Florida Department of Education

Period of the first day of the 2012-2013 school year through the day prior to the beginning of the 2013-2014 school year.

This document applies to programs in public schools, grades PreK-12, and certain postsecondary programs that begin in the time

Institutional Personnel Assignments

and

Course Code Directory

2012-2013
(b) CURRICULUM FOR HIGH SCHOOL DIPLOMA

For additional information about the AICE program, please contact CIE, U.S. Representative, Shirley Reach, at (650) 320-4770 or email advanced@cambridgeinternational.org.

International Examinations:
In order to offer AICE and other Cambridge assessments, schools must be registered with Cambridge of Education. In order to offer AICE and other Cambridge assessments, schools must be registered with Cambridge of Education. The AICE Diploma program is administered by the Cambridge International Examinations (CIE), and courses are taught in English.

The AICE Diploma program is administered by the Cambridge International Examinations (CIE), and courses are taught in English. The AICE Diploma program is a rigorous, demanding framework of study, which students may take with the opportunity to take their individual interests, abilities, and results into account. AICE courses are equivalent to those offered at the U.S. university level of beyond. AICE courses are equivalent to those offered at the U.S. university level of beyond. AICE courses are equivalent to those offered at the U.S. university level of beyond. AICE courses are equivalent to those offered at the U.S. university level of beyond.
Since the English Language Arts requirements from the dual enrollment courses are not included on the dual enrollment courses - High School Subject Area Equivalency List, noted that students must pass a high school subject area equivalency test to receive credit for dual enrollment courses that are not included on the dual enrollment courses - High School Subject Area Equivalency List. Students should be made aware of the requirements to receive college credit for dual enrollment courses that are included on the dual enrollment courses - High School Subject Area Equivalency List, which is available online. The SBEE has been adopted by the Board of Education to consult the dual enrollment courses - High School Subject Area Equivalency List for high school graduation with the exception of the high school subject area equivalency test.

In the subject areas: For additional information, you may contact your high school counselor. The following subjects must be included in the student's high school curriculum:

- English
- Mathematics
- Science
- Social Studies
- Foreign Language
- Computer Science
- Fine Arts
- Career Education
- Health
- Physical Education

Students may satisfy the two-credit requirement for up to three dual enrollment courses by completing the curriculum for each course and taking the IB exam.

- Complete an extended essay.
- Complete the Extended Project (EPC), which includes at least 75 hours of community service completed in grades 9-12.
- Complete a minimum of 1.75 credits in courses identified by the IB organization. or equivalent courses identified in the school's program.
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<th>University of Miami</th>
<th>University of Michigan - Ann Arbor</th>
<th>New York University</th>
<th>Harvard University</th>
<th>University of California - Berkeley</th>
<th>Columbia University</th>
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**IB Diploma Programme**

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<th>IB Population</th>
<th>Acceptance Rate</th>
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<td>Advanced Placement</td>
<td>AP Exam</td>
<td>Recommended for College</td>
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<tr>
<td>International Baccalaureate</td>
<td>IB Exam</td>
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<td>Advanced Placement</td>
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<td>IB Exam</td>
<td>Recommended for College</td>
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**Comparison of Florida's ARTICULATED ACCELERATION PROGRAMS**
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<th>Diploma</th>
<th>Student passing in AP Exam</th>
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<td><strong>College Board, Research Notes (RN-19)</strong></td>
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<td><strong>Physics B</strong></td>
<td><strong>Physics C: Electricity/Magnetism</strong></td>
<td><strong>Physics C: Mechanics</strong></td>
<td><strong>Psychology</strong></td>
<td><strong>Russian Language and Culture</strong></td>
<td><strong>Spanish Language</strong></td>
<td><strong>Spanish Literature</strong></td>
<td><strong>Statistics</strong></td>
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<td><strong>Studio Art: 2-D Design Portfolio</strong></td>
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<td><strong>AP Exam Score of 3</strong></td>
<td><strong>MUT X001 if composite score is 3 or higher. MUT X111 and MUT X241 if both aural and non-aural subscores are 3 or higher. (min. 3 credits)</strong></td>
<td><strong>PHY X053C or PHY X053/X053L (min. 4 credits)</strong></td>
<td><strong>PHY X054C or PHY X049/X049L (min. 4 credits)</strong></td>
<td><strong>PHY X053C or PHY X053/X053L (min. 8 credits)</strong></td>
<td><strong>PSY X012 (min. 3 credits)</strong></td>
<td><strong>One semester of intermediate-level language (min. 3 credits)</strong></td>
<td><strong>Two semesters of intermediate-level language (min. 6 credits)</strong></td>
<td><strong>Two semesters of intermediate-level language (min. 6 credits)</strong></td>
<td><strong>One semester of introductory literature (min. 3 credits)</strong></td>
<td><strong>STA X014 or STA X023 (min. 3 credits)</strong></td>
<td><strong>ART X09C (min. 3 credits)</strong></td>
<td><strong>ART X201C (min. 3 credits)</strong></td>
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**INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM**

Through comprehensive and balanced curricula, coupled with challenging assessments, the International Baccalaureate Organization (IBO) aims to assist schools in their endeavors to develop the individual talents of young people and teach them to relate the experience of the classroom to the realities of the world outside. Beyond intellectual rigor and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship. The ideal profile of an International Baccalaureate (IB) Diploma Program student is that of a critical and compassionate thinker, an informed participant in local and world affairs, who values the shared humanity that binds all people together while respecting the variety of cultures and attitudes that makes for the richness of life.

The IB Diploma Program is designed to meet the highest standards required of any high school student in the world. Successful completion of the Diploma Program earns the student a diploma recognized for university admission throughout the world and course credit and academic placement at over 1,000 leading colleges and universities in the United States.

The IB Diploma Program is a system of syllabi and examinations based on the idea that general education at the postsecondary level should encompass the development of all the main powers of the mind through which the student interprets, modifies, and enjoys his/her environment.

The Curriculum

The IB Curriculum can best be displayed as a hexagon with six academic areas surrounding the core. Subjects are studied concurrently, and students are exposed to the two great traditions of learning—the humanities and the sciences. Candidates are required to select one subject from each of the six subject groups. Distribution requirements ensure that the science-oriented
student is challenged to learn a World Language and the natural linguist becomes familiar with laboratory procedures. While overall balance is maintained, flexibility in choosing higher level studies allows students to pursue areas of personal interest and to meet special requirements for university entrance. The six groups of study include:

- Group 1 Studies in Language and Literature; including the study of selections from World Literature;
- Group 2 Language Acquisition (Second Language) or second Language A;
- Group 3 Individuals and Societies (Social Sciences);
- Group 4 Experimental Sciences;
- Group 5 Mathematics; and
- Group 6 The Arts and Electives

Assessment & Evaluation of Student Work
Judgments about the quality of students' work depend not only on internal assessment of coursework by school faculty over the four-year period, but also on external assessment and evaluation by a worldwide staff of more than 5,000 examiners led by chief examiners with international authority.

Unique Characteristics
The Diploma Program offers special features in addition to the traditional strengths of a liberal arts curriculum.

Theory of Knowledge (TOK) – the key element in the IB educational philosophy. Theory of Knowledge is a required interdisciplinary course, intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom. TOK challenges students to question the basis of knowledge, to be aware of subjective and ideological biases, and to develop a personal mode of thought based on analysis of evidence expressed in rational argument. TOK seeks to unify the academic subjects and encourage appreciation of other cultural perspectives.

Creativity, Action, Service (CAS) – a fundamental part of the diploma curriculum. The CAS requirement acts as a balance to the demanding academic school program. Participation in theatre productions, sports, and community service activities encourages students to share their energies and talents. The goal of educating the whole person and fostering a more compassionate citizenry becomes real as students reach beyond themselves and their books.

Extended Essay – diploma candidates are required to undertake original research and write an extended essay of some 4,000 words. This project offers students an opportunity to investigate a topic of special interest and acquaints students with the kind of independent research and writing skills expected at a university. Successful completion is also a very important part of a student's overall IB score.

Award of the IB Diploma
The award of the IB diploma requires students to meet defined standards and conditions including:

- Completion of the required sequence of courses in each of the six groups;
- Acceptable score on assessments in three or four subjects at the higher level;
- Acceptable score on assessment at the standard level in other subjects;
- Completion of an extended essay in one of the IB curriculum subjects;
- Completion of a course in Theory of Knowledge; and
- Completion of Creative, Action and Service activities.

Students who fail to satisfy all requirements may be awarded a certificate for successful completion of examinations.

University Recognition
The IB Program is recognized by more than 2,500 universities worldwide. Among the United States universities which have enrolled IB diploma holders are: Carnegie-Mellon, Johns Hopkins University, New York University, Dartmouth, MIT, Duke, U.S. Naval, Air Force and Military Academies, Georgetown, Harvard/Radcliffe, Columbia, Brown, Yale, Cornell, Princeton, Stanford, University of California/Berkeley. ALL Florida universities recognize and enroll IB diploma holders. Many IB students are enrolled in special honors programs at universities.

Certainly, an IB diploma can offer a student an "edge" or boost a student's acceptance into a university where admittance is competitive. However, other advantages include:
• In most universities, IB diploma holders receive college credit or advanced standing or a combination of the two; credit for up to a year is not unusual;
• In Florida, the IB diploma can translate into 30 semester hours in all state universities; and
• Students who earn an IB certificate in a specific subject are also frequently awarded credit or advanced standing in that subject.

The IB Program provides a service, which is unique in its depth, scope, rigor and international emphasis. Seventy-two (72) Florida high schools currently participate in the IB Diploma Program.

Frequently Asked Questions
The following questions and answers were developed to provide an additional resource for parents and students to learn more about how the Diploma Program has been implemented by schools in North America and the Caribbean. For additional information on IB, please contact the IBA office in Bethesda, Maryland at (301) 202-3000, Vancouver at (604) 733-8980, Toll-Free at 1-866-VAN-IBNA, or by email at iba@ibo.org.

1. How is the Diploma Program different from other pre-university academic programs?
The Diploma Program is a comprehensive and balanced two-year curriculum and assessment system that requires students to study courses across all disciplines. Within this structured framework, the Diploma Program provides a great deal of flexibility, accommodating student interest and abilities. Through careful subject selection, students may tailor their course of studies to meet their needs. Regardless of the subject selection, all students will explore the connections between the six major subject areas, study each subject in great detail through independent research, and have the opportunity to apply their knowledge and skills in local and community outreach. Assessment of student achievement happens in a variety of ways throughout the course of the two-year program. It includes assessment of the student’s work both by outside examiners as well as by the students’ own teachers. All assessment undergoes careful review and moderation to ensure that a common, international standard is applied equally to the work of students around the world.

For these reasons, the IB Diploma is recognized by college and universities around the world as a university entry credential. Among North American colleges and universities, the IB Diploma is recognized as a superior education, preparing students to succeed at postsecondary institutions.

2. Is a lot of extra homework involved in the Diploma Program?
IB courses are typically more challenging than regular high school courses, so students may be asked to do more homework. The challenge, however, is not always in the amount of homework assigned; rather it is in the quality of the assignments and the extent to which students engage those assignments. The added benefit here is that students take greater responsibility for their own learning while they learn the valuable skills of time management and organization. Diploma students do not have to forego other important parts of high school life. They may still remain involved in sports, student government, clubs, theater, music, community events, and other extra-curricular activities. Such activities are incorporated into the Diploma Program through the “CAS” (Creativity, Action and Service) requirement.

3. The IB Diploma Program sounds like a lot of extra work. What are the advantages of enrolling in an IB program?
Students with IB Diplomas, who now attend universities, report that their involvement with IB has given them the tools needed to succeed at a university and to make the most of their postsecondary education. In particular, students comment on their sense of preparedness, self-confidence, research skills, ability to manage their time, and willingness to be actively engaged in their own learning. More importantly, they have developed a sense of the world around them, their responsibility to it, and the skills with which to embrace the complexities of life. The IBO often employs a variety of phrases to describe these traits and abilities: “learning how to learn”; “life-long learners”; “critical and compassionate thinkers”; and “informed participants in local and world affairs.”

4. How does the IBO’s Diploma Program compare with The College Board’s Advanced Placement (AP) Program?
Both programs provide students with rich and challenging curricula. Both programs enjoy national and international college and university recognition. The College Board and the IBO issued a joint publication in 2003, “IB & AP” which compares and contrasts both programs. A copy can be found on the IBNA regional pages of the IBO website under “Diploma Program.” To decide which program is right, students are encouraged to compare their own interests, abilities, and goals with the requirements of both programs. The local school’s AP and IB program coordinators should be able to assist students in reaching their decision.
5. **What preparation do students need in order to succeed in the Diploma Program?**
   Students prepare for the Diploma Program in a number of ways. Many IB schools have created “pre-IB” programs designed to assist students in developing a solid background in such subjects as languages and mathematics. Another excellent preparation for the Diploma Program is the IBO’s Middle Years Program, which, besides providing a solid academic foundation, helps students develop a sense of connection between subject areas.

6. **Can students take individual IB courses or do they have to study the whole Diploma?**
   Yes, students can take individual IB courses; however, the strength of the IB Diploma Program is in the Diploma itself, and schools are expected to promote the Diploma. Students who enroll in individual courses will receive an IB certificate noting the courses they took and the grades they earned.

7. **When do IB students begin taking IB courses?**
   The IB Diploma Program encompasses only the final two years of the secondary school sequence. In North America, this generally refers to grades 11 and 12, although in some schools it refers to grades 12 and 13. These are the only years in which students are permitted to take IB courses. However, to help prepare students for the two-year IB Diploma Program, some schools may enroll students in their locally-developed “pre-IB” programs for the high school years leading up to the final two years. Although only the last two years make up the actual IB Diploma Program, schools often refer to the entire three- or four-year sequence (pre-IB plus IB years) as the “Diploma Program.”

8. **How many IB exams are there and when do students take them?**
   The IBO offers curriculum and exams in over 50 different courses for schools. Generally, students can only sit for exams in courses offered by their IB-authorized school; a typical IB Diploma Program in North America offers between 12-15 different IB courses. A student pursuing a full IB Diploma will take six IB exams, including one literature course taught in the student’s native language, one world language, one social science, one experimental science, one math, and one arts course. A second social science, a second experimental science, or a third language can replace the arts course. Of the six exams, three are completed at the standard level (after a minimum of 150 teaching hours) and three are completed at the higher level (after a minimum of 240 teaching hours).

   IB students are expected to take their examinations at the conclusion of the two-year Diploma Program. However, the IBO permits students to take one or two standard level examinations at the end of the first year of the Diploma Program. The remaining exams are taken at the conclusion of the second year of the Diploma Program. Higher level exams can only be taken at the end of the second year. In many schools, all examinations are taken in the final year.

9. **Can I take an IB exam without taking the IB course in that subject?**
   No. Part of the student’s final IB grade comes from work done in the classroom so it is impossible to take an IB exam without having participated in the IB course in that subject.

10. **Does the IB Diploma Program satisfy my state or provincial requirements?**
    Students who succeed in receiving the IB Diploma will meet the local high school’s graduation requirements and, therefore, will receive the local high school diploma. Even if students fail to satisfy all of the IB Diploma requirements, they will generally have met the school’s requirements to receive the local high school diploma. In some cases, students who participate in the IB Diploma Program will also fulfill the requirements of their state’s standards examinations or their province’s curriculum and examination. Please contact the North American office of the IBO for a list of which states or provinces have accepted the IB Diploma as having met their expectations.

11. **May I take IB examinations even if I am not attending an IB school?**
    No. The IBO permits only students enrolled in and attending IB-authorized schools to participate in an IB program and take IB examinations.

12. **How can I enroll in the IB program?**
    Each school establishes its own student enrollment policies. We encourage you to contact your school’s IB Diploma Program coordinator to learn how to enroll your child. You can find the names and addresses of authorized schools on the IBO website at [www.ibo.org](http://www.ibo.org). Click on "IB schools directory."
13. Can students with special needs participate in an IB program?
The IBO has published the established policies for accommodating students with special needs. This publication is available from the publications department website at www.ibo.org/programmes/pd/special/documents/dospecialassessment.pdf. Schools are asked to notify the IBO of participating students identified as having special needs. This is especially important at the time student-learning plans are being developed.

14. Does the Middle Years Program lead directly to the Diploma Program?
The IBO Middle Years Program (MYP) is an excellent preparation for the Diploma Program. Many of the concepts, program elements, and the underlying philosophy found in the MYP are consistent with those found in the Diploma Program. Nevertheless, the MYP is not a prerequisite. Indeed, schools and school districts might not offer both the MYP and the Diploma Program. Further, because schools and school districts establish their own enrollment criteria for participating in the Diploma Program, a student's prior involvement with the MYP is not a guarantee of entry into the Diploma Program.

15. Can students transfer from one Diploma Program school to another?
Yes, but while the Diploma Program itself is the same from school to school, the subject choices available to students will vary. Economics may be offered at one school, while another offers History of Europe; Language B German may be the only option at one school, while another may have five different Language B options – none of them German! For this reason, families are encouraged to contact the Diploma Program coordinator at the school in the area where they plan to relocate.

16. What do colleges and universities think about the Diploma Program?
Colleges and universities throughout North America view the IB Diploma Program as providing outstanding preparation for university work. Additionally, many of the selective institutions have established policies that recognize the work students have done. Some universities also offer scholarships to IB graduates. We encourage you to visit the University and Government page of the IBO website: www.ibo.org/informationfor/universitiesandgovernments/. There you will be able to research the IB recognition policies of postsecondary institutions throughout the world.

17. Can I earn college credit for IB even if I do not earn the full IB diploma?
Yes, as of December 2005, according to the SBE Rule/BOG Regulation 6A-10.024, F.A.C., students who earn passing scores for IB exams are awarded college credit according to the equivalencies determined by the ACC. Refer to the ACC Credit-By-Exam Equivalencies for specific awarded guarantees available at http://www.fldoe.org/articulation/pdf/ACC-CBE.pdf.

18. In taking difficulties courses, do students' changes improve for qualifying for scholarships and admission to universities?
At a time when increasing numbers of college and university applicants are presenting equally impressive GPAs or percentages, admission officers must look for other evidence that the student will succeed in the challenges of the new academic environment. Admission officers look for factors such as the quality of the courses represented on the transcript, the balance of courses across all disciplines, the record of the student's research abilities, and the details of school and community involvement—all requirements of the Diploma Program. Research conducted at several North American universities report that IB Diploma holders do enjoy success in their postsecondary studies, often earning higher grades than their colleagues. Increasingly, universities are actively recruiting IB students by offering enhanced recognition or scholarships for successful IB work.

19. Does an IB Diploma allow students to go abroad to a university?
Yes, in many cases. One of the founding ideals of the Diploma Program was to establish an internationally-recognized system of curriculum and assessment that would be accepted by universities and ministries of education around the world. The Diploma Program is accepted by over 2,500 universities worldwide. We encourage you to visit the University and Government page of the IBO website: www.ibo.org/informationfor/universitiesandgovernments/. There you will be able to research the IB recognition policies of postsecondary institutions throughout the world.

20. How do I send a transcript of my IB results to a college or university?
Students who have completed IB examinations are encouraged, and often required, to request that a special IB transcript of their results be sent to the North American college or university they plan to attend. Their Diploma Program coordinator should file a request on their behalf while they are still high school students. Transcripts requested by current IB students in this way are free. After leaving the secondary school or high school, students may write directly to the IB Americas Global Centre in Maryland and request a transcript of results. The letter should include the student's name, IB student code number, the IB high school they attended, the year(s) in which examinations were taken, and where the transcript should be sent. A fee is charged for transcripts requested in this way.
A check or money order, made out to IBO, of US$15 or CDN$17 should accompany this request. For more information about transcript requests, please call the IB Information Desk at (301) 202-3025, or complete an online request on the IB website http://www.ibo.org/iba/transcripts/index.cfm.

### ACC Credit-By-Exam Equivalencies for IB

<table>
<thead>
<tr>
<th>Exam</th>
<th>IB Score of 4</th>
<th>Minimum Scores for Exam</th>
<th>IB Score of 5</th>
<th>Minimum Scores for Exam</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>BSC X005C or BSC X005L</td>
<td>BSC X005C and BSC X010C or BSC X005/X005L and BSC X010/X010L</td>
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<tr>
<td>Business and Management</td>
<td></td>
<td></td>
<td>GEB X011 or MAN X604 or MAN X652</td>
<td>GEB X011 or MAN X604 or MAN X652 and General Business or Management course determined by institution</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>CHM X020C or CHM X20/X20L</td>
<td>CHM X020C or CHM X20/X20L and CHM X045C or CHM X045/045L</td>
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<tr>
<td>Computer Science</td>
<td>CGS X078</td>
<td>CGS X078 and other Computer Science course</td>
<td></td>
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<tr>
<td>Design Technology</td>
<td>ETI X410 (3 credits)</td>
<td>ETI X410 and other Engineering Technologies course determined by institution</td>
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<tr>
<td>Economics</td>
<td>ECO X000</td>
<td>ECO X013 and ECO X023</td>
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<tr>
<td>Ecosystems and Societies</td>
<td>EVR X017 or EVR X018</td>
<td>EVR X017 or EVR X018 and other Interdisciplinary Science or Environmental Studies course determined by institution</td>
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<tr>
<td>English A1</td>
<td>ENC X101</td>
<td>ENC X101 and ENC X102 or LIT X100 or LIT X110</td>
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<tr>
<td>Environmental Systems</td>
<td>ISC X050 (3 credits)</td>
<td>ISC X050 and other Interdisciplinary Science or Environmental Science course determined by institution</td>
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<tr>
<td>Film Studies</td>
<td>FIL X000 or FIL X001</td>
<td>FIL X000 or FIL X001 and FIL X002 or FIL X20</td>
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<tr>
<td>French</td>
<td>One semester of language credit at Elementary Language II level(min. 3 credits)</td>
<td>Two semesters of Elementary Language II and Intermediate Language I level(min. 6 credits)</td>
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<td></td>
<td>No literature credit</td>
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<tr>
<td>Further Mathematics</td>
<td>MHF X202</td>
<td>MHF X202 and MHF X209</td>
<td></td>
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<tr>
<td>Geography</td>
<td>GEA X000</td>
<td>GEO X200 and GEO X400</td>
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<tr>
<td>German</td>
<td>One semester of language credit at Elementary Language II level(min. 3 credits)</td>
<td>Two semesters of Elementary Language II and Intermediate Language I level(min. 6 credits)</td>
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<td></td>
<td>All students study 20th-Century World History. Higher Level students also study a 100-year period between 1750 and the present in one of several regions. Standard Level students do a project in any History subject.</td>
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<tr>
<td>History</td>
<td>WOH X030</td>
<td>WOH X030 and one semester (min. 3 credits) of lower-level History elective depending on student's choice of specialized subject.</td>
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<tr>
<td>Information and Technology</td>
<td>No direct equivalent (min. 3 credits)</td>
<td>No direct equivalent (min. 6 credits)</td>
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<tr>
<td>Islamic History</td>
<td>No direct equivalent (min. 3 credits)</td>
<td>No direct equivalent (min. 6 credits)</td>
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<tr>
<td>Latin</td>
<td>LAT X230 or LAT X0XX</td>
<td>LAT X230 and LAT X0XX or LIN X0XX</td>
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<tr>
<td>Math Methods</td>
<td>MAC X105</td>
<td>MAC X105 and MAC X140 or MAC X140 and MAC X233</td>
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<tr>
<td>Math Studies</td>
<td>MAT X033</td>
<td>MAT X033 and MGF X106</td>
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<tr>
<td>Mathematics</td>
<td>MAC X147</td>
<td>MAC X147 and MAC X233 or MAC X233 and MAC X311</td>
<td></td>
<td></td>
<td>MAC X147 can substitute for MAC X140 and MAC X114</td>
</tr>
<tr>
<td>Course</td>
<td>Requirement</td>
<td>Comment</td>
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<tr>
<td>Music</td>
<td>MUL X010 (3 credits)</td>
<td>MUL X010 and additional course determined by institution (6 credits)</td>
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<tr>
<td>Philosophy</td>
<td>PHI X010 (min. 3 credits)</td>
<td>PHI X010 and additional Philosophy course (min. 6 credits)</td>
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<tr>
<td>Physics</td>
<td>PHY X020C or PHY X020/X020L</td>
<td>PHY X020C or PHY X020/X020L and PHY X009 or PHY X053C or PHY X055/X053L and PHY X054C or PHY X054/X054L</td>
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<tr>
<td>Psychology</td>
<td>PSY X012</td>
<td>PSY X012 and additional course determined by institution.</td>
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<tr>
<td>Social Anthropology</td>
<td>ANT X410</td>
<td>ANT X410 and additional ANT course determined by institution.</td>
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<tr>
<td>Spanish</td>
<td>One semester of language credit at Elementary Language II level (min. 3 credits)</td>
<td>Two semesters of Elementary Language II and Intermediate Language I level (min. 6 credits)</td>
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<tr>
<td>Theatre Arts</td>
<td>THE X000 or THE X020</td>
<td>THE X000 or THE X020 and one semester (min. 3 credits) credit in theater history, performance, stagecraft, theory or literature depending on student’s strengths</td>
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<tr>
<td>Visual Arts</td>
<td>ART X012 or ART X014 (3 credits)</td>
<td>ART X012 or ART X014 and additional Art course determined by institution.</td>
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</tbody>
</table>

**CAMBRIDGE ADVANCED INTERNATIONAL CERTIFICATE OF EDUCATION DIPLOMA**

The Cambridge Advanced International Certificate of Education (AICE) Diploma Program is administered and assessed by Cambridge International Examinations (Cambridge), a not-for-profit department of the world-renowned University of Cambridge in the United Kingdom (UK). Cambridge offers a wide range of academic and vocational qualifications in more than 160 countries.

Cambridge AICE is an international curriculum and examination system, which emphasizes the value of broad and balanced study for academically able students. Its strengths lie in the flexibility and structure of the curriculum and encouraging in-depth, working knowledge of each subject, and essay-based examinations of knowledge and skill mastery. Cambridge AICE examinations are available at the Advanced Subsidiary (AS) Level after one year (180 hours) of study and/or at the Advanced (A) Level after two years (360 hours) of study.

Cambridge courses provide learners with the foundation to achieve high levels of academic and personal learning in an engaging way. Together with schools, Cambridge aims to develop learners who are:

- **Confident** in working with information and ideas – their own and of others;
- **Responsible** for themselves, responsive to and respectful of others;
- **Reflective** as learners, developing their ability to learn;
- **Innovative** and equipped for new and future challenges; and
- **Engaged** intellectually and socially, and ready to make a difference.

Cambridge AICE courses are equivalent to those offered at U.S. university freshmen level or beyond. Routes to the Cambridge AICE Diploma are extremely flexible and offer students the opportunity to tailor their studies to individual interests, abilities, and future plans within an international curriculum framework.
MEMORANDUM

TO: District Superintendents

FROM: Pam Stewart

DATE: March 2, 2012

SUBJECT: Students Required to Complete End-of-Course Assessments

There have been many questions about which students are required to complete statewide end-of-course (EOC) assessments. For the EOC assessments that are required for high school graduation (Algebra 1, Geometry, and Biology), all students must participate in and pass these assessments, including those in accelerated courses or programs. If an accelerated course is being used to meet a student’s high school graduation requirement for courses that require passing a statewide EOC, the student must participate in and pass the subject area EOC assessment.

- Beginning with the 2011-12 ninth-grade cohort, all students are required to participate in and pass the Algebra 1 EOC assessment to earn the required credit in Algebra 1.
- Beginning with the 2011-12 ninth-grade cohort, all students enrolled in Biology or Geometry are required to participate in the Biology or Geometry EOC assessment; the 2011-12 ninth-grade cohort assessment results must count as 30 percent of the final course grade average.
- Beginning with the 2012-13 ninth-grade cohort, all students enrolled in Biology and Geometry are required to participate in and pass the Biology and Geometry EOC assessments to earn the required credits in Biology 1 and Geometry.

Beginning in 2012-13, all students enrolled in U.S. History or U.S. History Honors will be required to participate in the U.S. History EOC. The results of this assessment must count as 30 percent of the final course grade average. Students who meet the U.S. History course graduation requirement through completion of an accelerated course will not be required to participate in the U.S. History EOC. Students who have a passing course average will meet the high school graduation credit requirement.
011.62 Funds for operation of schools:
Calculation of additional full-time equivalent membership based on International Baccalaureate examination scores of students.—A value of 0.16 full-time equivalent student membership shall be calculated for each student enrolled in an International Baccalaureate course who receives a score of 4 or higher on a subject examination. A value of 0.3 full-time equivalent student membership shall be calculated for each student who receives an International Baccalaureate diploma. Such value shall be added to the total full-time equivalent student membership in basic programs for grades 9 through 12 in the subsequent fiscal year. Each school district shall allocate 80 percent of the funds received from International Baccalaureate bonus FTE funding to the school program whose students generate the funds and to school programs that prepare prospective students to enroll in International Baccalaureate courses. Funds shall be expended solely for the payment of allowable costs associated with the International Baccalaureate program. Allowable costs include International Baccalaureate annual school fees; International Baccalaureate examination fees; salary, benefits, and bonuses for teachers and program coordinators for the International Baccalaureate program and teachers and coordinators who prepare prospective students for the International Baccalaureate program; supplemental books; instructional supplies; instructional equipment or instructional materials for International Baccalaureate courses; other activities that identify prospective International Baccalaureate students or prepare prospective students to enroll in International Baccalaureate courses; and training or professional development for International Baccalaureate teachers. School districts shall allocate the remaining 20 percent of the funds received from International Baccalaureate bonus FTE funding for programs that assist academically disadvantaged students to prepare for more rigorous courses.

The school district shall distribute to each classroom teacher who provided International Baccalaureate instruction:

1. A bonus in the amount of $50 for each student taught by the International Baccalaureate teacher in each International Baccalaureate course who receives a score of 4 or higher on the International Baccalaureate examination.

2. An additional bonus of $500 to each International Baccalaureate teacher in a school designated with a grade of “D” or “F” who has at least one student scoring 4 or higher on the International Baccalaureate examination, regardless of the number of classes taught or of the number of students scoring a 4 or higher on the International Baccalaureate examination.

Bonuses awarded to a teacher according to this paragraph shall not exceed $2,000 in any given school year and shall be in addition to any regular wage or other bonus the teacher received or is scheduled to receive.
Florida League of IB Schools
Advocacy Links
2012-2013

Department of Education

Florida Course Code Directory:


Florida Course Code Directory Narrative:


Florida Course Descriptions:


Florida DOE Office of Articulation:

http://www.fldoe.org/articulation/

Florida Bright Futures General Information:

http://www.floridastudentfinancialaid.org/ssfad/bf/

Florida Bright Futures Course Code Table:

https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx
Florida Statutes

Funding:

http://www.fl senate.gov/Laws/Statutes/2012/1011.62

Articulated acceleration mechanisms:

http://www.fl senate.gov/Laws/Statutes/2012/1007.27

Acceleration Options:

http://www.fl senate.gov/Laws/Statutes/2012/1003.4295

Graduation:

http://www.fl senate.gov/Laws/Statutes/2012/1003.428

Pert Testing:

http://www.fl senate.gov/Laws/Statutes/2012/1008.30

Bright Futures Awards:

Initial Eligibility:

http://www.fl senate.gov/Laws/Statutes/2012/1009.531

Renewal:

http://www.fl senate.gov/Laws/Statutes/2012/1009.532

FAS:

http://www.fl senate.gov/Laws/Statutes/2012/1009.534

Medallion:

http://www.fl senate.gov/Laws/Statutes/2012/1009.535

Major Areas of Interest:

http://www.fl senate.gov/Laws/Statutes/2012/1003.4285
1. Materials of Interest from September Meeting:
   - Advocacy Links
   - Funding Statute

2. Articulation Comparison

3. FASTER Exam Codes and IB Transcripts to Universities

4. Counseling for Future Education Handbook Information/ACC Credit By Exam Review

5. Online Waiver for IB DP students

6. All new courses should be in the CCD. Are there any missing?

7. Testing Requirement Concerns for DP Schools/Students:

   **End of Course Exams:**
   
   IB Diploma students must meet **End of Course** testing requirements set by the state for Algebra 1, Geometry, and Biology.

   IB students are NOT required to take the EOC for American History (handout)

   **PERT Testing:**

   All 11th graders (including IB Diploma students) will be required to meet passing scores and/or concordant scores on the ACT/SAT to satisfy the PERT requirement during their. If they do not meet the minimum requirements, they must be enrolled in Math or English for College Readiness their 12th grade year.
Subject: [FWD: Legislation for FLVS course waiver]
From: karen.brown@flibs.org
Date: Tue, Nov 13, 2012 12:54 pm
To: "Judy Priest" <jpriest@pasco.k12.fl.us>

Judy,

Please let me know if you need anything else.

Have a wonderful holiday!

Karen

Karen T. Brown
Governmental Affairs Liaison
Florida League of IB Schools

---------- Forwarded message ----------
From: Whitney, Ann <Ann.Whitney@fldoe.org>
Date: Wed, Mar 21, 2012 at 1:01 PM
Subject: RE: Legislation for FLVS course waiver
To: Karen Brown <brownkt@bay.k12.fl.us>

Karen,

Section 1003.428(2)(c) states that:
Beginning with students entering grade 9 in the 2011-2012 school year, at least one course within
the 24 credits required in this subsection must be completed through online learning. However, an
online course taken during grades 6 through 8 fulfills this requirement. This requirement shall be
met through an online course offered by the Florida Virtual School, an online course offered by the
high school, or an online dual enrollment course offered pursuant to a district interinstitutional
articulation agreement pursuant to s. 1007.235. A student who is enrolled in a full-time or part-
time virtual instruction program under s. 1002.45 meets this requirement.

Students who meet their graduation requirements through an IB or AICE diploma program do not fall
under this 24 credit requirement, so they would not be required to complete an online course.

Ann M. Whitney
Director, Office of Humanities
Bureau of Curriculum and Instruction
Florida Department of Education
(850) 245-9965

From: Karen Brown [mailto:brownkt@bay.k12.fl.us]
Sent: Wednesday, March 21, 2012 1:15 PM
To: Whitney, Ann
Subject: Fwd: Legislation for FLVS course waiver