarterly, semester, and final grade(s) withheld pending an administrative screening and completion of assigned interventions by the Attendance Review Committee.

Unexcused absences shall not be grounds for suspension from school, but may result in detention or placement in existing alternative programs.

Any student who fails to attend a regularly scheduled class and has a “no excuse” for the absence should be referred to the appropriate administrator. Disciplinary action should include notification to parents. Chronic truancy or deliberate nonattendance in excess of fifteen (15) days school days within a ninety day (90) calendar period will be sufficient grounds for withdrawal of students sixteen (16) years of age or older, who are subject to compulsory school attendance under Florida Statute 1003.21.

The student will:

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

The parent will:

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; and
4. appear before the Attendance Review Committee at the scheduled time to provide information relating to his/her child's absences, and support the prescribed activities designated.

*This information can be found in School Board Policy 5200

HOMWORK POLICY*

Homework is an essential part of the instructional process. Homework should provide reinforcement and extension of class instruction, and should serve as a basis for further study and preparation for future class assignments. Homework is not to be assigned as punishment. Secondary school homework assignments should recognize that more time and individual student initiative are expected in order to meet increased instructional demands. Homework assignments for exceptional students should reflect the special needs of such students.

In general, homework assignments will be completed the following day. Long-range assignments and/or special projects should provide students with the opportunity to develop and refine research and independent study skills. Teachers should review evidence periodically before the student submits a long range assignment. Students in academic classes should receive a minimum of two (2) homework assignments each week in each class. These assignments should be reflected in the students' class grade.

Students shall:

1. complete assigned homework as directed;
2. return homework to the teacher by the designated time;
3. submit homework assignments that reflect careful attention to detail and quality of work; and
4. devote a minimum of 30 minutes each day to reading as an additional part of the homework assignment.

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

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 shall:

1. provide 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;
2. indicate an interest in assignments and assisting, if possible, when requested by the child, but not to include performing the work for the child;
3. support the school in the students' assigned homework;
4. request assignments for the child when short-term absences are involved;
5. assist the school in stressing the importance of reading and its benefits; and
6. assure that students read for a period of at least 30 minutes each day in addition to any other assigned homework.

* Excerpt from School Board Policy 2330

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, Bylaws and Policies of the Greater Miami Athletic Conference (GMAC), and Miami-Dade County School Board Bylaws and Policies and Florida High School Athletic Association (FHSAA), Bylaws and Policies.

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

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

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

(a) the student signs an academic performance contract with his/her school at the beginning of the semester in which he/she is ineligible and (b) the student sits out the semester of ineligibility; and (c) the student attends summer school, or its graded equivalent, as necessary; and (d) the student 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 school 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 being eligible to participate in

NCAA athletics and advise the student regarding which courses do not meet NCAA eligibility requirements.

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 information and education records. Under this law, parents and eligible students have the rights to: access their education records, including the right to inspect and review those records; waive their access to their education records in certain circumstances; challenge the content of education records in order to ensure that the records are not inaccurate, misleading, or otherwise a violation of privacy or other rights; ensure privacy with respect to such records and reports; and receive notice of their rights with respect to education records. Only authorized individuals having legitimate educational interest will have access to a student's education records. However, under some prescribed circumstances, personally identifiable information and education records can be disclosed to other individuals and agencies without parental consent. The Board approved directive for implementing the provision of the Family Educational Rights and Privacy Act. Personally identifiable information is maintained in schools in a variety of forms, 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; and
- 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 within 45 days. In accordance with Board policy, a fee may be charged for reproduction of records, unless the imposition of that fee would effectively prevent the exercise of the right to inspect and review the education records. The parent or eligible student also has the right to request a correction of education records which he/she believes to be inaccurate or misleading. Requests are reviewed by the school principal, regional office, and/or District office and the parent or eligible student is notified of the decision(s).

COURSE CATALOG

 <p style="font-size: 24pt; font-weight: bold; margin: 0;">Language Arts</p>	<p>The objective of the Language Arts courses is to provide instruction and promote academic excellence in reading, writing, oral communications, and the interpretation of literature.</p> <p>The content includes, but is not limited to, the study and interpretation of traditional and contemporary literature from around the world, application of the writing process, effective use of speaking and listening skills, higher-order critical reading skills in preparation for the Florida Comprehensive Assessment Test, study skills, and how these skills relate to success in the world of work.</p> <p>At the middle school level, three years of Language Arts are required for promotion and students are well-prepared for their future high school studies. Students are placed in the appropriate LA course on the basis of scores on standardized tests, and past performance in classes.</p> <p>At the high school level, four years of English are required for graduation. Students are prepared for their college entrance exams, the college application process, as well as their future studies. Students are placed in the appropriate LA course on the basis of scores on standardized tests, and past performance in classes.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

COURSE TITLE	COURSE NUMBER	GRADE LEVEL	CREDIT	PREREQUISITES
M/J Language Arts I	100101001	6	1	
M/J Language Arts I Advanced	100102001	6	1	A or B in grade 5 Language Arts
M/J Language Arts I Pre AP/Adv. G	100102002	6	1	A or B in grade 5 Language Arts
M/J Language Arts 1 through ESOL	100200002	6	1	Must be in ESOL
M/J Reading 6 th grade	100001006	6	1	
M/J Reading 6 th Grade Adv	100802001	6	1	A or B in grade 5 Language Arts
M/J Language Arts II	100104001	7	1	
M/J Language Arts II Advanced	100105001	7	1	A or B in grade 6 Language Arts
M/J Language Arts II Pre AP/Adv. G	100105002	7	1	
M/J Language Arts II through ESOL	100101002	7	1	Must be in ESOL
M/J Reading 7 th Grade	100001007	7	1	
M/J Reading 7 th Grade Advanced	100805001	7	1	
M/J Language Arts III	100107001	8	1	

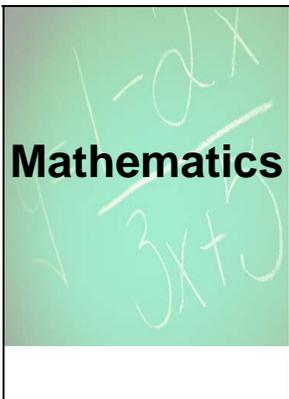
M/J Language Arts III Pre AP/ Gifted	100108001	8	1	
M/J Language Arts III through ESOL	100102002	8	1	Must be in ESOL
M/J Intensive Reading	100001008	8	1	

Senior High School Courses

English 1	100131001	9	1	
English 1 Honors	100132001	9	1	A or B in Advanced English 8th Grade.
English 1 through ESOL	100230002	9	1	ESOL Program
English 2	100134001	10	1	
English 2 Honors	100135001	10	1	A or B in Honors English I
English 2 through ESOL	100231002	10	1	ESOL Program
English 3	100137001	11	1	
English 3 Honors	100138001	11	1	A or B in Honors English II
English 3 through ESOL	100232002	12	1	ESOL Program
English 4	100140001	12	1	
English 4 Honors	100141001	12	1	A or B in Honors English III
English 4 through ESOL	100252002	12	1	ESOL Program
English 4: College Prep	100140501	12	1	Student must have failed the PERT in the 11 th Grade
Writing for College Success	100937001	12	0.5	Student must have failed the PERT in the 11 th Grade
AP Language	100142001	11-12	1.0	
AP Literature	100143001	12	1.0	
Creative Writing 1	100932001	10-12	0.5	
Creative Writing 2	100933001	10-12	0.5	
SAT English Prep	100832002	11-12	0.5	

ESOL COURSES

COURSE TITLE	COURSE NUMBER	GRADE LEVEL	CREDIT	PREREQUISITES
M/J ESOL Dev. Language (L1)	1002180L1	6-8	1	ESOL Program
M/J ESOL Dev. Language (L2)	1002180L2	6-8	1	ESOL Program
M/J ESOL Dev. Language (L3)	1002180L3	6-8	1	ESOL Program
M/J ESOL Dev. Language (L4)	1002180L4	6-8	1	ESOL Program
Senior High School Courses				
ESOL Dev. Language (L1)	1002380L1	9	1	ESOL Program
ESOL Dev. Language (L2)	1002380L2	10	1	ESOL Program
ESOL Dev. Language (L3)	1002380L3	11	1	ESOL Program
ESOL Dev. Language (L4)	1002380L4	12	1	ESOL Program

 <p style="font-size: 2em; font-weight: bold; margin: 0;">Mathematics</p>	<p>The purposes of these courses are to provide instruction and promote academic excellence in basic mathematic skills, geometry, algebra, problem solving, and mathematical reasoning.</p> <p>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, limits derivatives, integrals and the development of logical reasoning skills. These skills and in preparation for the Florida Comprehensive Assessment Test, are essential for a student to succeed within the real world work environment.</p> <p>Students will be placed in the appropriate Math course on the basis of scores on standardized tests and past performance in classes. Please note: four years of mathematics are required for high school graduation.</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

COURSE TITLE	COURSE NUMBER	GRADE LEVEL	CREDIT	PREREQUISITES
M/J Mathematics I	120501001	6	1	
M/J Mathematics I Advanced	120502001	6	1	A or B in 5 th grade Mathematics

M/J Mathematics I Advanced Gifted	120502002	6	1	A or B in 5 th grade Mathematics
M/J Mathematics II	120504001	7	1	
M/J Mathematics II Advanced	120505001	7	1	A or B in 6 th grade Mathematics
M/J Mathematics III (Pre-Algebra)	12056001	7-8	1	

Senior High School Courses

Algebra 1	120031001	8-9	1	
Algebra I Honors	120032001	7-9	1	A or B in previous Advanced Mathematics course
Algebra 1 EOC Credit Recovery	1200315001	9-11	1	Student must have failed the EOC or deemed in danger of failing.
Geometry	120631001	9-11	1	Algebra 1
Geometry Honors	120632001	8-10	1	A or B in Algebra 1 Honors
Geometry EOC Credit Recovery	120632001	9-11	1	Student must have failed the EOC or deemed in danger of failing.
Algebra II	120033001	10-12	1	Algebra and Geometry
Algebra II Honors	120034001	10-12	1	A or B in Geometry Honors
Math for College Readiness	120070001	12	1	Must have failed the PERT in the 11 th grade and deemed not college ready
Math for College Success	1200410	12	.5	Must have failed the PERT in the 11 th grade and deemed not college ready
Probability and Statistics with Applications	121030003	11-12	1	Algebra 2 or can be taken concurrently with Alg. 2.
AP Statistics	121032001	11-12	1	A or B in Algebra 2 Honors
Pre-Calculus	120234002	10-12	1	A or B in Algebra 2 Honors
AP Calculus AB	120231001	11-12	1	A or B in Pre-Calculus
AP Calculus BC		11-12	1	A or B in AP Calculus AB
Intensive Math	120040001	9-12	1	1 or 2 on the FCAT Math



Natural and Physical Sciences

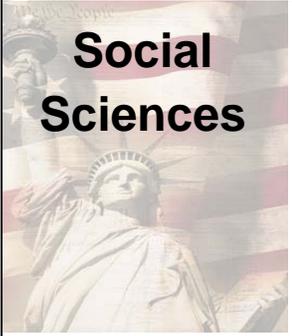
The purpose of the courses offered by the science department is to provide students with a broad knowledge of scientific concepts. These courses are intended to provide a solid foundation for those wishing to pursue the sciences at the college level and beyond. All of the science courses are designed 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.

COURSE TITLE	COURSE NUMBER	GRADE LEVEL	CREDIT	PREREQUISITES	REQUIREMENTS
M/J Comp Science I	200204001	6	1		\$20.00 lab fee
M/J Comp Science I Adv	200205001	6	1	A or B in 5 th grade Science	\$20.00 lab fee
M/J Pre-AP/ Comp. Science I	200205001	6	1	A or B in 5 th grade Science	\$20.00 lab fee
M/J Comp. Science II	200207001	7	1		\$20.00 lab fee
M/J Comp. Science II Adv	200208001	6-7	1	A or B in 6 th grade Science	\$20.00 lab fee
M/J Pre-AP Comp. Science II	200207001 or 200208001	6-7	1	A or B in 6 th grade Science and at least a 4 on FCAT Math and Reading	\$20.00 lab fee
M/J Comp. Science III	200210001	7-8	1		\$20.00 lab fee
Senior High School Courses					
Physical Science	200331001	7-12	1		\$15.00 lab fee
Biology	200031001	9-10	1	Physical Science. Student must take an EOC	\$15.00 lab fee
Biology I Honors	200032001	8-10	1	Physical Science or M/J Comp Science III. Student must take an EOC	\$15.00 lab fee
AP Biology	200034001	10-12	1	Biology and Honors Chemistry and enrolled in	\$15.00 lab fee

EOC Biology Recovery		9-11	1	Algebra II Student must have failed the EOC or deemed in danger of failing.	
Chemistry	200334001	10-12	1		\$15.00 lab fee
Chemistry Honors	200335001	10-12	1	Physical and Biology Honors	\$15.00 lab fee
AP Chemistry	200337001	11-12	1	Algebra II and enrolled in Pre Calculus	\$15.00 lab fee
Physics Honors	200339001	10-12	1	Chemistry and Algebra 2 and enrolled in Pre-Calculus or Calculus	\$15.00 lab fee
AP Physics AB	200342001	11-12	1	Enrolled in Pre-Calculus or Calculus	\$15.00 lab fee
AP Physics BC		12	1	Must have taken AP Physics AB	\$15.00 lab fee
Anatomy and Physiology	200035001	10-12	1	Must pass Physical Science, Biology and Chemistry	\$15.00 lab fee
Anatomy and Physiology Honors	200035001	10-12	1	Must pass Biology and Chemistry	\$15.00 lab fee
Marine Science Honors	200251001	10-12	1	Must pass Physical Science, Biology and Chemistry	\$15.00 lab fee
AP Biology	200034001	11-12	1	A or B in Honors Chemistry and enrolled in Algebra II	\$15.00 lab fee

 <p>Social Sciences</p>	<p>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.</p>
	<p>World History, Civics, and U.S. History is offered through the school at the Regular, Advanced and Gifted Levels within the Middle School. Students will be required to successfully complete three credits of Social Studies at the Middle School level. Most of these courses will be offered at the Regular, Advanced and Gifted Levels.</p>
	<p>At the high school level, students have the option of taking social studies courses at the regular, Honors, AP or Dual Enrollment levels. Considering that our school's social studies department is the largest, students have a wide variety of options.</p>

COURSE TITLE	COURSE NUMBER	GRADE LEVEL	CREDIT	PREREQUISITES
M/J World History	2109010	6	1	
M/J World History Advanced	2109020	6	1	A or B in 5 th grade Social Studies
M/J World History Advanced Pre-AP/ Gifted	2109030	6	1	Gifted Program
M/J Civics	210601001	7	1	
M/J Civics Advanced	210602001	7	1	Geography and enrolled in LA Advanced

M/J Civics Pre AP/ Gifted	210602002	7	1	Gifted Program
M/J US History	210001001	8	1	
M/J US History Adv.	210002001	8	1	A or B in 7 th grade Geography and enrolled in LA Advanced
M/J US History Pre AP/ Gifted	210002002	8	1	Gifted Program

Senior High School Courses

World History	210931001	9	1	
World History Honors	210932001	9	1	Enrolled in Honors English I and 3 or higher on FCAT Reading
AP World History	210942001	9-12	1	
AP Human Geography	210340001	9-12	1	
US History	210031001	11	1	
US History Honors	210032001	11	1	A or B in World History Honors, enrolled in English III Honors and 3 or higher on FCAT Reading
AP American History	210033001	10-12	1	
America Government	210631001	12	0.5	
America Government Honors	210632001	12	0.5	A or B in American History Honors and enrolled in English IV Honors
AP America Government	210642001	12	0.5	
AP Comparative Government	210643001	12	0.5	
Economics	210231001	12	0.5	
Economics Honors	210232001	12	0.5	A or B in American History Honors and enrolled in English IV Honors
AP Macroeconomics	210237001	12	0.5	
AP Microeconomics	210236001	12	0.5	
AP European History	210938001	9-12	1	
Psychology 1 Honors	210730002	9-12	0.5	
Psychology 2 Honors	210731002	9-12	0.5	Psychology I
AP Psychology	210735001	10-12	1	
Law Studies Honors	210635002	10-12	0.5	
Legal Systems and Concepts Honors	210638002	10-12	0.5	
Comprehensive Law Honors	210637002	10-12	1	
Philosophy	210534011	10-12	0.5	

International Relations	210644002	10-12	1	
Latin American Studies	210036001	10-12	1	

Electives	Mater Lakes Academy offers different career pathways. Students are expected to select electives in a consecutive manner. State universities require that students complete 2 consecutive years of the same foreign language. Read the selections carefully and ask your teachers and parents for advice during your selection. Also, any student not achieving a score of 3 or higher on the FCAT will forego any choice in the selection of their electives.
------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

World Languages

COURSE TITLE	COURSE NUMBER	GRADE LEVEL	CREDIT	PREREQUISITES
French				
M/J French Beginning	070100001	7-8	1	
M/J French Intermediate	070101001	7-8	1	M/J French Beginning
French I	070132001	9-11	1	
French II	070133001	9-12	1	French I
French III	070134001	10-12	1	French II
French IV	070135001	10-12	1	French III
AP French Language		11-12	1	
Spanish				
M/J Spanish S, Beginning (Non-Speakers)	070800001	7-8	1	
M/J Spanish S, intermediate (Non-Speakers)	070900001	7-8	1	
Spanish I (Non-Speakers)	070834001	8-12	1	
Spanish II (Non-Speakers)	070835001	8-12	1	Spanish I (Non-Speakers)
Spanish for Spanish Sp I	070930001	7-12	1	
Spanish for Spanish Sp II	070931001	7-12	1	Spanish for Spanish Speakers I

Spanish for Spanish Sp III Honors	070932001	8-12	1	Spanish Speakers II
AP Spanish Language	070840001	9-12	1	A or B in Spanish Speakers I and II
AP Spanish Literature	070841001	10-12	1	AP Spanish Language
Italian				
Italian I	070532001	9-12	1	
Italian II	070533001	9-12	1	Italian I
Italian III	070534001	10-12	1	Italian II
Chinese				
Chinese I	071130001	9-12	1	Classes are delivered via FLVS
Chinese II	071131001	10-12	1	Chinese I, Classes are delivered via FLVS

Business Technology

COURSE TITLE	COURSE NUMBER	GRADE LEVEL	CREDIT	PREREQUISITES
M/J Comp. Application I	020001001	7-8	0.5	
M/J Comp. Application II	020002001	7-8	0.5	
M/J Career Explorations	910011001	8	0.5	
M/J Business Keyboarding Career Planning	820013001	8	0.5	
Business Systems and Technology	820902001	9-12	1	
Business Software Applications 2	821216001	10-12	1	Business Software Applications 1
Web Design 1	820711001	9-12	1	
Web Design 2	820712001	10-12	1	A or B in Web Design 1
Accounting Applications I	820331001	9-12	1	Business Systems and Technology

Physical Education

COURSE TITLE	COURSE NUMBER	GRADE LEVEL	CREDIT	PREREQUISITES
M/J Body Mngt.	150110001	6	0.5	
M/J Striking with the Body	150111001	7	0.5	
M/J Strategies	150112001	8	0.5	

M/J Health	08000001	6	1.0	
Personal Fitness	150130001	9-12	0.5	
Team Sports I	150335001	9-12	0.5	
Team Sports II	150336001	9-12	0.5	
Beginning Weight Training	150134001	9-12	0.5	
Intermediate Weight Training	150135001	9-12	0.5	Beginning Weight Training
Beg. Aerobics	150340001	9-12	0.5	
Int. Aerobics	150341001	9-12	0.5	Beginning Aerobics
Comprehensive Fitness 1	150139001	9-12	0.5	
Individual Dual Sports 1	150241001	9-12	0.5	
Individual Dual Sports 2	150242001	9-12	0.5	Individual Dual Sports 1
Health Sciences 1	841710002	9-12	1.0	
Health Science 2	841711002	9-12	1.0	Health Science 1

Performing and Visual Arts

COURSE TITLE	COURSE NUMBER	GRADE LEVEL	CREDIT	PREREQUISITES
M/J Dance I	030000001	6-8	0.5	
M/J Dance II	030001001	6-8	0.5	Dance I or Audition
M/J Dance III	030002001	6-8	0.5	Dance II or Audition
M/J Drama I	040000001	6-8	0.5	
M/J Drama II	040001001	6-8	0.5	M/J Drama I
M/J Journalism	100600001	6-8	1	
M/J Chorus I	130300001	6-8	1	
M/J Chorus II	130301001	6-8	1	M/J Chorus I
Chorus I	130330001	9-12	1	
Chorus II	130331001	10-12	1	Chorus I
Chorus III	130332001	11-12	1	Chorus II
Chorus IV	130333001	11-12	1	Chorus III

Dance Technique I / Ethnic Dance	030031001/ 03003001	9-12	1	
Dance Technique II	030032002	10-12	1	Dance Technique I & Ethnic Dance
Dance Technique III	030033001	10-12	1	Dance Technique II
Dance Technique IV	030034001	11-12	1	Dance Technique III
Drama I	040031001	9-12	1	
Drama II	040032001	10-12	1	Drama I
Drama III	040033001	11-12	1	Drama II
Drama IV	040034001	11-12	1	Drama III

Visual Arts

COURSE TITLE	COURSE NUMBER	GRADE LEVEL	CREDIT	PREREQUISITES
M/J Art Appreciation I	010000001	6-8	1	
M/J Art Appreciation II	010001001	6-8	1	M/J Art Appreciation I
M/J Art Appreciation III	010002001	6-8	1	M/J Art Appreciation II
Art Appreciation	010031002	9-12	1	
Art/ 2-D Comprehensive 1	010130001	9-12	1	
Drawing and Painting I	010432001	9-12	1	Art 2-D
Drawing and Painting II	010433001	10-12	1	Drawing and Painting I
Drawing and Painting III	010440002	11-12	1	Drawing and Painting II
AP Art History	010030001	11-12	1	
AP Art-Studio	010935001	11-12	1	

Leadership

COURSE TITLE	COURSE NUMBER	GRADE LEVEL	CREDIT	PREREQUISITES
Peer Counseling I	140030001	11-12	0.5	2.5 GPA and guidance counselor approval
Peer Counseling II	140031001	11-12	0.5	2.5 GPA and guidance counselor approval
Peer Counseling III	140032001	11-12	1.0	2.5 GPA and guidance counselor approval
Peer Counseling IV	140033001	11-12	1.0	2.5 GPA and guidance counselor approval

Media Program

COURSE TITLE	COURSE NUMBER	GRADE LEVEL	CREDIT	PREREQUISITES
M/J Journalism I	100600001	6-8	1	
Journalism I (Newspaper)	100630011N	9-12	1	
Journalism I (Yearbook)	100631011Y	10-12	1	
Journalism II (Yearbook)	100631011Y	10-12	1	Journalism I
Journalism II (Newspaper)	100632011N	10-12	1	Journalism I
Journalism III (Yearbook)	100632011Y	11-12	1	Journalism II and teacher approval
Journalism III (Newspaper)	100634011N	10-12	1	Journalism II and teacher approval
Multimedia Technologies	010740001	9-12	1	

Early Childhood

COURSE TITLE	COURSE NUMBER	GRADE LEVEL	CREDIT	PREREQUISITES
Early Childhood 1	840511001	9-12	1.0	
Early Childhood 2	840512001	9-12	1.0	Early Childhood 1
Early Childhood 3	840513001	9-12	1.0	Early Childhood 1 & 2
Early Childhood 4	840514001/ 850321401	9-12	1.0	Early Childhood 1, 2 & 3

Dual Enrollment

COURSE TITLE	COURSE NUMBER	GRADE LEVEL	CREDIT	PREREQUISITES
Introduction to Education	EDF 1005	10-12	1.0	guidance counselor approval
Introduction to Philosophy	PI1 2010	10-12	1.0	guidance counselor approval
World Civilizations 1 & 2	HIS 105	10-12	1.0	guidance counselor approval
Intro to Latin American/ Caribbean History	HIS 204	10-12	1.0	guidance counselor approval

Academies

Mater Lakes Academy will be introducing 4 Academies for the 2013-2014 school year. As such, Mater Lakes is offering this choice to their student for various reasons: 1. We want our students to be prepared for life after high school, 2. We want our students to have employable skills after graduation, and 3. Students achieving high GPA and standardized test opportunities will have various scholarships opportunities available to them.

Finance Academy

Finance track

- Keyboard and Business Skills (Optional)
- Computer and Business Skills(Optional)
- Accounting Applications(Optional)
- Intro to Information Technologies(Optional)
- Advance Placement Micro Economics (Mandatory)
- Advance Placement Macro Economics (Mandatory)

Dual Enrollment Options

- ACG2001- Accounting Principles 1
- ACG2011- Accounting Principles 2
- ACG 2021- Intro to Financial Accounting
- GEB 1011- Intro to Business
- OST 2714- Word Processing
- FIN 1000- Principles of Finance
- FIN 1100- Personal Finance

Legal Administrative Specialist

- Keyboard and Business Skills (Optional)
- Computer and Business Skills(Optional)
- Intro to Information Technologies(Optional)
- Computing for College and Careers (Optional)

Dual Enrollment Options

- BUL 1131- Legal Environment
- OST 2714- Word Processing
- OTA 0050- Legal Administrative Specialist

Accounting Applications

- Keyboard and Business Skills (Optional)
- Computer and Business Skills(Optional)
- Intro to Information Technologies(Optional)
- Computing for College and Careers (Optional)
- Accounting Applications
- Accounting Applications 2
- Accounting Applications 3

Dual Enrollment Options

- ACG2001- Accounting Principles 1
- ACG 2450- Micro Computers in Accounting
- GEB 1011- Intro to Business

Accounting Operations

- Keyboard and Business Skills (Optional)
- Computer and Business Skills(Optional)
- Intro to Information Technologies(Optional)
- Computing for College and Careers (Optional)
- Accounting Applications
- Accounting Applications 2
- Accounting Applications 3

Dual Enrollment Options

- ACG2001- Accounting Principles 1
- ACG 2021- Intro to Financial Accounting
- CGS 1061- Computer Concepts
- GEB 1011- Intro to Business
- OST 2714- Word Processing
- MBT 1103- Business Math 1
- OMB 1001- Business Mathematics

Administrative Office Specialist

- Keyboard and Business Skills (Optional)
- Computer and Business Skills(Optional)
- Intro to Information Technologies(Optional)
- Computing for College and Careers (Optional)
- Administrative Office Tech 1
- Administrative Office Tech 2
- Administrative Office Tech 3

Dual Enrollment Options

- CGS 1061- Computer Concepts
- CGS 2100- Applications for Business
- OST 2714- Word Processing
- OTA 0902- Administrative Office Tech

Business Supervision & Management

- Keyboard and Business Skills (Optional)
- Computer and Business Skills(Optional)
- Intro to Information Technologies(Optional)
- Computing for College and Careers (Optional)

Dual Enrollment Options

- ACG2001- Accounting Principles 1
- BUL 2241- Legal Concepts of Business
- GEB 1011- Intro to Business
- MAN 1021- Principles of Management

Health Academy

Early Childhood track

- Early Childhood Education 1
- Early Childhood Education 2
- Early Childhood Education 3
- Early Childhood Education 4
-

Emergency Medical Responder

- Anatomy and Physiology
- Anatomy and Physiology Honors
- Health Science 1

- Health Science 2
- Emergency Medical Responder 1
- Emergency Medical Responder 2
- Emergency Medical Responder 3
- Emergency Medical Responder 4

Dual Enrollment Options

- HSC 1000- Intro to Healthcare
- HSC 1531- Medical Terminology
- EMS0050- Emergency Medical Responder

Technology Academy

Web Design

- Keyboard and Business Skills (Optional)
- Computer and Business Skills(Optional)
- Intro to Information Technologies(Optional)
- Computing for College and Careers (Optional)
- Web Design 1
- Web Design 2
- Web Design 3

Dual Enrollment Options

- CGS 1060- Introduction to Computers
- CGS 1061- Computer Concepts
- COP 2800-Introduction to Java
- COP 2822- Introduction to HTML
- DIG 2100- Web Design 1
- DIG 2101- Web Design 2

Multimedia Design Technician

- Keyboard and Business Skills (Optional)
- Computer and Business Skills(Optional)
- Intro to Information Technologies(Optional)
- Computing for College and Careers (Optional)
- Multimedia Foundations 1
- Multimedia Foundations 2

Dual Enrollment Options

- CGS 1061- Computer Concepts
- OST 2714- Word Processing
- OTA 0040- Information Technology Asst.
- DIG 0109- Digital Image Fundamentals

Journalism

- Journalism 1
- Web Design 1
- Digital Design 1
- Individual Communication

Dual Enrollment Options

- GRA 0151- Computer Graphics 1
- MMC 2100- Writing for the MASS
- PGY 0801- Electronic still photography
- GRA 0140- Multimedia Productions
- CGS 1563- Introduction to Graphic Design

Digital Design

- Keyboard and Business Skills (Optional)
- Computer and Business Skills(Optional)
- Intro to Information Technologies(Optional)
- Computing for College and Careers (Optional)
- Digital Design 1
- Digital Design 2
- Digital Design 3

Dual Enrollment Options

- CGS 1002- Intro to Micro computer operations
- DIG 2100- Web Design 1
- DIG 2101- Web Design 2
- GRA 0027- Media Designer
- OST 2714- Word Processing
- PGY 1890- Digital Photography

Appendices

(AP Contract)

AP Course _____
Students Name (Last, First) _____
Teacher Recommending AP Placement _____
Students Counselor _____ Student Grade _____

Please read this information carefully and thoroughly. Sign and return to your teacher or guidance counselor. **This form must be received if you want to have an Advanced Placement course included in your schedule for the next school year.**

1. I understand that Advanced Placement courses are College-Level courses receiving 2.0 weighting if the final grade is a "C" or better.
2. I understand that Advanced Placement courses are a semester or year commitment.
3. I understand that the Advanced Placement Exams are administered May of each year and I am expected to complete an exam for each Advanced Placement course(s) in my schedule. The AP testing schedule is posted at <http://www.materlakes.org/apps/events/> and the AP teachers indicate the test date at the beginning of the school year.
4. The Advanced Placement Exam fee is paid by Mater Lakes Academy as long as I have not previously taken the exam.
5. I understand Advanced Placement Exam scores of 3 or higher may allow me to earn college credit. Please refer to the specific college catalog to determine what the receiving college will accept.
6. If I choose not to take the test, I will be forfeiting my right to receive the weighted credit for the course and my schedule will be altered to reflect the correction.
7. I have carefully considered my schedule, extra curricular activities, and my interest and future goals. I am committed to completing the Advanced Placement courses.
8. I understand that once I make this commitment (s), there may be circumstances under which it would not be possible for me to drop the class without facing the consequences of failing.
9. If I leave the course for a level change, I understand that the grade received to the point of the change will be transferred into the new course. If I am experiencing difficulty in an Advanced Placement course, a conference must be held with the student, parent and teacher. Changes will not occur without this conference. **There may be periods when difficult material is being taught - giving up is not the answer. Seeking help and learning new study methods usually remedies the temporary frustration level.**

I have read this document and agree to abide by the statements listed above.

Student Signature _____ Date _____

Parents Signature _____ Date _____

Please Note: Mater Lakes requires each student involved in the Advance Placement Program to take his or her AP exam(s) on the date and time established by the College Board. Mater Lakes will pay all regular exam fees assessed by the College Board. Mater Lakes has no control over the date or time an AP exam is scheduled. A student may not request to change either the date or the time or an exam. Any student who fails to arrive on time for an AP exam or who misses an AP exam will be asked to reimburse Mater Lakes for the exam fees.

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in educational programs/ activities and employment. Federal financial assistance from the Department of Education strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 – prohibits discrimination on the basis of race, color, religion or national origin.

Title VII of the Civil Right Act of 1964, as amended – prohibits discrimination in employment on the basis of race, color, religion, gender or national origin.

Title IX of the Education Amendments of 1972 – prohibits discrimination on the basis of gender.

Age of Discrimination in Employment Act of 1967 (ADEA), as amended – prohibits discrimination on the basis of age with respect to individuals who are at least 40.

The Equal Pay Act of 1963, as amended – prohibits sex discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 – prohibits discrimination against the disabled.

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

The Family and Medical Leave Act of 1993 (FMLA) – requires covered employers to provide up to 12 weeks of unpaid, job protected leave to “eligible” employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 – prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA)– prohibits discrimination on the basis of race, gender, national origin, marital status or handicap against a student or employee.

Florida Civil Rights Act of 1992 – secures for individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap or marital status.

School Board Rules 6Gx13-5D-1.10, 6Gx13-4A-1.01 and 6Gx13-4A-1.32 – prohibit harassment and/or discrimination against a student or employee on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy, or disability.

Veterans are provided re-employment rights in accordance with P.L.93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.