

The Miami-Dade County Public Schools' Competency-Based Curriculum (CBC) was developed as a response to The Secretary's Commission on Achieving Necessary Skills (SCANS), a special report for America 2000. The CBC identifies the most essential enabling objectives needed to demonstrate proficiency in performing identified competencies. It aligns curriculum and instruction, develops a different view of assessing student learning, and targets high performing learning outcomes which are critical to applying knowledge both now and in the future. It includes greater rigor in coursework and increased student performance expectations and incorporates state-of-the-art teaching strategies. The curriculum is designed to guide teachers, to suggest active teaching strategies/techniques, and to empower teachers to make professional judgments about specific procedures and instructional materials to use in helping students perform the intended outcomes. The subject area curriculum documents were developed by teams of teachers and others, identified as outstanding in their areas of expertise. The CBC includes all the current requirements of the State of Florida Department of Education and is correlated and aligned to the Sunshine State Standards where applicable. The CBC is a living document that is updated as new state and/or federal requirements emerge. Instructional pacing guides in the core academic areas have been developed over the past four years. The pacing guides are aligned to the District's interim assessments, ensure that students are exposed to the annually assessed benchmarks, and can be accessed through the individual departments' websites. The CBC can be accessed at: <http://www2.dadeschools.net/students/cbc/index.asp>.

LANGUAGE ARTS/READING CURRICULUM: The Division of Language Arts/Reading uses the Competency-Based Curriculum (CBC) for Language Arts and the K-12 Comprehensive Research-based Reading Plan (K-12 CRRP), both aligned with the Sunshine State Standards, to guide instruction in Language Arts and Reading classes in grades K-12. The integration of these two documents provides teachers with guidance to ensure that all students receive instruction that will enable them to become literate, life-long, self-directed learners who can compete in a global economy. All teachers are supported by a cadre of more than four hundred highly qualified reading coaches who model lessons, analyze data, and provide professional development in research-based reading and writing strategies. Instructional content is based on the five components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension, using authentic literature and nonfiction texts. The framework for teaching reading and language arts includes the use of explicit instruction, whole group instruction, small group data-driven differentiated instruction, higher order questioning strategies, and reciprocal teaching. Additionally, the students in language arts and reading classes are supported by technology-based focused interventions centered on students' needs.

MATHEMATICS CURRICULUM: The Miami-Dade County Public Schools' Mathematics curriculum is designed to enrich the mathematical experiences of both teachers and students. It builds on fundamental mathematical strands and integrates mathematics into other subject areas. The curriculum is based upon an extensive body of research on how students learn mathematics and provides opportunities for all students to develop mathematical proficiency. The Florida Sunshine State standards, the Miami-Dade County Public Schools' Mathematics Competency-Based Curriculum, and the Florida Mathematics Curriculum Framework delineate what mathematics students need to know and be able to do. These documents provide the blueprint for rigorous content in mathematics for students in grades K – 12.

Early childhood mathematics provides a foundation for future mathematics learning through hands-on, real-world activities. Elementary mathematics reflects state and district requirements while requiring sixty minutes of uninterrupted, daily mathematics instruction. Students in grades 6, 7, and 8 enroll in annual courses in mathematics. Middle grades students interested in pursuing a more challenging program of study may enroll in high school level advanced/honors mathematics

courses. Senior high school students complete Algebra I, Geometry, and two additional mathematics courses. Students interested in challenging themselves are encouraged to enroll in Pre-AP/honors and Advanced Placement courses in mathematics. Students who encounter difficulties in mathematics are provided assistance through intensive mathematics classes, and through after school and weekend programs.

The following principles guide our Mathematics Instructional Design for Teaching and Learning Mathematics: learning requires the active participation of the student, people learn in a variety of ways and at different rates, and learning is both an individual and a group process. Teachers focus instruction on the meaningful development of essential mathematical ideas as outlined in district, state, and national standards. New concepts and skills are developed through real-world problem solving opportunities. Cooperative learning enables small groups of students to discuss, explore, discover, conjecture, and use appropriate technology to develop conceptual meaning. Whole group collaboration follows with discussion of the specific concepts, connections, and predictions. As students develop their numeracy skills and concepts, they become more confident and motivated in the expression of their mathematical ability. They learn to enjoy and value mathematics, think analytically, and understand the role of mathematics in everyday life.

Quality lesson design balances content understanding and process expectations. Learning episodes are designed so that students will be able to move their learning from their working memory to their long term memory, i.e., students must be exposed to activities that allow their brain to find the pattern in the concept before they are told what to do or how to do something. The following steps provide a natural learning sequence to assist when designing a lesson: Preparation, Meaning, Content, Practice, and Performance. Literature is infused in mathematics instruction offering meaning and context allowing students to successfully grasp mathematics concepts and make connections with real-world situations. It allows students to make connections with real-world situations. Technology integration in the mathematics classroom enables the students to explore, visualize, solve, and describe the concepts they are learning. Graphing software, calculators, computers, and interactive white-boards have become critical tools that are used as part of the mathematics program.

SCIENCE CURRICULUM: The Miami-Dade County Public Schools (M-DCPS) K-12 Comprehensive Science Plan provides a curriculum and instruction guide for science teachers. The Science Curriculum Pacing Guides, designed for grades K – 12, are the foundation of the K-12 Comprehensive Science Plan. The Pacing Guides represent a scope and sequence of the subject and cover each of the four science clusters in depth (i.e., Earth/Space, Life/Environmental, Physical/Chemical, and Scientific Thinking.) Additionally, they are aligned to the local Competency-Based Curriculum (CBC) which is the Board-approved District curriculum, and to the Florida Sunshine State Standards (SSS). A research-based instructional model based on Bybee’s Five E’s (Engage, Explore, Explain, Evaluate, and Extend) is used to direct teachers and their students through the scientific process with the use of essential, higher-order, critical thinking strategies, in the development of hands-on, inquiry-based investigations.

SOCIAL STUDIES CURRICULUM: Using the District’s Competency-Based Curriculum (CBC) to guide instruction, social studies teachers provide students in grades K-12 with the content, concepts, and skills they need to become knowledgeable and informed citizens in a diverse community and increasingly interdependent world. At each grade level, students are provided opportunities to learn and apply the lessons from the study of history, geography, political science, and economics. Helping students to develop a global perspective and an appreciation of cultures other than their own is also emphasized throughout the K-12 instructional program. A wide range of co-curricular programs and academic enrichment activities are also offered for students.

Exemplary social studies teachers use a variety of teaching methods, instructional materials, and evaluative techniques to achieve program goals and to actively engage students in their learning. Additionally, an effective social studies teacher must:

- integrate critical thinking and reading and writing skills throughout the curriculum;
- promote multicultural appreciation;
- emphasize geography and current events throughout the curriculum;
- emphasize a global perspective;
- encourage the examination of controversial issues;
- assist students in conducting research; and
- utilize technology to enhance the instructional program.

Support for the elementary social studies instructional program and for the nearly 1,000 secondary social studies teachers in the District is provided by staff in Curriculum and Instruction, Social Sciences. Staff supports the social studies instructional program by:

- providing direct instructional support for social studies teachers and school administrators;
- developing and distributing high quality curriculum support materials; providing professional development for teachers and administrators; and
- providing co-curricular and academic enrichment activities for students.

CURRICULUM IN THE ARTS: In Miami-Dade County Public Schools, the Arts curricula include planning, developing, and implementing the fine arts curriculum as outlined in the Competency-Based Curriculum K – 12. Music and Visual Art are required subjects in grades K – 5. At the secondary level, Theatre Arts, Dance, Visual Arts and Music and a myriad of arts-related courses are offered on an elective level. Authentic assessment is one of the focal points of the curriculum. This assessment is offered through a series of festivals, art exhibitions, and performances such as the Superintendent's Honors Music Festival, National Scholastic Art Exhibition, Superintendent's Dance Showcase, and the Superintendent's Theatre Showcase.

MUSIC PROGRAMS: The Music Education Program is designed to meet the needs of all the students in the district. The Competency-Based Curriculum objectives focus on music literacy, expressive and stylistic characteristics, technique, forms and structures, and personal/social musical development and lifelong learning. Music instruction is part of a required instructional program for all students in elementary school. This includes basic musicianship, special interest groups, and interdisciplinary components. Students in grades seven through twelve may select from 140 elective music courses including general music, music theory, Advanced Placement Music Theory, and performance classes such as band, chorus, orchestra, jazz band, keyboard, and guitar. It is the goal of the music program at every school to assure that students are musically literate, knowledgeable of the basic concepts of music, capable of making music alone or in groups, able to make informed judgments about music performances, be aware of the role and contribution of the music of the cultures in our community and society in general, and equipped to make decisions about how they may wish to use music in their lives.

VISUAL ARTS PROGRAMS: The Art Education programs follow the Competency-Based Curriculum (CBC) and is based on state and national visual arts standards. The art curriculum objectives focus on four components: Aesthetic and Critical Inquiry; Cultural and Historical Context; Studio Skills; and Personal Development. The components introduce students to historical facets of art, social studies, art movements, artists, studio skills, cross-curricular, technique, a variety of

media, personal development and basic instruction about art and how it uniquely presents or reflects through time. Students in grade levels 2-12 are required to produce a minimum of twelve works of original art, have the ability to manipulate a variety of media, apply the elements of art and principles of design, demonstrate good craftsmanship in a variety of works of art, and maintain a journal of ideas as they relate to art. The program encompasses courses such as, art history, drawing, painting, photography, printmaking, computer graphics, sculpture, design, and ceramics. Film, Website Design and other career based courses have been added to meet the demands of the design industry. Authentic assessment is provided through numerous district wide exhibitions open to all students. It is important for students to become life-long museum attendees and in order to achieve this goal a School-Based Museum Education Program that takes 15,000 students per year on curriculum-based tours through 15 museums and galleries has been developed.

THEATRE ARTS/DRAMA PROGRAMS: Theatre Arts/Drama courses in Miami-Dade County Public Schools provide unique opportunities for socialization, language development, and collaborative creative expression. The curriculum consists of theatre history, theatre techniques, literature, acting, and the business of theatre. Emphasis in the process of creating original drama and musical theatre works which deliver a structure within which young people can learn to communicate and collaborate are integral to the program. Our state certified teachers facilitate this process and enable all students in this diverse district to collaborate, cooperate, and reach new levels of awareness, tolerance, and understanding. Through the theatre curriculum in the schools, students are motivated to think creatively and become articulate problem solvers. Authentic assessment opportunities through the Superintendent's One Act Festival and the Playwright Festival are available to all students enrolled in these courses. Curriculum-based field experiences, where students attend local plays and theatrical programs are a major component of the theatre program in schools.

DANCE PROGRAMS: Continued artistic expression is stressed in the dance program and students create their own choreography within the framework of the Competency-Based Curriculum. This elective is often a springboard to a professional career, especially when the dance classes are offered as part of the Talent Magnet Programs/Schools. Dance has long been a strong elective for students in middle and high school. Students learn how to manage, organize, budget their time, think creatively, solve problems, compare and contrast dance styles and companies, work collaboratively, and assess their own and their peers' work. They participate in authentic assessment through Superintendent's Dance Showcase Adjudication and Performance and Student Choreography Adjudication and Performance. The physical activity of dance also helps combat the obesity epidemic facing our students. Dance courses include Dance Technique I, II, III, IV; Choreography/Performance I, II; Dance Repertory I, II, III, IV; Ballet I, II, III, IV; Kinesiology; Aesthetics; History; and Career Preparation at the high school level. Middle school students may participate in Middle/Junior Dance 1, 2, 3, 4, 5, 6, which include technical skills in various styles of dance as well as in dance conditioning.

TALENT MAGNET PROGRAMS: Miami-Dade County Public Schools' (M-DCPS) Talent Magnet Programs/Schools identify students who are talented in a specific art form: dance, music, theatre arts, visual arts, photography, graphic arts, or broadcast arts. The curriculum is accelerated in each of these disciplines and requires the student be able to work at a skill level far beyond that of his peers in regular arts programs. Students in these programs earn state and national awards as well as summer and college scholarships to renowned programs. Talent Magnet Programs begin in grade 3 and progress through high school. Students must audition for middle school programs after having completed elementary programs; students must audition for high school programs after having completed middle school programs. Auditions are talent-based and are administered through live auditions and portfolio reviews. M-DCPS presently provides 19 talent magnet programs. Two high

school programs, New World School of the Arts and Design and Architecture Senior High School (DASH), are stand alone schools with an extended day and each admits fewer than 500 students.

CAREER AND TECHNICAL EDUCATION CURRICULUM: Miami-Dade County Public Schools Career Technical Education (CTE) programs (i.e., Business Technology, Agriscience, Health Science, Marketing, Technology Education, Industrial Education, Diversified, Family Consumer Sciences and Public Service) are aligned to the 16 Career Clusters delineated by the U.S. Department of Education. Through *Career Pathways* the programs offer a sequence of courses that provide students coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions. Research-based professional development with instructional strategies such as contextual teaching, differentiated instruction, horizontal and vertical curriculum alignment and the continuous improvement model have been incorporated into all areas of study. CTE provides higher-order reasoning, problem-solving, technical skill proficiency, industry-recognized credentials, a certificate, or an associate degree.

PHYSICAL EDUCATION AND HEALTH CURRICULUM: Physical education provides students the opportunity to attain their optimal level of fitness while participating in a continuous, carefully planned program of physical fitness activities. These physical activities are essential for developing physical, mental, emotional, and social skills. Through participation, students develop interests and skills that promote and encourage lifetime fitness for daily living. Physical education is further an integral part of the total Miami-Dade County Public Schools' curriculum. Through implementation of the Competency-Based Curriculum, physical education shares with all disciplines the aim of providing a well balanced program of learning experiences which will assist all students in achieving the broad goals of education. The Competency-Based Curriculum in physical education is further aligned with the Sunshine State Standards, the National Standards for Physical Education, and the SCANS Report. The curriculum helps to develop in all students a level of personal fitness commensurate with individual capabilities and to provide students with the opportunity to develop positive self concepts. Improving both the cognitive and affective level of understanding of health concepts relating to changes in body status resulting from physically active lifestyles is an essential part of the curriculum. Through authentic assessment these areas as well as the study of health literacy is completed. Students in K-5 are required to participate in the program and in grades 6-12 it is offered as an elective with some grades levels having required instruction.

BILINGUAL EDUCATION AND WORLD LANGUAGES CURRICULUM: Programs whose ultimate goal is to produce students who can communicate orally and in writing in English and in another language with proficiency commensurate with their experiential and educational level, age, and interests, and who can interact effectively with groups using those languages are offered in schools. Each program is designed to support one or more of the following major goals:

- Goal I** All students who are of limited English proficiency shall participate in programs designed to enable such students to communicate and function successfully in English in an academic environment.
- Goal II** All students shall have the opportunity and shall be strongly urged to participate in programs designed to enable students to communicate and function successfully in an environment where Spanish or other world language is used.

These programs include: English for Speakers of Other Languages (ESOL) (two hours daily), a language arts/reading program which includes listening comprehension, oral expression, pronunciation, reading, and writing, as it supports the skills and concepts presented in the regular language arts curriculum; Curriculum Content in the Home Language (CCHL/BCC) in which instruction in the home language is taught in the curriculum area (i.e., social sciences, science, and

mathematics)with the same instructional objectives as are implemented in the regular curriculum in English; and Home Language Assistance Program which provides tutorial services on an as needed basis, in the basic subject areas of mathematics, science, social sciences, and computer literacy to all English Language Learners (ELL), regardless of their language proficiency.

Programs in Spanish are offered in all elementary schools at most grade levels (150 minutes weekly). World Languages – Spanish is provided for students learning Spanish as a new language. Spanish for Spanish Speakers is provided for students who already have fluency in the language and wish to develop skills in Spanish. Haitian-Creole Language Arts is offered at the elementary level to all Haitian origin students who are ELLs and students may elect to continue participating after exit from the ESOL program.

In secondary schools, foreign language offerings consist of programs in a wide range of languages, such as Chinese, French, German, Haitian-Creole, Hebrew, Italian, Latin, Russian, Japanese, Portuguese, and Spanish. In the case of Spanish, two distinct types of programs are offered: (1) Spanish as a Foreign Language (Spanish FL) for students who are not fluent in Spanish, and (2) Spanish for Spanish Speakers (Spanish-S) for students who are native speakers of the language or other students whose proficiency in Spanish allows them to profit from the program. All modern language courses emphasize functional communication skills within contexts appropriate to the culture(s).

In addition, the district has aggressively implemented dual language programs at all grade levels. This is an educational approach that provides content instruction and literacy instruction to all students in English and another language. The major goals of this program are (1) to increase the number of bilingual and biliterate students; (2) to provide opportunities and experiences to meet the needs of a diverse student population; (3) to prepare students to meet the demands for a multilingual workforce. The Extended Foreign Language, Bilingual School Organization, and International Studies programs provide one to three hours of daily literacy and content instruction in the target language:

GIFTED EDUCATION PROGRAMS, K-12: These programs provide qualitatively different programs designed to meet the needs of gifted students. A gifted student is defined by State Board Education rule 6A-6.03019 as one who has superior intellectual development and is capable of high performance. Eligibility under State Board Rule includes a documented need for the program, a majority of gifted characteristics, and an intelligence quotient in the superior range. Additional eligibility criteria are available for limited English proficient students and students from low socio-economic families.

Delivery Models For Gifted Education

- Elementary Resources (K-5/6) students attend the gifted program two days a week and the basic instructional program for basic instruction three days a week. During the two days in the gifted program, students complete in-depth studies in their particular areas of interest and giftedness with an open access to curriculum content.
- Elementary Content (K-5/6) students attend the gifted program for a block of time from 2 to 2.5 hours each day. They receive a total of 10 to 12 hours of gifted services per week and interdisciplinary instruction around selected basic subjects.
- Full-time (K-5/6) students are served in a self-contained classroom in which gifted strategies are utilized throughout the school day and across all subject areas. Students receive a total of 25 hours of gifted services per week.
- Middle School Gifted Programs (6-8) offer gifted content area courses and/or an elective resource class.
- Senior High Gifted Programs (9-12) offer gifted content area courses (honors and/or Advanced Placement) and/or an elective course in philosophy or research.

- Senior High Gifted Consultation (9-12) general education teachers and teachers of the gifted meet regularly to plan, implement and monitor instructional alternatives designed to ensure that the gifted students achieve successful accomplishment of gifted goals in the Advanced Placement, Honors, International Baccalaureate or other academically rigorous programs.