



MIDDLE SCHOOL
CURRICULUM
BULLETIN
2019-2020

MIAMI-DADE COUNTY PUBLIC SCHOOLS
EDUCATION MAKES A WORLD OF DIFFERENCE

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Senator and Mrs. Bob Graham

A Message From the Senator...

" I can think of no finer honor than to have an educational institution named for me.

Our entire family is devoted to public education, and this tribute will be a long-lasting reminder of the important contribution that public schools make to our state and our nation. Public schools are the glue that holds our society together, welcoming students of all backgrounds and encouraging them to strive for a common goal: learning.

I look forward to participating in the life of the Bob Graham Education Center as it enriches the lives of the children who attend classes here. I am anxious to watch the school and its students grow and mature in the years to come."

Bob Graham

Education Center

VISION

Bob Graham Education Center will educate its students so that they will achieve at least a year's academic growth along with empowering them to become lifelong learners and contributors to a global society.

MISSION

The Bob Graham Education Center's Learning Community strives to provide the means for all of its students to meet with success both educationally and in all of life's endeavors.

CORE VALUES

We value **honesty, integrity, and respect** as the foundation of our interpersonal and professional relationships.

We are committed to building positive relationships through **equity and compassion** which enhance the self-esteem, safety, and well-being of our students, families, and staff.

We honor and foster the **diversity** of our community by working **collaboratively** for the educational success of our students and recognize that our obligations go beyond our professional responsibilities to promote **democratic principles**.

We pursue the **highest standards** in all we do.

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CURRICULUM PROGRAMS

LANGUAGE ARTS

The course offerings for sixth, seventh, and eighth graders will develop improvement of writing skills, reading skills, proper grammatical usage and the development of an appreciation for literature. Students are taught on various levels to meet their individual needs and learning styles. Emphasis is placed on three areas in the study of language arts: (1) the introduction to the study of the novel as a form of literature; (2) the development of persuasive and expository writing skills; and (3) the application of these skills pertaining to aspects of the novel.

READING

All 6th grade students are required to take a reading course. Students who score a level 1 or 2 on the State Assessment will be required to take an intensive reading course.

MATHEMATICS

The mathematics course offerings for sixth, seventh, and eighth grade students will provide a range of levels in which students are recommended and placed to meet their individual needs, from improvement in basic skills to advanced studies in Pre-Algebra, and Algebra. Successful completion of a high school level Algebra I is contingent upon the student's performance on the End Of Course Assessment.

SCIENCE

The Science Department utilizes many excellent and innovative ideas in the presentation of the science curriculum. Students are given "hands-on" experience utilizing scientific apparatus. The curriculum provides a sequential three year course of study in exploratory experiences and activities in concepts of life, and physical sciences. All courses include the health and safety instructional requirements as outlined in the Miami-Dade County Public Schools Pupil Progression Plan. Human Growth and Development is included in the seventh grade curriculum.

SOCIAL STUDIES

The Social Studies program provides an integrated study of the social sciences and humanities to promote civic responsibility. Its primary purpose is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

EXCEPTIONAL STUDENT PROGRAM

We offer a large spectrum of services from GIFTED to SELF CONTAINED AUTISTIC UNITS. Students are enrolled in these programs as qualified by the District following psychological testing. Students will work toward meeting the requirements for the standard or special diploma option as outlined by Miami-Dade County Public Schools Inclusion Models. Additionally, we offer advanced and honors classes to those who qualify, as well as an EXTENDED FOREIGN LANGUAGE program.

MEDIA

All students experience the Media Center as the hub of learning and as a technological resource center in all content areas of study. Additionally, selected students provide a service to the school in television or multimedia production.

FINE ARTS

The Fine Arts Program provides instruction in the areas of art and music to sixth, seventh, and eighth grade students. Art will be offered as beginning and intermediate courses and Music will include both beginning and intermediate levels. An advanced band course will also be available.

FOREIGN LANGUAGE

The Foreign Language Department offers a full range of studies at regular and advanced levels for 7th and 8th grade Extended Foreign Language Students.

PHYSICAL EDUCATION

The Physical Education Department provides each student with the opportunity to participate in a comprehensive program consisting of skills development. The program promotes the spirit of cooperation, fair play, and friendly competition. Senate Bill 610 requires the equivalent of one class period of physical education for a minimum of one semester each year for students in grades 6 through 8.

STUDENT POLICIES

The policies and procedures listed below are items of information which have been prepared and presented to you so that they will be of great help as you take part in our school programs.

CARE OF OUR BUILDING

We are proud of our state-of-the-art building and want it to continue to look good. We all must take pride in our school. Any student found marking on the walls or willfully destroying or defacing school property will face strong disciplinary and legal action. Additionally, anyone in possession of permanent markers will be subject to disciplinary action.

DRESS CODE

Bob Graham Education Center has a **MANDATORY UNIFORM POLICY**. Please review the Middle School guidelines below. The B.G.E.C. PTSA will offer uniform polo shirts and t-shirts for sale during the summer just before the opening of school. You will be notified by postcard of exact dates and times. Please note that these shirts will be slightly different from those of the elementary school.

SIXTH, SEVENTH, AND EIGHTH GRADE	
<u>Tops</u> -yellow t-shirts with school emblem -navy shirt with school emblem -polo shirts with school name (navy blue shirts with yellow accents)	<u>Bottoms</u> (purchased from vendor of choice): docked style pants (navy blue or khaki) bermuda style shorts (navy blue or khaki) NO SKIRTS, JEANS, SKINNY PANTS OR JOGGING PANTS PERMITTED

IDs will be given to every Middle School Student. They are a mandatory component of the uniform and must be worn daily.

It is highly recommended that Middle School students wear a belt, have their shirts tucked in, and use the blue UNIFORM jackets sold by the PSTA.

Miami-Dade County Public Schools Standard School Dress Code outlines the following:

HATS ARE NOT ALLOWED IN THE BUILDING. No metal cleats on shoes are allowed; no clogs, thongs, crocs, sandals, open-toed shoes, wedges, high heels, shoes without back straps, or tap shoes are allowed. No clothes with metal studs, ornaments, or other objects which can scratch furniture or damage property are allowed.

RADIOS, I-PODS, RECORDERS, COLLECTOR CARDS, ETC.

Radios, smart watches MP-3 players, I-pods, tape players, recorders, headphones, noise makers, PSPs, cameras, joke and prank items, toys, collector cards, etc. are not to be brought to school. If a student is in possession of such a device and it is taken away by a staff member *during the school day*, an administrative detention will be issued and the parents will be asked to come to the school to pick up the item. If there is a second occurrence, the parent will again have to come in and the student will be placed on indoor suspension. **IF YOU ARE IN DOUBT, DO NOT BRING THESE ITEMS TO SCHOOL!**

TELEPHONE/CELL PHONES

Students will not be allowed to use the school business telephones unless an extreme emergency arises. In cases of severe illnesses and/or emergencies, the school will telephone the parent immediately. Cell phones fall under the above mentioned "electronic device policy"; however, students are allowed to bring them to school as long as they are turned OFF and out of sight. **Phones that are on SILENT or VIBRATION mode or are visible to school staff are subject to being confiscated.** Students can turn their phones ON after school hours.

MESSAGES

Only extreme emergency messages, i.e. death or sudden illness of immediate family, will be accepted by the school for relay to the pupil.

ASSEMBLIES

At all times, the students' behavior should be refined and courteous. An indication of the cultural level of a school is the conduct of its student body at an assembly. Whether guests are present or not, each student is personally responsible for the impression made by the school as a whole. Unacceptable conduct includes whistling, boisterousness and talking during a program.

LOST AND FOUND

Items that are lost and/or found should be turned in immediately to your assigned teacher. If your assigned teacher is not available, turn the item in to the counselor or assistant principal. **PLEASE REPORT ALL LOST ITEMS OR FOUND ITEMS (INFORMATION) TO THE COUNSELOR OR ASSISTANT PRINCIPAL.**

HALL PASSES

Students are not permitted in the halls or any other place during school hours without permission or written authorization. **YOU MUST HAVE A HALL PASS, AND NO STUDENT IS TO WALK ALONE ON SCHOOL GROUNDS.**

PERSONAL BELONGINGS/CLASSROOM INTERRUPTIONS

Items such as clothing, notebooks, and other school materials should be clearly marked for identification purposes in case of loss or theft. This procedure aids the school in properly identifying the owner of lost or stolen property. Any materials left at home such as the above mentioned or assignments, textbooks, ect. will not be allowed to be brought into the school during school hours. **WE WILL NOT INTERRUPT CLASSES UNLESS THERE IS AN EMERGENCY.**

FREE AND REDUCED PRICE LUNCHES

Parents who are unable to pay for all or part of their children's lunches should come to the school and complete an application to determine if their children qualify to receive a free or reduced price lunch. Applications may be obtained in the school office between 8:00 a.m. and 4:00 p.m. (Monday through Friday). Children whose applications were approved at the close of school the preceding year will continue to be served for the first 14 days of school. It is most important that a new application be completed for the current school year and returned immediately.

DETENTIONS

Students may be assigned detentions by their teachers or the administrative team for minor infractions. It is School Board Policy that 24 hours' notice be given to students who are kept after school.

WITHDRAWAL

If it becomes necessary for your child to withdraw from school before the end of the school year, there are certain procedures that must be followed. The parent/guardian must come to the main office and sign a withdrawal card. Please bring two proofs of the new address (one must be a valid warranty deed or lease and the other the bottom portion of the electric bill). Your child should pick up the withdrawal card from the main office on his/her last day in attendance and have the card signed by the homeroom and each subject teacher. Textbooks must be returned to the classroom teacher the day the withdrawal card is signed. During the last period of the day, the student must return to the main office with the completed card and then he/she will be issued a transfer.

FIRE DRILLS

Monthly fire drills are required by the school system and are an important safety precaution. It is essential that when the first signal is given, everyone exits promptly and clears the building by the prescribed route. Students are not permitted to talk during a fire drill and are to remain outside the building until a signal is given to return.

LOCKDOWN DRILLS

All Miami-Dade County schools have been directed to conduct two "Lockdown" drills during the school year. The drill will focus on securing the building as quickly and proficiently as possible to ensure the safety of your children in case of an emergency situation.

TORNADO DRILLS

Tornado drills are required each year to prepare students for the possibility of a tornado warning.

TARDINESS

Students not in their classes after the tardy bell rings will report to the main office. After the third tardy in any grading period, the students will take a letter home reminding the parents of the importance of getting to school on time. If a student is tardy a fourth time, he/she will receive an administrative detention. Chronic tardiness will be addressed in a parent conference conducted by counselors and/or administrators.

ATTENDANCE/ADMIT POLICY

When your child is ill and misses school, he/she must bring a parent or doctor's note to obtain an "admit." Failure to do so will result in the absence being marked as an "unexcused" absence. If a student has ten or more absences, a doctor's note will be necessary to have the absence considered "excused."

DAYS OF RAINY WEATHER

Specific dismissal procedures will be sent home the first week of school. Students should not be expected to call home in case of rain. **There will be no personnel to supervise students before 7:45 a.m. and after 3:30 p.m.** Students should also be prepared to stay dry by carrying a fold-up poncho and fold-up umbrella.

VISITORS

STUDENTS MUST NOT BRING VISITORS TO SCHOOL.

School is provided for students: no visiting children (sisters, brothers, cousins, friends, etc.) are allowed in our classrooms, cafeteria or school grounds during school hours.

EXCUSED FROM SCHOOL

If a student becomes sick at school, he/she must ask his/her teacher for a pass to go to the attendance office. If the administrator believes the student is too ill to continue classes, the parent will be called and asked to come for the student. A permit to leave school is then issued and signed by a parent. On the day the student returns to school, the permit will be used as an admit to all missed classes. Students requesting to leave school for illness, doctor's appointments, or other reasons will not be excused unless the parent or guardian personally appears at school to sign the student out.

ACCIDENTS AND ILLNESS

All accidents which occur in our school or on the school grounds must be immediately reported to a teacher, counselor or administrator. Students who become ill in school and cannot remain in class or school because of illness must report immediately to their assigned teacher. In turn, the teacher will take the necessary action to get assistance from the guidance and/or assistant principals' offices.

INTERNET COMMUNICATION

Bob Graham Education Center seeks to communicate with parents, students and the community through state-of-the-art technology. The B.G.E.C. website provides not only a wealth of information, but also offers an alternate means of communication for parents and staff. A complete listing of our staff along with e-mail addresses can be located at bgec.dadeschools.net.

STUDENT RIGHTS AND RESPONSIBILITIES

PHILOSOPHICAL BASICS

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

RIGHTS

- Students have the right to be informed of the teacher's grading criteria, which is consistent with district guidelines, at the beginning of each grading period.
- Students have the right to receive an academic grade that reflects their achievement.
- Students have the right to be notified anytime during the grading period when it becomes evident that the student is performing unsatisfactorily in academics, conduct, or effort, or prior to the seventh week of a grading period
- Students have the right to receive a conduct and effort grade in each class consistent with their overall behavior and effort.
- Students have the right to achieve academic success based upon their own initiative and ability without interference from others.

RESPONSIBILITIES

- Students have the responsibility to ask teachers in advance of a graded assignment for an explanation of any grading criteria or practice which they may question or which may need clarification.
- Students have the responsibility for maintaining reasonable standards of academic performance commensurate with their ability.
- Students have the responsibility for making every effort to improve their performance upon receipt of notification of unsatisfactory performance.
- Students have the responsibility for conducting themselves in each class in ways that are conducive to the learning process.
- Students have the responsibility for earning grades based upon their performance while guarding against cheating by other students.

HEALTH OF STUDENTS FLORIDA CERTIFICATE OF IMMUNIZATION

To protect the health of the students of the community at large, the Board adopted an emergency rule that requires all students to have on file a Florida Certificate of Immunization. Florida law now mandates an immunization form or an authorized exemption for children in kindergarten through twelfth grade. Please call the registrar to inquire about specific grade level requirements.

GENERAL INFORMATION

FINE ARTS FEES

All students enrolled in Music and Art will be required to pay a small fee. Specific fee amounts will be sent home the first week of school.

MEDIA CENTER

The Media Center, or Library, is the heart of our school. It aids and enriches all subject areas. It holds books of information, reference, inspiration and recreation. It has other media, such as pleasure reading and academic magazines, videos, CD's, DVD's, pictures, clippings and pamphlets. The Media Center provides a full range of technological tools for student use.

EXTRACURRICULAR ACTIVITIES

There are many extracurricular activities at B.G.E.C. Activities include clubs, organizations and sports. All of these activities will be announced as membership and participation enrollment open. **All extracurricular after school activities will require signed parent permission for participation.**

PARENT INFORMATION

INSTRUCTIONAL LEADERS

The leaders of departments include Language Arts, ESOL, Mathematics, Science, Social Studies, Exceptional Student Education, Physical Education, Fine Arts, Foreign Languages, Media, and Student Services. Please feel free to contact them regarding curriculum concerns.

TEAM LEADERS

Team Leaders provide leadership for parent conferences and interdisciplinary planning. Student teams compete in attendance, academics, and participate in a variety of activities. The middle school coordinator provides leadership and advisement activities to nurture student success.

STUDENT SERVICES (PARENT/TEACHER CONFERENCES)

Conferences with teachers should be arranged through the Team Leader, counselors, or administrators. If a conference is desired, please call B.G.E.C. and request to speak with your child's guidance counselor or administrator. They will make teacher conference arrangements. Each student is scheduled on a team. The team leader can also coordinate conferences regarding student academic progress and behavior. The Student Services Department includes counselors with responsibilities for sixth and seventh grades, ESE and ESOL. Additional members of the Student Services Department are TRUST Counselor, , and school center/special instruction teacher. Resource Personnel are the placement specialist, speech pathologist, school social worker, school psychologist, SRO/Metro police officer, and a Miami-Dade County School Police/SRO officer.

PROGRESS REPORTS

Interim Progress Notices will be issued to each student during the middle of each marking period. This report will reflect progress status in each course at that time. Additionally, an unsatisfactory notice will be issued midyear to any student whose performance becomes unsatisfactory. Don't hesitate to ask your child if he or she has received any unsatisfactory notices. When you do receive such a notice, please contact the child's subject teacher to determine what can be done to help the child pass. Teachers and counselors may be contacted by calling the main office.

REPORT CARDS

Report cards are issued to the students each nine-week period. Parents should make sure the child brings his/her report card home. However, we recommend to check grades daily via the Parent Portal.

If your child does not bring home a report card each nine weeks, please contact his/her counselor. Should your child fail one or more subjects, you should contact either the child's subject teacher or counselor.

CITIZEN PARTICIPATION

The B.G.E.C. Educational Excellence School Advisory Council is one of the organizations through which the community communicates its interests and concerns to the school. At regularly scheduled meetings, each department of the school reports to the Advisory Committee about its objectives, accomplishments, and other areas of special concern. The PTSA is a group of citizens who will also provide support for school projects. These committees will be instrumental in the success of our school. PTSA officers are elected annually.

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.

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:

Letter Grade	Numerical Value (%)	Interpretation	Grade Point Value
A	90-100	Outstanding	4
B	80- 89	Good	3
C	70-79	Satisfactory	2
D	60-69	Minimal; improvement needed	1
F	0-59	Unsatisfactory	0
I	0	Incomplete	0

COURSE/CREDIT REQUIREMENTS GRADES 6-8, 2019-2020

REQUIRED PROGRAM OF STUDY

1. Required Courses for Students in Middle School

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

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

- three middle school annual courses in English. These courses are to emphasize literature, composition, and technical text. (M/J Language Arts Through ESOL must be taken by ELLs. These courses meet the state requirement.)
- three middle school annual courses in mathematics.
- three middle school annual courses in science.
- three middle school annual courses in social science.
- one 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 in 7th grade. This course will culminate in completion of an electronic Personalized Education Planner (ePEP), which must be signed by the student, the student's guidance counselor, and the student's parent. 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 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 Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course.

GRADE	L/A***	MATH	S.S.	SCIENCE	P.E.	ELECT**	TOTALS
6	1	1	1	1	.5	1.5	6
7	1	1	1	1	.5	1.5	6
8	1	1	1	1	.5	1.5	6

*** M/J Language Arts Through ESOL as appropriate. All ELLs are required to take a second ESOL course. The M/J Developmental Language Through ESOL course will count as an elective credit.

2. Middle School Interdisciplinary Teams.

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

3. Language Arts/Reading/Mathematics Instruction.

Developmental instruction in reading/mathematics may be required during grade 6 when student performance in grade 5 indicates a need for strengthening. These courses will be in addition to the regular language arts/mathematics courses and may be offered as electives. Students scoring at Levels 1 and 2 on the most recent test administration in 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 reading students who have reading deficiencies in decoding and fluency (Intensive Reading Plus). All Level 1 and 2 students are required to be enrolled in an Intensive Reading or Intensive Reading Plus course with the exception of ELLs who are required to enroll in a M/J Developmental Language Arts Through ESOL course. Students requiring further strengthening in mathematics should take the M/J Intensive Mathematics. 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.

GRADE POINT AVERAGE

Grade point averages (GPA) are calculated for any of the reasons listed below:

- High school graduation
- Rank in class
- Eligibility to participate in interscholastic extracurricular activities
- Awards and recognition programs
- Placement on the honor roll and/or membership in honor societies
- College admissions and scholarship competitions

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

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

GRADE AND BONUS POINT VALUES

Letter Grade	Grade Points	Bonus Points			
		Honors	Pre-International Baccalaureate	Advanced Placement	International Baccalaureate or Studies
A	4	1	1	2	2
B	3	1	1	2	2
C	2	1	1	1	1
D	1	0	0	0	0
F	0	0	0	0	0

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. Students and their parents will be offered an opportunity, in the fall of the students' freshman year, to restrict the inclusion of credits earned in this way from appearing on the high school transcript. The courses will remain a part of the students' middle school record. Factors to be considered in removing the courses from the high school record include the impact on the student's GPA and subsequent rank in class, the possible lack of recognition by the National Athletic Association (NCAA) for senior high school courses taken in a grade below grade 9, and the benefit of retaking a course in which all the skills have not been mastered.

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

Career Pathway. Career Pathway is a senior high school transition initiative that allows students to obtain a sequential program of study which leads to a post-secondary career. Students should check with their counselors for information and approval of Career Pathway courses.

Dual Enrollment. Dual enrollment allows high school students to simultaneously earn college or career technical education credit toward a post-secondary degree or certificate and credit toward meeting their high school graduation requirements. Students must meet the following eligibility criteria: (a). 3.0 unweighted grade point average (GPA) to enroll in college credit courses, or a 2.0 GPA to enroll in CTE certificate courses, (b). pass the appropriate section of the college placement test (CPT), and (c). meet additional admissions criteria established by the post-secondary institution. The college courses selected by the student must count toward high school graduation for any of the three graduation options. They may earn bonus points equivalent to those earned in Advanced Placement, International Baccalaureate, or Advanced International Certificate of Education courses. Approval in advance of course registration is required. Students should check with their guidance counselors for information and approval of dual enrollment courses.

Early Admission. Early admission is a form of dual enrollment through which eligible students may enroll in a college or university on a full-time basis in courses that are creditable toward a high school diploma and the associate or baccalaureate degree.

Advanced Placement. Advanced Placement (AP) courses provide college experience to students while they are still high school students. AP programs are offered in each major academic area. Post-secondary credit for an AP course shall be awarded to students who score at least a 3 on a 5-point scale on the corresponding AP exam.

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

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

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

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.

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

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

Students in grades 6, 7, and 8 may enroll in selected senior high school courses for the purposes of pursuing a more challenging program of study. Such courses are considered when computing grade point averages and rank in class (School Board Rule 6Gx13-5B-1.061). Up to six credits may be earned (with parental permission) in grades 6, 7, and/or 8, for courses taken prior to the 2007-2008 school year which may be applied toward the total credits needed for graduation, college admission, or for the Florida Bright Futures Scholarship Program requirements. During the time students are enrolled in designated high school courses, they are considered to be grade 9 students for those class periods. Students and their parents will be informed that all high school credit courses taken in the middle school will be included in their high school transcript. Factors to be considered in taking high school courses in the middle school include the impact on the students' GPA and subsequent rank in class, the possible lack of recognition by the National Collegiate Athletic Association (NCAA) for senior high school courses taken in a grade below grade 9, and the benefit of retaking a course in which skills have not been mastered. Courses taken will remain a part of a student's middle school record, as well as the student's senior high school record. Credit may be earned in the courses listed below:

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

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

▼ Must meet science lab requirement

HOME LEARNING POLICY

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

STUDENT'S RESPONSIBILITIES

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

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

PARENTS'/LEGAL GUARDIANS' RESPONSIBILITIES

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

1. Promoting an environment conducive to study.
2. Providing continued interest and concern for the child's successful performance in school.
3. Encouraging and supporting the child in his/her completion of home learning assigned.
4. Indicating an interest in assignments and assisting, if possible, when requested by the child. This is not to include performing the work for the child.
5. Supporting the school in regard to the child being assigned home learning and requesting assignments for the child when short-term absences are involved.
6. Assuring that the child reads when specific home learning assignments are not given or when they are completed before the specified time period for homework is over.

ATTENDANCE POLICY

There is probably no factor more important to successful school progress than regular school attendance. Students who are absent excessively from the instructional program will fall behind in academic achievement. Excessive school absenteeism can result in course failure.

The attendance policy is established by the School Board. Highlights of the attendance rules are as follows:

1. A secondary student accumulating ten or more unexcused class absences in an annual course or five or more unexcused absences in a semester course will be subject to the withholding of final credit, pending a student/parent requested administrative screening and/or review of all absences by the attendance review committee. In addition, please be advised that at this point, the student will be automatically enrolled in The Truancy Intervention Program which is developed and enforced by The State Attorney's Office.

2. An attendance review committee is established in each school. The committee consists of three or more school personnel who have the responsibility to review student attendance petitions during the last week of the courses(s) and recommend the:

- Issuing of final credit;
- Temporary withholding of final credit pending make-up assignments; or
- Permanent withholding of credit.

3. The following are considered excused absences:

- Student illness;
- Medical appointment;
- Death in family;
- Observance of a religious holiday or service when it is mandated for all members of a faith that such a holiday or service be observed.
- School sponsored event or activity previously approved; and
- Other individual student absences beyond the control of the parent or the student as approved by the principal or designee.
-

4. All other absences not listed above in item 3 are considered unexcused.

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 1003.43 (1), Florida Statutes, policies of the Greater Miami Athletic Conference (GMAC), and Miami-Dade County School Board rules. In addition, a student must comply with the school district's Contract for Student Participation in Interscholastic Competitions or Performances, FM-7155.

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

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

If a student becomes ineligible during the second semester of his/her ninth-grade year or during the first semester of his/her 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 that states, at a minimum, that the student will attend summer school, or its graded equivalent, AND
- (b) earns a grade point average of 2.0 or above on a 4.0 unweighted scale or its equivalent in all courses taken during the semester of ineligibility.

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

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

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

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

The school athletic director and guidance counselor can assist students in planning a program of study that will include the appropriate courses to prepare for college entrance examinations and meet core course requirements for participation in National Collegiate Athletic Association (NCAA) athletic programs. They can also assist students in determining how to calculate the GPA required to be eligible to participate in NCAA athletics and advise the student regarding which courses do not meet NCAA eligibility requirements.

THE FAMILY RIGHTS AND PRIVACY ACT

The Family Rights and Privacy Act is a federal law. The intent of this law is to protect the accuracy and privacy of student educational records. Under this law, parents/legal guardians have the right upon request to inspect, release, and challenge information contained within the student's educational records. Without prior consent, only authorized individuals having legitimate educational interest will have access to confidential and other kinds of information contained in those records. The Board-approved directive for implementing the provision of the Family Rights and Privacy Act is contained in the document "Student Educational Records," and is available through the Division of Student Services, Miami-Dade County Public Schools.

Parent(s)/legal guardian(s) are guaranteed the right, upon request, to inspect and review their children's records and to obtain copies of them under federal and state laws. Parent(s) / legal guardian(s) are guaranteed a right of "meaningful" access to copies of their children's records. The parent's rights extend to any lawyer, lay person, or advocate whom the parent(s)/legal guardian(s) authorizes to represent him or her. Access must be granted within 30 calendar days from the initial request.

MAGNET / INNOVATIVE CHOICE PROGRAMS

2018-2019

Through the School Choice & Parental Options office, Miami-Dade County Public Schools offers numerous magnet program options that infuse career-oriented themes, provide enhanced quality educational opportunities, and promote diversity. Thus, the District has one of the largest representations of magnet programs and schools in the United States. A major feature of the programs/schools has been their appeal to students with similar interests but diverse backgrounds that draws them into a learning environment in which they will prosper.

These programs provide unique educational experiences for students in areas of interest or special talent. Such programs have been successful because their content has satisfied the educational needs of the students. Some programs accept all interested students, while other programs have specific entrance criteria. Upon acceptance into a given program, transportation may be provided according to guidelines set in the Magnet School Board Policy 2370. When the number of eligible students exceeds the number of available seats in non-talent magnet programs, a random selection procedure is utilized to admit students.

CAREERS AND PROFESSIONS

A variety of programs prepare senior high school students for careers and professions. These programs are tailored to maximize the understanding of any given career and profession. Students are given experiences in real-world situations to enable them to succeed in college and the workforce.

Information about individual school programs in Careers & Professions can be found at [HTTP://CHOICE.DADESCHOOLS.NET/SUB-MS.ASP](http://CHOICE.DADESCHOOLS.NET/SUB-MS.ASP).

LIBERAL ARTS

The Liberal Arts magnet theme provides programs that prepare students to be knowledgeable citizens and empower them to meet the challenges of a rapidly changing world. The programs are dedicated to the formation of knowledge in the Humanities, Natural Sciences, and Social Sciences through the use of leading edge technology, research, and artistic production. Academic excellence and commitment to the values of diversity, community, and collaboration and an appreciation for aesthetics distinguish the Liberal Arts magnet schools. Each program views learning as a transformative, socially interactive process

Information about individual school programs in Liberal Arts can be found at: [HTTP://CHOICE.DADESCHOOLS.NET/SUB-MS.ASP](http://CHOICE.DADESCHOOLS.NET/SUB-MS.ASP).

INTERNATIONAL PROGRAMS

International programs offer a challenging curriculum promoting high levels of academic productivity, comprehension of world cultures, and the acquisition of a foreign language. Through internationally benchmarked academic study and interdisciplinary courses, students become active lifelong learners and global citizens prepared to succeed in an ever-changing international society and economy.

Through the **International Studies** program, school administration, teachers, students, and parents work collaboratively with foreign ministries of education in Spain, France, Italy, Brazil, and Germany to ensure that the educational requirements and standards of that country are infused and taught in the curriculum. The pedagogy results in the acquisition of a second language.

The **International Baccalaureate (IB) Programme** is a highly coordinated, rigorous course of study linking Humanities, the Sciences, Mathematics, Languages, and Community Service. The curriculum of the IB Diploma Programme incorporates standards that assume a high level of aptitude and achievement. The IB Diploma is highly recognized at colleges and universities throughout the country and world-wide. For more information, visit www.ibo.org.

The **Cambridge (AICE Diploma) Program** is a challenging, accelerated curriculum that is based on Britain's A Level examinations. At the senior high school level, the Cambridge Program becomes a four year curriculum that progresses from two years of preparatory classes to entrance in the Advanced International Certificate in Education (AICE) Diploma Program. For more information, visit www.cie.org.uk.

International Education Programs immerse students in multicultural education with an emphasis on learning a second language. These programs, which are delivered in various, successful, curricular designs, prepare students to live effectively in a fast changing global society and economy.

Information about individual school offerings in International Programs can be found at:
HTTP://CHOICE.DADESCHOOLS.NET/SUB-MS.ASP.

MONTESSORI

Montessori programs are based on a philosophy whose fundamental belief is that children learn best within a social environment which supports each child's individual development. The child is considered as a whole. The physical, emotional, social, aesthetic, spiritual, and cognitive needs and interests are inseparable and equally important. Learning occurs in an inquiring, nurturing atmosphere that encourages social interaction for cooperative learning, peer teaching, and emotional development. The specific and uniquely designed curriculum and the use of multi-sensory learning materials enable students to become self-directed and motivated learners.

Information about individual school featuring Montessori programs can be found at:
HTTP://CHOICE.DADESCHOOLS.NET/SUB-MS.ASP.

MATHEMATICS, SCIENCE, AND TECHNOLOGY

Mathematics, Science, and Technology programs utilize innovative strategies and technology to engage students in investigation and discovery. This hands-on approach captures natural curiosity and stimulates interest, thereby building better understanding and quality performance. Students utilize mathematics, science, and technology laboratories, as well as real world environmental sites, to engage in mathematical analysis, scientific inquiry, and engineering design.

Information about individual school programs in Mathematics, Science, and Technology can be found at:
HTTP://CHOICE.DADESCHOOLS.NET/SUB-MS.ASP.

VISUAL AND PERFORMING ARTS

Visual and Performing Arts talent programs provide intellectually stimulating and educationally challenging classes in the arts for students who, through the audition and portfolio review process, demonstrate a talent in a particular art form. Students and teachers engage in a continuous exchange with numerous opportunities to develop and showcase talents.

Information about individual school programs in Visual and Performing Arts can be found at:
HTTP://CHOICE.DADESCHOOLS.NET/SUB-MS.ASP

CODE OF STUDENT CONDUCT

The Code of Student Conduct defines distinct violations identified by principals, administrators, teachers, students, and community members, which are representative of those acts that frequently cause disruption of the orderly educational process. It should be pointed out, however, that this list is not all-inclusive and a student committing an act of misconduct not listed will be subject to the discretionary authority of the principal.

A major consideration in the application of the Code of Student Conduct is to identify the most appropriate disciplinary action for bringing about positive student behavior. To that end, the violations have been divided into six groups, and a variety of administrative actions, dependent upon the severity of the misconduct, have been recommended or mandated. Before, during, and after the implementation of any disciplinary action, student services personnel such as counselors, school social workers, and psychologists play a vital role in assisting the student in resolving any problems influencing his/her behavior.

The principal or teacher, or both, consistent with the powers delegated to them, have the authority to take additional administrative action if, in their opinion, the nature of the misconduct warrants it. In addition, school administrators have the prerogative to seek the waiver of any portion of or all mandatory disciplinary action through the Division of Alternative Education. Those parties who are directly involved with the incident shall be informed of the reason(s) for requesting a waiver.

For comprehensive charts that describe the violations and the disciplinary actions, please refer to the Bob Graham Education Center Parent/Student Handbook. When the violation calls for a disciplinary action, all or any part of the appropriate plan is to be implemented. If the violation indicates a mandatory action, all parts of the required plan must be administered unless any part is not applicable.

MIAMI-DADE COUNTY PUBLIC SCHOOLS CURRICULUM OFFERING
6th GRADE – LANGUAGE ARTS

100101001-M/J Language Arts 1 (A15)

1.00 CREDIT

The purpose of this course is to provide educational experiences which develop English language arts concepts and skills.

The content should include, but not be limited to, the study of literature, the use of the writing process, and the application of reading, listening, speaking, critical thinking and study skills. Information on how language arts skills apply to daily life and work should also be provided.

100102001-M/J Language Arts 1, Advanced (A18)

1.00 CREDIT

The purpose of this course is to promote academic excellence in writing, oral communication, and the analysis of literature.

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

100102002-M/J Language Arts I, Advanced/Gifted (A17)

1.00 CREDIT

The purpose of this course is to promote academic excellence in writing, oral communication, and the analysis of literature.

The content should include, but not be limited to, the analysis of literature and the use of the writing process. The course should also include advanced reading skills, techniques of effective speaking and listening, critical thinking, and study skills and how these skills relate to success in the world of work. This course incorporates the goals and objectives contained in the "Resource Manual for Gifted Programs" and is available only to students staffed into the gifted program.

100200002-M/J Language Arts 1 Through ESOL (A11)

1.00 CREDIT

The purpose of this course is to provide educational experiences which develop English language arts concepts and skills for speakers of other languages.

This course addresses the needs of limited English proficient (LEP) students through the application of second language strategies. The content should include, but not be limited to, the study of literature, the use of the writing process, and the application of reading, listening, speaking, critical thinking and study skills. Information on how language arts skills apply to daily life and work should also be provided.

MIAMI-DADE COUNTY PUBLIC SCHOOLS CURRICULUM OFFERING
6TH GRADE -READING

100001006-M/J Intensive Reading (R19)

1.00 CREDIT

The purpose of this course is to provide intensive reading instruction and practice in reading skills.

The content should include, but not be limited to, content identified by diagnosis of each student's needs for intensive instruction specified in the Academic Improvement Plan and practice in test-taking skills and strategies for reading. The course content must reflect appropriate Sunshine State Standards benchmarks.

170010001-M/J Crit. Thinking, Prob. Solv. & Learn. Strat. (R17)

1.00 CREDIT

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

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

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

1002181L1-M/J Dev. L/A Through ESOL (MC) Level 1 (R01)

1.00 CREDIT

The purpose of these courses is to enable native speakers of languages other than English to develop proficient reading, writing, listening, viewing, and speaking skills in the English language. The courses encourage the use of multimedia presentations, technology, and text resources to enrich students' learning experiences and provide an active learning environment. Skills and strategies are designed to increase the students' level of skill and proficiency while meeting state-mandated assessments. Oral communication, reading, and writing skills are interrelated in order to build a connection between oral and written language and empower students with the ability to function in the English language across all subject areas.

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

- participation in informal and formal English conversation, reading, and writing activities with increased vocabulary usage;
- listening, speaking, reading, and writing experiences for increased communication;
- opportunities for informal, formal, and state-mandated assessments.

1002181L2-M/J Dev. L/A Through ESOL (MC) Level 2 (R02)

1.00 CREDIT

The purpose of these courses is to enable native speakers of languages other than English to develop proficient reading, writing, listening, viewing, and speaking skills in the English language. The courses encourage the use of multimedia presentations, technology, and text resources to enrich student's learning experiences and provide an active learning environment. Skills and strategies are designed to increase the students' level of skill and proficiency while meeting state-mandated assessments. Oral communication, reading, and writing skills are interrelated in order to build a connection between oral and written language and empower students with the ability to function in the English language across all subject areas.

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

- participation in informal and formal English conversation, reading, and writing activities with increased vocabulary usage;
- listening, speaking, reading, and writing experiences for increased communication;
- opportunities for informal, formal, and state-mandated assessments.

1002181L3-M/J Dev. L/A Through ESOL (MC) Level 3 (R03)

1.00 CREDIT

The purpose of these courses is to enable native speakers of languages other than English to develop proficient reading, writing, listening, viewing, and speaking skills in the English language. The courses encourage the use of multimedia presentations, technology, and text resources to enrich student's learning experiences and provide an active learning environment. Skills and strategies are designed to increase the students' level of skill and proficiency while meeting state-mandated assessments. Oral communication, reading, and writing skills are interrelated in order to build a connection between oral and written language and empower students with the ability to function in the English language across all subject areas.

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

- participation in informal and formal English conversation, reading, and writing activities with increased vocabulary usage;
- listening, speaking, reading, and writing experiences for increased communication;
- opportunities for informal, formal, and state-mandated assessments.

1002181L4-M/J Dev. L/A Through ESOL (MC) level 4 (R04)

1.00 CREDIT

The purpose of these courses is to enable native speakers of languages other than English to develop proficient reading, writing, listening, viewing, and speaking skills in the English language. The courses encourage the use of multimedia presentations, technology, and text resources to enrich student's learning experiences and provide an active learning environment. Skills and strategies are designed to increase the students' level of skill and proficiency while meeting state-mandated assessments. Oral communication, reading, and writing skills are interrelated in order to build a connection between oral and written language and empower students with the ability to function in the English language across all subject areas.

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

- participation in informal and formal English conversation, reading, and writing activities with increased vocabulary usage;
- listening, speaking, reading, and writing experiences for increased communication;
- opportunities for informal, formal, and state-mandated assessments.

***MIAMI-DADE COUNTY PUBLIC SCHOOLS CURRICULUM OFFERING
6th GRADE - MATHEMATICS***

120501001-M/J Mathematics 1 (B15)

1.00 CREDIT

The purpose of this course is to continue the development of the strands addressed in the Sunshine State Standards across the PreK-12 curriculum.

The content should include, but not be limited to, numeration, whole numbers, fractions, decimals, percents, integers, geometry, measurement, estimation, graphing, number theory, ratio and proportion, probability, statistics, data analysis, algebraic thinking.

The course should be taught within the context of problem solving, and calculators and computers should facilitate instruction.

120502001-M/J Mathematics 1, Advanced (B18)

1.00 CREDIT

The purpose of this course is to extend the sixth grade curriculum to address higher levels of all strands of the Sunshine State Standards. The course should prepare students for Algebra I.

The content should include, but not be limited to, numeration, whole numbers, fractions, decimals, percents, integers, geometry, measurement, estimation, graphing, number theory, ratio and proportion, probability, statistics, data analysis, algebraic thinking.

The course should be taught within the context of problem solving, and calculators and computers should facilitate instruction.

120502002-M/J Mathematics 1, Advanced, Gifted (B17)

1.00 CREDIT

The purpose of this course is to extend the sixth grade curriculum to address higher levels of all strands of the Sunshine State Standards. The course should prepare students for Algebra I.

The content should include, but not be limited to, numeration, whole numbers, fractions, decimals, percents, integers, geometry, measurement, estimation, graphing, number theory, ratio and proportion, probability, statistics, data analysis, algebraic thinking.

The course should be taught within the context of problem solving, and calculators and computers should facilitate instruction.

120400006-M/J Intensive Mathematics (B19)

1.00 CREDIT

This elective course is designed to assist students with content mastery of Math 1, Math 2, or Math 3.

***MIAMI-DADE COUNTY PUBLIC SCHOOLS CURRICULUM OFFERING
6th GRADE - SCIENCE***

200204001-M/J Comprehensive Science 1 (C15)

1.00 CREDIT

The purpose of this course is to provide the first year of a sequential three year course of study in exploratory experiences and activities in concepts of life, earth/space, and physical sciences.

The content should include, but not be limited to, scientific method; cells, human body; protists; plants, animals, matter and energy, geology; astronomy, meteorology, and oceanography.

This course meets the requirement for sixth graders.

Laboratory investigations of selected topics are an integral part of this course.

200205001-M/J Comprehensive Science 1, Advanced (C18)

1.00 CREDIT

The purpose of this course is to provide the first year of a sequential three year course of study in exploratory experiences and activities in advanced concepts of life, earth/space, and physical sciences.

The content should include, but not be limited to, scientific method; cells, human body; protists; plants, animals, matter and energy, geology; astronomy, meteorology, and oceanography.

This course meets the requirement for sixth graders.

Laboratory investigation of selected topics are an integral part of the course.

200205002-M/J Comprehensive Science 1, Advanced/Gifted (C17)

1.00 CREDIT

The purpose of this course is to provide the first year of a sequential three year course of study in exploratory experiences and activities in advanced concepts of life, earth/space, and physical sciences.

The content should include, but not be limited to, scientific method; cells, human body; protists; plants, animals, matter and energy, geology; astronomy, meteorology, and oceanography.

This course meets the requirement for sixth graders.

This course incorporates the goals and objectives contained in the "Resource Manual for Gifted Programs" and is available only to students staffed into the gifted program. Laboratory investigations of selected topics are an integral part of this course.

***MIAMI-DADE COUNTY PUBLIC SCHOOLS CURRICULUM OFFERING
6th GRADE - SOCIAL STUDIES***

2100010G6-M/J United States History (D15)

1.00 CREDIT

The purpose of this course is to enable students to understand the development of the United States within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings.

2100020G6-M/J United States History, Advanced (D18)

1.00 CREDIT

The purpose of this course is to provide students the opportunity to acquire a comprehensive knowledge and understanding of the heritage of the United States and its relationship to the present.

The content should include, but not be limited to, the political, economic, technological, and social development of the United States from its historical beginnings to present day.

Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology and problem solving.

2100020GG-M/J United States History, Advanced/Gifted (D17)

1.00 CREDIT

The purpose of this course is to provide students the opportunity to acquire a comprehensive knowledge and understanding of the United States and its relationship to the present.

The content should include, but not to be limited to, the political, economic technological, and social development of the United States from its historical beginnings to present day.

SC***A course for the motivated student, which meets the middle school requirement for U.S. & Florida History.

This course is only available to students who have been staffed into a gifted program.

***MIAMI-DADE COUNTY PUBLIC SCHOOLS CURRICULUM OFFERING
7th GRADE – LANGUAGE ARTS***

100104001-M/J Language Arts 2 (A25)

1.00 CREDIT

The purpose of this course is to develop the ability to use, analyze and appreciate spoken and written English.

The content should include, but not be limited to, the study of literature; practice in writing for a variety of purposes and audiences; activities in speaking, listening, and critical thinking, as well as in the use of reference materials. Developmental reading strategies should also be incorporated information on related career possibilities should be provided.

100105001-M/J Language Arts 2, Advanced (A28)

1.00 CREDIT

The purpose of this course is to promote academic excellence in reading, writing, and oral communication, including critical thinking and study skills.

The content should include, but not be limited to, applications of speaking and listening skills, the analysis of literature, and the uses of the writing process for creative and expository purposes. The course should include advanced reading, thinking, study skills, and information on language arts - related career opportunities.

100105002-M/J Language Arts 2, Advanced/Gifted (A27)

1.00 CREDIT

The purpose of this course is to promote academic excellence in reading, writing, and oral communication, including critical thinking and study skills.

The content should include, but not be limited to, applications of speaking and listening skills, the analysis of literature, and the uses of the writing process for creative and expository purposes. The course should include advanced reading, thinking, study skills, and information on language arts - related career opportunities. This course incorporates the goals and objectives contained in the "Resource Manual for Gifted Programs" and is available only to students staffed into the gifted program.

100201002-M/J Language Arts 2 Through ESOL (A21)

1.00 CREDIT

The purpose of this course is for speakers of other languages to develop the ability to use, interpret, and appreciate spoken and written English.

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

***MIAMI-DADE COUNTY PUBLIC SCHOOLS CURRICULUM OFFERING
7th GRADE - READING***

100001007-MJ Intensive Reading (MC) (R29)

1.00 CREDIT

The purpose of this course is to provide intensive reading instruction and practice in reading skills.

The content should include, but not be limited to, content identified by diagnosis of each student's needs for intensive instruction specified in the Academic Improvement Plan and practice in test-taking skills and strategies for reading. The course content must reflect appropriate Sunshine State Standards benchmarks.

170010001-M/J Crit. Thinking, Prob. Solv. & Learn. Strat. (R27)

1.00 CREDIT

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

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

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

1002181LI-M/J Dev. L/A Through ESOL (MC) Level 1 (R01)**1.00 CREDIT**

The purpose of these courses is to enable native speakers of languages other than English to develop proficient reading, writing, listening, viewing, and speaking skills in the English language. The courses encourage the use of multimedia presentations, technology, and text resources to enrich students' learning experiences and provide an active learning environment. Skills and strategies are designed to increase the students' level of skill and proficiency while meeting state-mandated assessments. Oral communication, reading, and writing skills are interrelated in order to build a connection between oral and written language and empower students with the ability to function in the English language across all subject areas.

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

- participation in informal and formal English conversation, reading, and writing activities with increased vocabulary usage;
- listening, speaking, reading, and writing experiences for increased communication;
- opportunities for informal, formal, and state-mandated assessments.

1002181L2-M/J Dev. L/A Through ESOL (MC) level 2 (R02)**1.00 CREDIT**

The purpose of these courses is to enable native speakers of languages other than English to develop proficient reading, writing, listening, viewing, and speaking skills in the English language. The courses encourage the use of multimedia presentations, technology, and text resources to enrich student's learning experiences and provide an active learning environment. Skills and strategies are designed to increase the students' level of skill and proficiency while meeting state-mandated assessments. Oral communication, reading, and writing skills are interrelated in order to build a connection between oral and written language and empower students with the ability to function in the English language across all subject areas.

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

- participation in informal and formal English conversation, reading, and writing activities with increased vocabulary usage;
- listening, speaking, reading, and writing experiences for increased communication;
- opportunities for informal, formal, and state-mandated assessments.

1002181L3-M/J Dev. L/A Through ESOL (MC) level 3 (R03)**1.00 CREDIT**

The purpose of these courses is to enable native speakers of languages other than English to develop proficient reading, writing, listening, viewing, and speaking skills in the English language. The courses encourage the use of multimedia presentations, technology, and text resources to enrich student's learning experiences and provide an active learning environment. Skills and strategies are designed to increase the students' level of skill and proficiency while meeting state-mandated assessments. Oral communication, reading, and writing skills are interrelated in order to build a connection between oral and written language and empower students with the ability to function in the English language across all subject areas.

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

- participation in informal and formal English conversation, reading, and writing activities with increased vocabulary usage;
- listening, speaking, reading, and writing experiences for increased communication;
- opportunities for informal, formal, and state-mandated assessments.

1002181L4-M/J Dev. L/A Through ESOL (MC) level 4 (R04)

1.00 CREDIT

The purpose of these courses is to enable native speakers of languages other than English to develop proficient reading, writing, listening, viewing, and speaking skills in the English language. The courses encourage the use of multimedia presentations, technology, and text resources to enrich student's learning experiences and provide an active learning environment. Skills and strategies are designed to increase the students' level of skill and proficiency while meeting state-mandated assessments. Oral communication, reading, and writing skills are interrelated in order to build a connection between oral and written language and empower students with the ability to function in the English language across all subject areas.

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

- participation in informal and formal English conversation, reading, and writing activities with increased vocabulary usage;
- listening, speaking, reading, and writing experiences for increased communication;
- opportunities for informal, formal, and state-mandated assessments.

***MIAMI-DADE COUNTY PUBLIC SCHOOLS CURRICULUM OFFERING
7th GRADE - MATHEMATICS***

120504001-M/J Mathematics 2 (B25)

1.00 CREDIT

The purpose of this course is to continue the development of the strands addressed in the Sunshine State Standards across the PreK-12 curriculum.

The content should include, but not be limited to, numeration, whole numbers, fractions, decimals, percents, integers, geometry, measurement, estimation, graphing, number theory, ratio and proportion, probability, statistics, data analysis, algebraic thinking.

The course should be taught within the context of problem solving, and calculators and computers should facilitate instruction.

120505001-M/J Mathematics 2, Advanced (B28)

1.00 CREDIT

The purpose of this course is to extend the sixth grade curriculum to address higher levels of all strands of the Sunshine State Standards. The course should prepare students for Algebra I.

The content should include, but not be limited to, numeration, whole numbers, fractions, decimals, percents, integers, geometry, measurement, estimation, graphing, number theory, ratio and proportion, probability, statistics, data analysis, algebraic thinking.

The course should be taught within the context of problem solving, and calculators and computers should facilitate instruction.

120505002-M/J Mathematics 2, Advanced Gifted (B27)

1.00 CREDIT

The purpose of this course is to extend the seventh grade curriculum to address higher levels of all strands of the sunshine state standards. The course should prepare students for Algebra I.

The content should include, but not be limited to, numeration, whole numbers, fractions, decimals, percents, integers, geometry, measurement, estimation, graphing, number theory, ratio and proportion, probability, statistics, algebraic thinking.

The course should be taught within the context of problem solving, and calculators and computers should facilitate instruction.

120032001-Algebra I, Honors (B38)

1.00 CREDIT

The purpose of this course is to provide the foundation for more advanced mathematics courses and to develop the skills needed to solve mathematical problems. Topics shall include, but not be limited to, sets; variables; structure and properties of the real number system; first-degree equations/inequalities; relations and functions; graphs; systems of linear equations/inequalities; integral exponents; polynomials; factoring; rational algebraic expressions; irrational numbers; radical expressions; quadratic equations and mathematical problems.

Students taking this course will be required to take an End Of Course (EOC) assessment which will account for 30% of the final grade.

120400007-M/J Intensive Mathematics (B19)

1.00 CREDIT

This elective course is designed to assist students with content mastery of Math I, Math 2, or Math 3.

***MIAMI-DADE COUNTY PUBLIC SCHOOLS CURRICULUM OFFERING
7th GRADE - SCIENCE***

200207001-M/J Comprehensive Science 2 (C25)

1.00 CREDIT

The purpose of this course is to provide the second year of a sequential three year course of study in exploratory experiences and activities in the concepts of life, earth/space, and physical sciences.

The content should include, but not be limited to, scientific method; cells, human body protists; plants, animals, matter and energy, geology; astronomy, meteorology, and oceanography. Students are introduced to basic concepts about life, are given an overview of living organisms from the simple to the complex, and are taught about the human body. Also emphasized with respect to the human body are the importance of nutrition, the causes and effects of disease, and the effects of drugs, tobacco, and alcohol. Laboratory investigations of selected topics in the content which also include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of the course. Completion of credit precludes earning credit in M/J Comprehensive Science 2, Advanced.

200208001-M/J Comprehensive Science 2, Advanced (C28)

1.00 CREDIT

The purpose of this course is to provide the second year of a sequential three year course of study in exploratory experiences and activities in advanced concepts of life, earth/space, and physical sciences. The content should include, but not be limited to, scientific method; cells, human body; protists; plants, animals, matter and energy, geology; astronomy, meteorology, and oceanography.

Students are introduced to basic concepts about life, are given an overview of living organisms from the simple to the complex, and are taught about the human body. Also emphasized with respect to the human body are the importance of nutrition, the causes and effects of disease, and the effects of drugs, tobacco, and alcohol. Laboratory investigations of selected topics in the content which also include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of the course. This course meets the requirement for seventh graders. Completion of this course precludes earning credit in M/J Comprehensive Science 2.

200208002-M/J Comprehensive Science 2, Advanced/Gifted (C27) 1.00 CREDIT

The purpose of this course is to provide the second year of a sequential three year course of study in exploratory experiences and activities in advanced concepts of life, earth/space, and physical sciences. The content should include, but not be limited to, scientific method; cells, human body; protists; plants, animals, matter and energy, geology; astronomy, meteorology, and oceanography.

Students are introduced to basic concepts about life, are given an overview of living organisms from the simple to the complex, and are taught about the human body. Also emphasized with respect to the human body are the importance of nutrition, the causes and effects of disease, and the effects of drugs, tobacco, and alcohol. Laboratory investigations of selected topics in the content which also include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of the course. This course incorporates the goals & objectives in the "Resource Manual for Gifted Programs" and available only to gifted. Meets requirement for 7th grade. Completion precludes earning credit in Comprehensive Science Regular or Advanced 2.

***MIAMI-DADE COUNTY PUBLIC SCHOOLS CURRICULUM OFFERING
7th GRADE – SOCIAL STUDIES***

210601001-M/J Civics (D25) 1.00 CREDIT

The purpose of this course is to prepare students to participate as informed citizens of their community, state, and nation by providing them with the knowledge and skills necessary to function in our democratic society. An understanding of the purpose and goals of our democratic society will be developed in order to instill a feeling of pride and patriotism for our system and a desire for civic participation. The content should include, but not be limited to, an understanding of the United States constitutional government, the free enterprise system, the legal system and the development, structure, and function of local, state, and national government within that constitutional framework.

The course should lead the student to an understanding of contemporary social issues, a realization of the role of the individual in our democratic system, and an understanding of rights, responsibilities, and obligations.

SELECTION CONSIDERATION

Meets the middle school requirement for Civics.

Students taking this course will be required to take an End Of Course (EOC) assessment which will account for 30% of the final grade.

210602001-M/J Civics, Advanced (D28)

1.00 CREDIT

The purpose of this course is to prepare students to participate as informed citizens of their community, state, and nation by providing them with comprehensive knowledge and skills necessary to function in our democratic society. An extensive understanding of the purpose and goals of our democratic society will be developed in order to instill a feeling of pride and patriotism for our system.

The content should include, but not be limited to, an analysis of the United States constitutional government, the free enterprise system, the legal system, and the development, structure and function of local, state, and national governments within that constitutional framework. The course should lead the student to an understanding of contemporary social issues, a realization of the role of the individual in our democratic system and an understanding of rights, responsibilities, and obligations.

SELECTION CONSIDERATION

This is a course for the motivated student, which meets the middle school requirement for Civics.

Students taking this course will be required to take an End Of Course (EOC) assessment which will account for 30% of the final grade.

210602002-M/J Civics, Advanced Gifted (D27)

1.00 CREDIT

The purpose of this course is to prepare students to participate as informed citizens of their community, state, and nation by providing them with comprehensive knowledge and skills necessary to function in our democratic society. An extensive understanding of the purpose and goals of our democratic society will be developed in order to instill a feeling of pride and patriotism for our system. The content should include, but not be limited to, an analysis of the United States constitutional government, the free enterprise system, the legal system, and the development, structure and function of local, state, and national governments within that constitutional framework. The course should lead the student to an understanding of contemporary social issues, a realization of the role of the individual in our democratic system and an understanding of rights, responsibilities and obligations.

SELECTION CONSIDERATION

This is a course for the motivated student, which meets the middle school requirement for Civics. This course is only available to students who have been staffed into the gifted program.

Students taking this course will be required to take an End Of Course (EOC) assessment which will account for 30% of the final grade.

***MIAMI-DADE COUNTY PUBLIC SCHOOLS CURRICULUM OFFERING
8th GRADE – LANGUAGE ARTS***

100107001-M/J Language Arts 3 (A35)

1.00 CREDIT

The purpose of this course is to provide instruction in literature, reading, writing, and oral communications.

The content should include, but not be limited to, an analysis of literature, the application of the writing process with emphasis on preparation for the Florida Comprehensive Assessment Test in reading and writing, and the use of reading, listening, critical thinking, and study skills in preparation for the Florida Comprehensive Assessment Test. Career information related to language arts should be provided.

100108001-M/J Language Arts 3, Advanced (A38)

1.00 CREDIT

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

The content should include, but not be limited to, the study of traditional and contemporary literature, the application of the writing process to expressive and academic modes with emphasis on preparation for the Florida Writing Assessment Test, the utilization of higher-order reading skills in preparation for the Florida Comprehensive Assessment Test in Reading and Writing; and the practice of formal and informal speaking and listening activities.

Critical thinking should be incorporated in all components of the course. Activities that illustrate the application of communications skills to daily life and work should be provided.

100108002-M/J Language Arts 3, Advanced/Gifted (A37)

1.00 CREDIT

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

The content should include, but not be limited to, the study of traditional and contemporary literature; the application of the writing process to expressive and academic modes with emphasis on preparation for the Florida Comprehensive Assessment Test in Reading and Writing; the utilization of higher-order reading skills; and practice of formal and informal speaking and listening activities.

Critical thinking should be incorporated in all components of the course. Activities that illustrate the application of communications skills to daily life and work should be provided.

This course incorporates the goals and objectives contained in the "Resource Manual for Gifted Programs" and is available only to students staffed into the gifted program.

100202002-M/J Language Arts 3 Through ESOL (A31)

1.00 CREDIT

The purpose of this course is to provide instruction for speakers of other languages in literature, reading, writing, and oral communications.

This course addresses the needs of limited English proficient (LEP) students through the application of second language strategies.

The content should include, but not be limited to, an analysis of literature; the application of the writing process with emphasis on preparation for the Florida Comprehensive Assessment Test, and the use of reading, listening, critical thinking, and study skills in preparation for the Florida Comprehensive Assessment Test. Career Information related to language arts should be provided.

***MIAMI-DADE COUNTY PUBLIC SCHOOLS CURRICULUM OFFERING
8th GRADE – READING***

100001008-M/J Intensive Reading (MC) (R39)

1.00 CREDIT

The purpose of this course is to provide intensive reading instruction and practice in reading skills.

The content should include, but not be limited to, content identified by diagnosis of each student's needs for intensive instruction specified in the Academic Improvement Plan and practice in test-taking skills and strategies for reading. The course content must reflect appropriate Sunshine State Standards benchmarks.

170010001-M/J Crit. Thinking, Prob. Solv. & Learn. Strat. (R37) **1.00 CREDIT**

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

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

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

1002181LI-M/J Dev. L/A Through ESOL (MC) Level I (R01) **1.00 CREDIT**

The purpose of these courses is to enable native speakers of languages other than English to develop proficient reading, writing, listening, viewing, and speaking skills in the English language. The courses encourage the use of multimedia presentations, technology, and text resources to enrich students' learning experiences and provide an active learning environment. Skills and strategies are designed to increase the students' level of skill and proficiency while meeting state-mandated assessments. Oral communication, reading, and writing skills are interrelated in order to build a connection between oral and written language and empower students with the ability to function in the English language across all subject areas.

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

- participation in informal and formal English conversation, reading, and writing activities with increased vocabulary usage;
- listening, speaking, reading, and writing experiences for increased communication;
- opportunities for informal, formal, and state-mandated assessments.

1002181L2-M/J Dev. L/A Through ESOL (MC) level 2 (R02) **1.00 CREDIT**

The purpose of these courses is to enable native speakers of languages other than English to develop proficient reading, writing, listening, viewing, and speaking skills in the English language. The courses encourage the use of multimedia presentations, technology, and text resources to enrich student's learning experiences and provide an active learning environment. Skills and strategies are designed to increase the students' level of skill and proficiency while meeting state-mandated assessments. Oral communication, reading, and writing skills are interrelated in order to build a connection between oral and written language and empower students with the ability to function in the English language across all subject areas.

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

- participation in informal and formal English conversation, reading, and writing activities with increased vocabulary usage;
- listening, speaking, reading, and writing experiences for increased communication;
- opportunities for informal, formal, and state-mandated assessments.

1002181L3-M/J Dev. L/A Through ESOL (MC) level 3 (R03) **1.00 CREDIT**

The purpose of these courses is to enable native speakers of languages other than English to develop proficient reading, writing, listening, viewing, and speaking skills in the English language. The courses encourage the use of multimedia presentations, technology, and text resources to enrich student's learning experiences and provide an active learning environment. Skills and strategies are designed to increase the students' level of skill and proficiency while meeting state-mandated assessments. Oral communication,

reading, and writing skills are interrelated in order to build a connection between oral and written language and empower students with the ability to function in the English language across all subject areas.

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

- participation in informal and formal English conversation, reading, and writing activities with increased vocabulary usage;
- listening, speaking, reading, and writing experiences for increased communication;
- opportunities for informal, formal, and state-mandated assessments.

1002181L4-M/J Dev. L/A Through ESOL (MC) level 4 (R04)

1.00 CREDIT

The purpose of these courses is to enable native speakers of languages other than English to develop proficient reading, writing, listening, viewing, and speaking skills in the English language. The courses encourage the use of multimedia presentations, technology, and text resources to enrich student's learning experiences and provide an active learning environment. Skills and strategies are designed to increase the students' level of skill and proficiency while meeting state-mandated assessments. Oral communication, reading, and writing skills are interrelated in order to build a connection between oral and written language and empower students with the ability to function in the English language across all subject areas.

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

- participation in informal and formal English conversation, reading, and writing activities with increased vocabulary usage;
- listening, speaking, reading, and writing experiences for increased communication;
- opportunities for informal, formal, and state-mandated assessments.

***MIAMI-DADE COUNTY PUBLIC SCHOOLS CURRICULUM OFFERING
8th GRADE – MATHEMATICS***

120507001-M/J Pre-Algebra (B35)

1.00 CREDIT

The purpose of this course is to continue the development of the strands addressed in the sunshine state standards across the PreK-12 curriculum and prepare students for Algebra I. The content should include, but not be limited to, numeration, whole numbers, fractions, decimals, percents, integers, geometry, measurement, estimation, graphing, number theory, ratio and proportion, probability, statistics, data analysis, algebraic thinking.

The course should be taught within the context of problem solving, and calculators and computers should facilitate instruction.

120032001-Algebra I, Honors (B38)

1.00 CREDIT

The purpose of this course is to provide the foundation for more advanced mathematics courses and to develop the skills needed to solve mathematical problems. Topics shall include, but not be limited to, sets; variables; structure and properties of the real number system; first-degree equations/inequalities; relations and functions; graphs; systems of linear equations/inequalities; integral exponents; polynomials; factoring; rational algebraic expressions; irrational numbers; radical expressions; quadratic equations and mathematical problems.

Students taking this course will be required to take an End Of Course (EOC) assessment which will account for 30% of the final grade.

120032002-Algebra I, Gifted Honors (B37)**1.00 CREDIT**

The purpose of this course is to provide the foundation for more advanced mathematics courses and to develop the skills needed to solve mathematical problems. Topics shall include, but not be limited to, sets; variables; structure and properties of the real number system; first-degree equations/inequalities; relations and functions; graphs; systems of linear equations/inequalities; integral exponents; polynomials; factoring; rational algebraic expressions; irrational numbers; radical expressions; quadratic equations and mathematical problems.

Students taking this course will be required to take an End Of Course (EOC) assessment which will account for 30% of the final grade.

120632001 Geometry, Honors (B07)**1.00 CREDIT**

The purpose of this course is to give a rigorous in-depth study of geometry with emphasis on reasoning and logic and the formal language of mathematics. Basic topics in non-Euclidean geometries will also be explored. Topics shall include, but not be limited to, structure of geometry; separation properties; angle concepts; triangles; quadrilaterals; proofs, perpendicularity and parallelism in a plane and in space; similar polygons; circles and spheres; constructions; area and volume; coordinate geometry, topology, and transformational geometry.

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

120400008-M/J Intensive Mathematics (B39)**1.00 CREDIT**

This elective course is designed to assist students with content mastery of Math 1, Math 2, or Math 3.

***MIAMI-DADE COUNTY PUBLIC SCHOOLS CURRICULUM OFFERING
8th GRADE – SCIENCE***

200210001-M/J Comprehensive Science 3 (C35)**1.00 CREDIT**

The purpose of this course is to provide the third year of a sequential three year course of study in exploratory experiences and activities in concepts of life, earth/space, and physical sciences.

The content should include, but not be limited to, scientific method; cells, human body; protists; plants, animals, matter and energy, geology; astronomy, meteorology, and oceanography.

Meets requirement for eighth graders. Completion of this course precludes earning credit in M/J Comprehensive Science 3, Advanced.

Laboratory investigations of selected topics are an integral part of the course.

200332001- Physical Science Honors (C38)**1.00 CREDIT**

The purpose of this course is to provide students with a quantitative investigative study of the theories and laws associated with the natural physical and chemical properties of matter. The content shall include, but not be limited to: volume and mass, characteristic properties of matter, interaction of matter, periodic table, atomic structure, forms of energy, motion, forces, electricity, magnetism and career opportunities.

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

SC***Completion of a credit in this course precludes the earning of credit in physical science.

200332002- Physical Science, Honors Gifted (C37)

1.00 CREDIT

The purpose of this course is to provide students with a quantitative investigative study of the theories and laws associated with the natural physical and chemical properties of matter. The content shall include, but not be limited to: volume and mass, characteristic properties of matter, interaction of matter, periodic table, atomic structure, forms of energy, motion, forces, electricity, magnetism and career opportunities.

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

SC***Completion of a credit in this course precludes the earning of credit in physical science.

This course incorporates the goals and objectives contained in the "Resource Manual for Gifted Programs" and is available only to students staffed into the gifted program.

200032001 Biology, Honors (C48)

1.00 CREDIT

The purpose of this course is to provide advanced, in-depth, exploratory experiences, laboratory experiences, and real-life applications in the biological sciences.

The content should include, but not be limited to the following: the nature of science; matter, energy, and chemical process of life; cell biology, reproduction and communication; genetic principles, diversity, and biotechnology; levels of organization, classification, and taxonomy; structure, function, and reproduction of plants, animals, and microorganisms; behavior of organisms; interdependence of organism, humans, and the environment; biological selection, adaptations, and changes through time; agriculture, food, and medical technologies, and biological careers.

Laboratory investigations, which include the use of scientific research, measurement, laboratory technologies, and safety procedures are an integral part of this course.

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

***MIAMI-DADE COUNTY PUBLIC SCHOOLS CURRICULUM OFFERING
8th GRADE – SOCIAL STUDIES***

210901001-M/J World History (D35)

1.00 CREDIT

The purpose of this course is to provide students the opportunity to acquire an understanding of the development of civilizations and their impact on our contemporary world by examining the political, economic, social, religious, geographic, scientific, and cultural factors that have affected humanity.

The content should include, but not be limited to, the development of civilizations in historical and geographical settings, events and personalities which have significantly influenced culture and history, major political, economic, social and religious beliefs, and institutions of selected eastern and western cultures.

210902004-M/J World History, Advanced (D38)

1.00 CREDIT

The purpose of this course is to provide students the opportunity to acquire an understanding of the development of civilizations and their impact on our contemporary world by examining the political, economic, social, religious, geographic, scientific, and cultural factors that have affected humanity.

The content should include, but not be limited to, the development of civilizations in historical and geographical settings, events and personalities which have significantly influenced culture and history, major political, economic, social and religious beliefs, and institutions of selected eastern and western cultures.

210902005-M/J World History, Advanced/Gifted (D37)

1.00 CREDIT

The purpose of this course is to provide students the opportunity to acquire an understanding of the development of civilizations and their impact on our contemporary world by examining the political, economic, social, religious, geographic, scientific, and cultural factors that have affected humanity.

The content should include, but not be limited to, the development of civilizations in historical and geographical settings, events and personalities which have significantly influenced culture and history, major political, economic, social and religious beliefs, and institutions of selected eastern and western cultures.

This course incorporates the goals and objectives contained in the "Resource Manual for Gifted Programs" and is available only to students staffed into the gifted program. Laboratory investigations of selected topics are an integral part of this course.

Florida End-of-Course (EOC) Assessments

The Florida EOC Assessments are part of [Florida's Next Generation Strategic Plan](#) for the purpose of increasing student achievement and improving college and career readiness. EOC assessments are computer-based, criterion-referenced assessments that measure the [Next Generation Sunshine State Standards](#) for specific courses, as outlined in their course descriptions. The first assessment to begin the transition to end-of-course testing in Florida was the 2011 Algebra 1 EOC Assessment. Biology 1 and Geometry EOC Assessments were administered for the first time in spring 2012. The U.S. History EOC Assessment will be administered for the first time in spring 2013, and the Civics EOC Assessment will be administered for the first time in spring 2014. New Achievement Levels for the Algebra 1 EOC Assessment were approved in 2011 and for the Biology 1 and Geometry EOC Assessments in 2012 through a [standard-setting process](#). This process will be followed again for the U.S. History EOC Assessment.

***MIAMI-DADE COUNTY PUBLIC SCHOOLS CURRICULUM OFFERING
6th, 7th, & 8th GRADE - ELECTIVES***

210400002- Social/Law Studies (L01/L11)

.50 CREDIT

The purpose of this course is to provide students with the opportunity to acquire basic knowledge and understanding of the various disciplines in the social studies.

The content should include, but not be limited to, an introduction to the basic concepts and methodology of the social studies disciplines and the interdisciplinary concepts of change, conflict, interdependence, choice, and environment. Infused with this content will be development of reasoning and information processing skills. SC***Elective social studies credit

210603001- Law Studies (L02/L12)**0.50 CREDIT**

This course provides an introductory examination of our criminal and civil justice systems. Students will identify the need for law and the basis for our legal system.

Topics include: causes and effects of crime, consumer fraud, consumer protection, and the individual's role in helping to maintain a just society based on law. SC***Elective social studies credit

010101001- Two Dimensional Studio Art (E01/E02)**0.50 CREDIT**

The purpose of this course is to provide students with additional understanding of two and three-dimensional design concepts and aesthetic judgments, emphasizing creativity as it relates to the students' intellectual, emotional, social and perceptual growth.

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

- continued development of sensitivity toward the environment
- historical and cultural studies, technical processes and production
- critical analysis of two- and three-dimensional art

130109001-M/J Exploring Music (M11/M12)**0.50 CREDIT**

The purpose of this course is to help students develop purposeful listening skills, acquire knowledge about music and musicians, and appreciate the role and contribution of music in society.

The content should include, but not be limited to, listening to music, reading about music, discussing the role of music, and acquiring necessary skills for making informed judgments about music.

130200001-M/J Band (M13)**1.00 CREDIT**

The purpose of this course is to provide students opportunities to develop performance skills on a band instrument, to participate in a musical ensemble, and to develop musicianship skills including reading.

The content should include, but not be limited to, instrumental performance techniques, interpretation of music notation, and understanding of music fundamentals.

150860001-M/J Physical Education (P01/W01) (P02/W02)**0.50 CREDIT**

The purpose of this course is to: (a) improve health-related fitness through participation in games/sports, gymnastics, dance, and individual developmental activities and (b) evaluate physical activities in terms of fitness values.

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

- safety practices
- assessment of health-related fitness
- skill-related components of physical fitness
- evaluation of physical activities in terms of fitness value
- principles of exercise and training
- psychological values of physical fitness including positive self-image
- interrelationships among exercise, nutrition, and rest
- fitness activities

17000001- Research (C47)

1.00 CREDIT

The purpose of this course is to enable students to develop the skills necessary to produce a basic research product.

The content should include, but not be limited to, identification of research topics and problems, and development of basic research method skills. The development and/or application of the research skills must be appropriate for the developmental level of the middle school student.

SC***Research should be performed in connection with a specified field of study.

11000001-M/J Multimedia Production (Q01)

1.00 CREDIT

This course provides practical experiences for students in the operation of media centers and the production of multimedia materials.

07090001-M/J Spanish for Spanish Speakers, Beginning (S01)

1.00 CREDIT

The purpose of this course is to provide a review of fundamental language skills for students who already speak Spanish, focusing on oral and written communication free from English interference.

Content emphasis is on the reinforcement of the students' ability to clearly communicate ideas and feelings, both orally and in writing, and the development of comprehension skills through the study of reading selections.

SELECTION CONSIDERATION

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

070901001-M/J Spanish for Spanish Speakers, Intermediate (S02)

1.00 CREDIT

The purpose of this course is to continue the development of language skills for both oral and written communication, as well as the introduction of selected readings in Spanish.

Content emphasis focuses on basic grammar, especially contrasting English and Spanish language mechanics, punctuation, syllabication and capitalization.

SELECTION CONSIDERATION

This course is for students who have completed 070900001, or its equivalent.

070930001- Spanish for Spanish Speakers, 1 (S03)

1.00 CREDIT

The purpose of this course is to reinforce the development of language skills for both oral and written communication.

Content emphasis focuses on further development of grammar, reading, and writing skills as well as cultural awareness through selected readings.

SELECTION CONSIDERATION

This course will serve as a High School Credit.

100148001 – Communications Methodology Honors (C-01)

1 .00 CREDIT

The purpose of this course is to enable students to highly refine communication and critical-thinking skills important for success in college and career readiness.

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

Using problem solving skills and research skills; reading on-grade level informational and technical texts of high complexity to obtain and analyze information and synthesize into evidence supporting the text; reading on-grade level literacy text to obtain information and integrate knowledge of selected texts in listed standards; writing informational and argument texts to communicate information and ideas; using listening and speaking skills to obtain and communicate information and ideas; using highly complex digital and multimedia informational text, along with appropriate electronic tool; using listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; collaborating amongst peers.

We will make every effort to assign the top electives chosen; however, many factors will be taken into consideration when the schedules are prepared.

Students with TEST levels 1 & 2 in Mathematics or Reading as well as students in need of course recovery may be required to take intensive courses or recovery courses in place of their electives.

In addition, be aware that all students in the EFL track will take Spanish, all students in CEA will take Law, and all students in STM will take Research.



SIXTH GRADE SUBJECT SELECTION SHEET 2019-2020

R _____
M _____

Student Name _____	ID# _____	Present Grade/HR Teacher _____
Address _____		Phone # _____

This Section is to be filled out by the students and their parents.

In the spaces below, write your preference numbers in front of each elective (the one you want most must have a 1, and the one you like least must have a 7). We will make every effort to give you one of the top three choices; however, regardless of preference numbers, all students will be placed in a one-semester PE course combined with Art, Music, or Computers unless the parental PE waiver on the back of this form has been filled out. At which time Spanish will be considered as annual course or students with TEST level 1 or 2 in Math may be required to take Intensive Math in the place of the elective.

ART
 SPANISH
 MUSIC
 PE
 COMPUTERS
 FINANCE

School Officials ONLY: Teachers, please initial next to the recommended course placement.

All students will be required to take a one semester PE course unless the Parental PE Waiver on the back of this form has been filled out. Students with TEST level 1 or 2 in Math will be required to take an Intensive Math Class in the place of the elective.

<p>GIFTED _____</p> <p>A17 Language Arts B17 Mathematics C17 Science D17 Social Studies R17 Reading</p>	<p>ADV __ EFL __ CEA __ STM __</p> <p>A18 Language Arts B18 Mathematics C18 Science D18 Social Studies R17 Reading PE & M/A/C</p>	<p>ELL 1&2 _____</p> <p>A11 ESOL 1-2 R01 ESOL 1 R02 ESOL 2 B15 Mathematics C15 Science D15 Social Studies</p>	<p><u>OFFICE USE ONLY</u></p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p>
<p>REGULAR _____</p> <p>A15 Language Arts B15 Mathematics C15 Science D15 Social Studies R17 Reading</p>	<p>ESE _____</p> <p>A15 Language Arts B15 Mathematics C15 Science D15 Social Studies R17 Reading</p>	<p>ELL 3&4 _____</p> <p>A11 ESOL 3-4 R03 ESOL 3 R04 ESOL 4 B15 Mathematics C15 Science D15 Social Studies</p>	

Gifted, ADV, EFL, CEA, STM, ELL, and ESE courses are for students predetermined to be in these programs.

I have read, understand, and agree with the placement of my 6 th grade student .	
_____ Student Signature	_____ Parent Signature



SEVENTH GRADE

SUBJECT SELECTION SHEET

2019-2020

R _____ M _____

Student Name _____	ID# _____	Present Grade/HR Teacher _____
Address _____		Phone # _____

This Section is to be filled out by the students and their parents.

In the spaces below, write your preference numbers in front of each elective (the one you want most must have a 1, and the one you like least must have a 7). We will make every effort to give you one of the top three choices; however, regardless of preference numbers, all students will be placed in a one-semester PE course combined with Art or Music unless the parental PE waiver on the back of this form has been filled out. At which time Spanish will be considered as annual course or students with TEST level 1or 2 in Math may be required to take Intensive Math in the place of the elective.

ART
 SPANISH
 MUSIC
 PE
 COMPUTERS
 HEALTH

School Officials ONLY: Teachers, please initial next to the recommended course placement.

All students will be required to take a one semester PE course unless the Parental PE Waiver on the back of this form has been filled out. Students with FCAT level 1or 2 in Math will be required to take an Intensive Math Class in the place of the elective.

GIFTED _____ A27 Language Arts B27 Mathematics C27 Science D27 Social Studies	ADV ___ EFL ___ CEA ___ STM ___ A28 Language Arts B28 Mathematics C28 Science D28 Social Studies P.E. A/M - SPANISH - LAW - RESEARCH	ELL 1&2 _____ A21 ESOL 1-2 R01 ESOL 1 R02 ESOL 2 B25 Mathematics C25 Science D25 Social Studies	<u>OFFICE USE ONLY</u> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____
REGULAR _____ A25 Language Arts B25 Mathematics C25 Science D25 Social Studies	ESE _____ A25 Language Arts B25 Mathematics C25 Science D25 Social Studies	ELL 3&4 _____ A21 ESOL 3-4 R03 ESOL 3 R04 ESOL 4 B25 Mathematics C25 Science D25 Social Studies	

Gifted, ADV, EFL, CEA, STM, ELL, and ESE courses are for students predetermined to be in these programs.

I have read and understand that there are four required classes and that each student will be placed in two of the top three electives chosen. I am also aware that all students in the EFL track will take Spanish, all students in CEA will take Law, and all students in STM will take Research.	
_____ Student Signature	_____ Parent Signature



EIGHTH GRADE

SUBJECT SELECTION SHEET

2019-2020

R _____ M _____

Student Name _____	ID# _____	Present Grade/HR Teacher _____
Address _____		Phone # _____

This Section is to be filled out by the students and their parents.

In the spaces below, write your preference numbers in front of each elective (the one you want most must have a 1, and the one you like least must have a 7). We will make every effort to give you one of the top three choices; however, regardless of preference numbers, all students will be placed in a one-semester PE course combined with Art or Music unless the parental PE waiver on the back of this form has been filled out. At which time Spanish will be considered as annual course or students with TEST level 1 or 2 in math may be required to take Intensive Math in the place of the elective.

<input type="checkbox"/> ART	<input type="checkbox"/> SPANISH	<input type="checkbox"/> MUSIC	<input type="checkbox"/> PE	<input type="checkbox"/> VOCAB	<input type="checkbox"/> COMPUTERS	<input type="checkbox"/> FINANCE
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School Officials ONLY: Teachers, please initial next to the recommended course placement.

GIFTED _____ A37 Language Arts B37 Mathematics C37 Science D37 Social Studies	ADV ___ EFL ___ CEA ___ STM ___ A38 Language Arts B30 Mathematics C38 Science D38 Social Studies P.E. A/M, SPANISH, LAW, RESEARCH	ESOL 1&2 _____ A31 ESOL 1-2 R01 ESOL 1 R02 ESOL 2 B35 Mathematics C35 Science D35 Social Studies	<u>OFFICE USE ONLY</u> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____
REGULAR _____ A35 Language Arts B35 Mathematics C35 Science D35 Social Studies	ESE _____ A35 Language Arts B35 Mathematics C35 Science D35 Social Studies	ESOL 3&4 _____ A31 ESOL 3-4 R03 ESOL 3 R04 ESOL 4 B35 Mathematics C35 Science D35 Social Studies	

Gifted, ADV, EFL, CEA, STM, ELL, and ESE courses are for students predetermined to be in these programs.

I have read and understand that there are four required classes and that each student will be placed in two of the top three electives chosen. I am also aware that all students in the EFL track will take Spanish, all students in CEA will take Law, and all students in STM will take Research.

Student Signature

Parent Signature

**Bob Graham Education Center
Physical Education Waiver Request**

(to be filled out only if waiver is desired)

I have read and understand Senate Bill 610, which requires the equivalent of one class period of physical education for a minimum of one semester each year for students in grades 6 through 8; however, at this time I am requesting this requirement be waived based on the following reason(s):

STUDENT NAME

PARENT SIGNATURE

DATE

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in educational programs/activities and employment and 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 Rights Act of 1964, as amended -prohibits discrimination in employment on the basis of race, color, religion, sex or national origin.

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

Age 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 accommodations and telecommunications.

The Family Leave 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 employees.

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

School Board Rules 6Gx13 -4A-1.01; 6Gx13 -4A-1.32; and 6Gx13 -SD-1.10 - prohibit harassment and/or discrimination against an employee or student 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 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 preference for employment.

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