



AGENDA REQUEST FORM

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

ITEM No.:
F-1.

MEETING DATE	2020-08-19 10:05 - Regular School Board Meeting
AGENDA ITEM	ITEMS
CATEGORY	F. OFFICE OF ACADEMICS
DEPARTMENT	Chief Academics Officer

Special Order Request <input type="radio"/> Yes <input checked="" type="radio"/> No
Time
Open Agenda <input checked="" type="radio"/> Yes <input type="radio"/> No

TITLE:
Request to Add Computer Science and Elementary Debate Courses

REQUESTED ACTION:
Approve the Request to Add a New Course submission to Florida Department of Education for two (2) new high school honors-level Computer Science courses that are approved for science or mathematics graduation credit: Computer Science in Science Honors and Data Science Honors, as well as Introduction to Debate for K-5.

SUMMARY EXPLANATION AND BACKGROUND:
The proposed high school Computer Science courses focus on contextual learning through project-based instruction with full integration of mathematics and science skills. The computer science integration assists with developing a deep and full understanding of the content standards in ways that are both rigorous and relevant. The two Computer Science courses will give high schools the flexibility to focus in-depth on specific mathematics and science content areas with these problem-based, project-based courses that utilize local partnerships and resources to teach physical science and mathematics through applications in the content areas. In addition, the computer science standards will be integrated to provide students with real-world applications of computational thinking tools and technologies. **See Supporting Docs for continuation of Summary Explanation and Background.**

SCHOOL BOARD GOALS:
 Goal 1: High Quality Instruction
 Goal 2: Safe & Supportive Environment
 Goal 3: Effective Communication

FINANCIAL IMPACT:
There is no additional financial impact to the District.

EXHIBITS: (List)
 (1) ContinuationSummaryExplanation (2) ExecSummaryComputer Science and Elem Debate Courses (3) Data Science -CCD01 course request form1 (4) CS in Science-CCD01 course request form (5) CCD01ElemDebate_Final729_K (6) CCD01ElemDebate_Final729_1st (7) CCD01ElemDebate_Final729_2nd (8) CCD01ElemDebate_Final729_3rd (9) CCD01ElemDebate_Final729_4th (10) CCD01ElemDebate_Final729_5th

BOARD ACTION:
APPROVED
 (For Official School Board Records Office Only)

SOURCE OF ADDITIONAL INFORMATION:	
Name: Susan Cantrick, Director, Applied Learning	Phone: 754-321-1859
Name: Guy Barmoha, Director, Secondary Learning	Phone: 754-321-2119

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
Senior Leader & Title

Daniel Gohl - Chief Academics Officer

Signature
Daniel F. Gohl
8/3/2020, 10:27:28 AM

Approved In Open Board Meeting On:

AUG 19 2020

By:
School Board Chair

Continuation of Summary Explanation and Background

The proposed high school Computer Science courses focus on contextual learning through project-based instruction with full integration of mathematics and science skills. The computer science integration assists with developing a deep and full understanding of the content standards in ways that are both rigorous and relevant. The two Computer Science courses will give high schools the flexibility to focus in-depth on specific mathematics and science content areas with these problem-based, project-based courses that utilize local partnerships and resources to teach physical science and mathematics through applications in the content areas. In addition, the computer science standards will be integrated to provide students with real-world applications of computational thinking tools and technologies. Upon approval, BCPS will submit these course descriptions to the Florida Department of Education and request addition to the state Course Code Directory.

The proposed Introduction to Debate course focuses on contextual learning through project-based instruction that provides opportunities for full integration of the social studies and literacy skills while developing a deep and full understanding of the English language art standards in ways that are both rigorous and relevant. The Introduction to Debate course will give elementary schools the flexibility to focus in-depth on English Language Arts standards in Literacy, Speaking & Listening, as well as Language development. Upon approval, BCPS will submit the Introduction to Debate K-5 course descriptions to the Florida Department of Education and request additions to the state Course Code Directory.

EXECUTIVE SUMMARY

Approval for *Request to Add a New Course* forms for Computer Science Courses and Introduction to Debate K-5 Courses

Table 1. Timeline of Course Code Adoption Process

Date	FLDOE Process Step
August 19, 2020	Approval by SBBC to submit the requests for course code addition to FLDOE
	Course request forms signed by Superintendent
September 1, 2020	Course request forms uploaded to FLDOE via CPALMS and evidence of school board approval emailed to FLDOE.
November 1, 2020	FLDOE review and approval. This process can take up to 60 days. Once approved it is added to the Course Code Directory for use by Broward and any other Florida district.
November 2020	Change existing elementary debate specials to new grade level specific Introduction to Debate course codes.
November 2020 – May 2021	Develop, curate, and pilot curriculum modules for Computer Science in Science Honors and Data Science Honors
Summer 2021	Teacher professional learning for Computer Science in Science Honors and Data Science Honors
2021-2022 School Year	High Schools offer Computer Science in Science Honors and Data Science Honors Elementary schools offer Introduction to Debate

FLDOE policy: <http://www.fldoe.org/policy/articulation/ccd>

Proposed New Computer Science Courses

According to Florida Statute **1007.2616 (6)** High school students must be provided opportunities to take computer science courses and earn technology-related industry certifications to satisfy high school graduation requirements as provided in s. 1003.4282(3). Computer science courses and technology-related industry certifications that are identified as eligible for meeting mathematics or science requirements for high school graduation must be included in the Course Code Directory.

The Florida Course Code Directory has limited offerings where students can learn relevant mathematics and science through computer science. The Applied Learning Department proposes to remedy this issue with the creation of two new high school computer science courses that will satisfy high school graduation requirements for mathematics and science that include an integration of computer science standards with science and mathematics. With the focus on topics at the intersection of mathematics and computer science (data science) and science and computer science (modeling and simulation of abstract physical science), these courses will engage students in relevant problem solving using state-of-the art computational techniques.

These proposed high school computer science courses both focus on contextual learning through project-based instruction that provides opportunities for full integration of computer science skills while developing a deep and full understanding of the mathematics and science standards in ways that are both rigorous and relevant.

The two computer science courses will give high schools the flexibility to focus in-depth on specific mathematics and science content areas with these problem-based, project-based courses that utilize local partnerships and resources to teach science through applications in the various science content areas:

Upon approval, BCPS will submit these two high school computer science course descriptions to the Florida Department of Education and request addition to the state Course Code Directory.

Proposed New Elementary Debate Courses

Broward County Public Schools (BCPS) is home to the largest Debate Initiative in the country. Beginning in 2018-2019, BCPS began offering a Debate special at the elementary school level, but currently there is no course code for Debate in the State Course Code Catalog. In 2019-2020, approximately 2,000 elementary school students participated in a Debate special with another 5,000 potential students (currently engaged in extra-curricular Debate participation) across the district. We propose to remedy this issue with the addition of a new content-focused Introductory Debate course in the State Course Code Catalog.

These proposed Introduction to Debate courses focus on contextual learning through project-based instruction that will provide opportunities for full integration of literacy skills while developing a deep and full understanding of the ELA standards in ways that are both rigorous and relevant.

The Introduction to Debate courses for K-5 will give elementary schools the flexibility to focus in-depth on ELA standards in Literacy, Speaking & Listening, as well as Language Development. Upon approval, BCPS will submit these Introduction to Debate course descriptions to the Florida Department of Education and request addition to the state Course Code Directory.

Table 2. Brief Course Description of Requested Course Code Additions

Proposed Course Title	Brief Course Description
Computer Science in Science Honors	<p>This course is an integrated Physical Science and Computer Science course for high school students. This Physical Science course includes an integration of standards from both physical science and computer science. This integration of computer science with applications in physical science will engage students in science as it is done in academic research and the workforce, better preparing students for college and career. This Computer Science in Science course is to be a problem-based, project-based course that utilizes local partnerships and resources to teach science through various applications. Most of the 9-12 physical science standards, as well as applicable 9-12 computer science standards have been included. Contextual learning through project-based instruction will provide opportunities for full integration of the computer science standards while developing a deep and full understanding of the physical science standards in ways that are both rigorous and relevant. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, engineering practices and safety procedures are an integral part of this course.</p>
Data Science Honors	<p>This course is an integrated Mathematics and Computer Science course for high school students. This Data Science Honors course includes an integration of standards from both mathematics and computer science. This integration of computer science with applications in mathematics will engage students in math as it is done in academic research and the workforce, better preparing students for college and career. This Data Science course is to be a problem-based, project-based course that utilizes local partnerships and resources to teach math through various applications. Most of the 9-12 mathematics standards, as well as applicable 9-12 computer science standards have been included. Contextual learning through project-based instruction will provide opportunities for full integration of the computer science standards while developing a deep and full understanding of the mathematics standards in ways that are both rigorous and relevant.</p>
Introduction to Debate K-5	<p>Introduction to Debate is to be a course to develop K-5 students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings. A majority of K-5 English Language Arts standards have been included.</p>

Please submit one signed, hard copy of all forms and attachments, as well as email the electronic version, to:

Manager, Course Code Directory
 Office of Articulation
 Florida Department of Education
 325 West Gaines Street, Suite 1401
 Tallahassee, Florida 32399-0400
 Phone: (850) 245-9543
 Email: articulation@fldoe.org

Course Code Directory

Request to Add a New Course

DATE: 7/7/20		SCHOOL DISTRICT: Broward	
CONTACT NAME/TITLE: Dr. Lisa Milenkovic Supervisor, STEM + Computer Science		CONTACT PHONE: 754-321-2623	
CONTACT MAILING ADDRESS: 600 SE Third Avenue Ft. Lauderdale, FL 33301		CONTACT EMAIL ADDRESS: lisa.milenkovic@browardschools.com	
COURSE TITLE: Data Science Honors		SUBJECT AREA: Computer Science	SUB-SUBJECT AREA:
GRADE LEVEL(S): <input type="checkbox"/> K-5 <input type="checkbox"/> Middle/Junior 6-8 <input checked="" type="checkbox"/> 9-12/Adult <input type="checkbox"/> Other: _____	COURSE LEVEL: <input type="checkbox"/> Level 1 (remedial) <input type="checkbox"/> Level 2 (regular) <input checked="" type="checkbox"/> Level 3 (rigorous)	CREDIT: <input type="checkbox"/> 0.5 <input checked="" type="checkbox"/> 1.0 <input type="checkbox"/> Multiple <input type="checkbox"/> No value	MEETS THE FOLLOWING HIGH SCHOOL SUBJECT AREA GRADUATION REQUIREMENT: Meets Mathematics requirement for graduation
RECOMMENDED EDUCATOR CERTIFICATION(S): Mathematics (Grades 6-12), Middle Grades Mathematics (Middle Grades 5-9), Computer Science (K-12)			

COURSE DESCRIPTION:	Please attach a course description for the recommended course that identifies the Major Concepts/Content, Special Notes, and the Course Requirements aligned with the appropriate state standards available at www.cpalms.org . See example at: http://www.cpalms.org/Public/PreviewCourse/Preview/1723
LOCAL APPROVAL:	Please attach documentation of your School Board approval of this recommended course.
PLEASE DESCRIBE THE NEED FOR THE NEW COURSE, INCLUDING THE REASON WHY AN EXISTING COURSE WILL NOT SERVE THE NEED. Requests could be supported with data indicating the need for the course. Other considerations should include existing courses that might duplicate content or credits.	
<p>According to Florida Statute 1007.2616 (6) High school students must be provided opportunities to take computer science courses and earn technology-related industry certifications to satisfy high school graduation requirements as provided in s. <u>1003.4282(3)</u>. Computer science courses and technology-related industry certifications that are identified as eligible for meeting mathematics or science requirements for high school graduation must be included in the Course Code Directory.</p> <p>This course is an integrated Mathematics and Computer Science course for high school students. This Data Science Honors course includes an integration of standards from both mathematics and computer science. This integration of computer science with applications in mathematics will engage students in math as it is done in academic research and the workforce, better preparing students for college and career. This Data Science course is to be a problem-based, project-based course that utilizes local partnerships and resources to teach math through various applications. Most of the 9-12 mathematics standards, as well as applicable 9-12 computer science standards have been included. Contextual learning through project-based instruction will provide opportunities for full integration of the computer science standards while developing a deep and full understanding of the mathematics standards in ways that are both rigorous and relevant.</p>	

By signing, requestor is acknowledging that the information provided as a part of this *Request to Add a New Course* is true and accurate.



Signature of Superintendent or Designee

8/25/2020
Date

Data Science Course Description

General Course Information and Notes

Data Science is a field of study that combines computer science (programming, databases, and algorithms) and statistical methodology, both with a strong mathematical foundation, to apply to diverse areas in ethical ways. Data scientists work in many areas, including business, economics, medicine, epidemiology, agriculture, environmental sciences, sports, and all aspects of government. With the increasing digitization and networking of society, data have become ever more ubiquitous, further expanding the demand for data scientists and their expertise in the collection, management, and analysis of data.

Students who enroll in this Data Science Honors course will:

- understand how data are used by professionals to address real-world problems;
- understand that data are used in all facets of modern life;
- understand how data support science to identify and tackle real-world problems in our communities;
- analyze statistical graphics to identify patterns in data and to connect these patterns back to the real world;
- understand that by treating photos, words, numbers, and sounds as data, we can gain insight into the real world;
- learn to analyze data, including posing questions that can be answered by considering relations among variables in a data set, using collected data to generate hypotheses for future data collection, critically evaluating shortcomings and strengths in the data and the data collection process, and informally evaluating hypotheses using data at hand.

General Notes

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Mathematics. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area

concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/MA.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Standard 1: Interpreting Data		
FLORIDA STANDARD CODE	BEST STANDARD CODE ALIGNMENT	MAFS STANDARD LANGUAGE
MAFS.912.S-ID.1.1	MA.912.DP.1.1	Represent data with plots on the real number line (dotplots, histograms, and boxplots)
MAFS.912.S-ID.1.2	MA.912.DP.2.1	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
MAFS.912.S-IS.2.5	<ol style="list-style-type: none"> 1. MA.912.3.1 2. MA.912.DP.3.2 3. MA.912.DP.3.3 	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.
MAFS.912.S-ID.2.6	MA.912.DP.2.3	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

Standard 2: Making Inferences and Justifying Conclusion		
FLORIDA STANDARD CODE	BEST STANDARD CODE ALIGNMENT	MAFS STANDARD LANGUAGE
MAFS.912.S-ID.1.2 MAFS.912.S-ID.1.3	MA.912.DP.2.1	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
MAFS.912.S-ID.1.4	MA.912.DP.2.2	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Understand that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.
MAFS.912.S-IC. 1.2	<ol style="list-style-type: none"> 1. MA.912.DP.1.1 2. MA.912.DP.5.12 	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation

MAFS.912.S-IC.2.6	MA.912.DP.5.12	Evaluate reports based on data.* *This standard is woven throughout the course. It is a recurring standard for every unit**
MAFS.912.S-CP.1.2	<ol style="list-style-type: none"> 1. MA.912.DP.4.4 2. MA.912.DP.4.5 3. MA.912.DP.4.6 4. MA.912.DP.4.6 	Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.
MAFS.912.S-CP.2.9	<ol style="list-style-type: none"> 1. MA.912.DP.4.9 2. MA.912.DP.4.10 	Use permutations to perform [informal] inference. *This standard will be addressed in the context of data science.

Standard 3: Probability		
FLORIDA STANDARD CODE	BEST STANDARD CODE ALIGNMENT	MAFS STANDARD LANGUAGE
MAFS.912.S-IC.1.1	MA.912.DP.5.2	Understand statistics as a process for making inferences about population parameters based on a random sample from that population
MAFS.912.S-IC.2.3	<ol style="list-style-type: none"> 1. MA.912.DP.5.5 2. MA.912.DP.5.6 	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
MAFS.912.S-IC.2.6	MA.912.DP.5.12	Evaluate reports based on data.* *This standard is woven throughout the course. It is a recurring standard for every unit**

Standard 4: Algebra in RStudio		
FLORIDA STANDARD CODE	BEST STANDARD CODE ALIGNMENT	MAFS STANDARD LANGUAGE
MAFS.912.S-IC. 1.2	<ol style="list-style-type: none"> 1. ALG 2 and H 2. LAM 1 3. Prob and Stat H 	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. <i>For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model</i>

MAFS.912.S-ID.2.6	MA.912.DP.2.3	<p>Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. ★</p> <ol style="list-style-type: none"> Fit a function to the data; use functions fitted to data to solve problems in the context of the data. <i>Use given functions or choose a function suggested by the context. Emphasize linear, and exponential models.</i> Informally assess the fit of a function by plotting and analyzing residuals. Fit a linear function for a scatter plot that suggests a linear association.
MAFS.912.S-ID.3.7	MA.912.DP.2.3	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
MAFS.912.S-ID.3.8	MA.912.DP.2.5	Compute (using technology) and interpret the correlation coefficient of a linear fit

Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

MAFS.K12.MP.1.1:

Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of

MAFS.K12.MP.2.1:

creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

MAFS.K12.MP.3.1:

Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

MAFS.K12.MP.4.1:

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are

MAFS.K12.MP.5.1:

able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision.

MAFS.K12.MP.6.1:

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Look for and make use of structure.

MAFS.K12.MP.7.1:

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

Look for and express regularity in repeated reasoning.

MAFS.K12.MP.8.1:

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

LAFS.1112.RST.1.3:

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

LAFS.1112.RST.2.4:

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

LAFS.1112.RST.3.7:

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

LAFS.1112.SL.1.1:

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

LAFS.1112.SL.1.2:

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

LAFS.1112.SL.1.3:

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

LAFS.1112.SL.2.4:

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Write arguments focused on *discipline-specific content*.

LAFS.1112.WHST.1.

1:

- E. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- F. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- G. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- H. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

I. Provide a concluding statement or section that follows from or supports the argument presented.

- LAFS.1112.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- LAFS.1112.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.
- ELD.K12.ELL.MA.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
- ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

Body of Knowledge: COMPUTER SCIENCE - COMMUNICATION AND COLLABORATION

Standard 1: Communication and collaboration

BENCHMARK CODE	BENCHMARK
SC.912.CS-CC.1.1	Evaluate modes of communication and collaboration.
SC.912.CS-CC.1.2	Select appropriate tools within a project environment to communicate with project team members.
SC.912.CS-CC.1.3	Collect, analyze, and present information using a variety of computing devices (e.g., probes, sensors, and handheld devices).
SC.912.CS-CC.1.4	Develop a collaborative digital product using collaboration tools (e.g., version control systems and integrated development environments).
SC.912.CS-CC.1.5	Communicate and publish key ideas and details to a variety of audiences using digital tools and media-rich resources.
SC.912.CS-CC.1.6	Identify how collaboration influences the design and development of software artifacts.
SC.912.CS-CC.1.7	Evaluate program designs and implementations written by others for readability and usability.

Body of Knowledge: COMPUTER SCIENCE - COMMUNICATION SYSTEMS AND COMPUTING

Standard 1: Modeling and simulations

BENCHMARK CODE	BENCHMARK
SC.912.CS-CS.1.1	Analyze data and identify real-world patterns through modeling and simulation.
SC.912.CS-CS.1.2	Formulate, refine, and test scientific hypotheses using models and simulations.
SC.912.CS-CS.1.3	Explain how data analysis is used to enhance the understanding of complex natural and human systems.
SC.912.CS-CS.1.4	Compare techniques for analyzing massive data collections.

SC.912.CS-CS.1.5	Represent and understand natural phenomena using modeling and simulation.
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Standard 3: Digital tools

BENCHMARK CODE	BENCHMARK
SC.912.CS-CS.3.1	Describe digital tools or resources to use for a real-world task based on their efficiency and effectiveness.

Body of Knowledge: COMPUTER SCIENCE - COMPUTER PRACTICES AND PROGRAMMING

Standard 1: Data analysis

BENCHMARK CODE	BENCHMARK
SC.912.CS-CP.1.1	Evaluate effective uses of Boolean logic (e.g., using "not", "or", "and") to refine searches for individual and collaborative projects.
SC.912.CS-CP.1.2	Perform advanced searches to locate information and/or design a data-collection approach to gather original data (e.g., qualitative interviews, surveys, prototypes, and simulations).
SC.912.CS-CP.1.3	Analyze and manipulate data collected by a variety of data collection techniques to support a hypothesis.
SC.912.CS-CP.1.4	Collect real-time data from sources such as simulations, scientific and robotic sensors, and device emulators, using this data to formulate strategies or algorithms to solve advanced problems.

Standard 2: Computer programming basics

BENCHMARK CODE	BENCHMARK
SC.912.CS-CP.2.6	Describe a variety of commonly used programming languages.

Standard 3: Programming applications

BENCHMARK CODE	BENCHMARK
SC.912.CS-CP.3.1	Create a computational artifact, individually and collaboratively, followed by reflection, analysis, and iteration (e.g., data-set analysis program for science and engineering fair, capstone project that includes a program, term research project based on program data).

Body of Knowledge: COMPUTER SCIENCE - PERSONAL, COMMUNITY, GLOBAL, AND ETHICAL IMPACT

Standard 1: Responsible use of technology and information

BENCHMARK CODE	BENCHMARK
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SC.912.CS-PC.1.2	Describe and demonstrate ethical and responsible use of modern communication media and devices.
SC.912.CS-PC.1.3	Evaluate the impacts of irresponsible use of information (e.g., plagiarism and falsification of data) on collaborative projects.

Standard 2: The impact of computing resources on local and global society

BENCHMARK CODE	BENCHMARK
SC.912.CS-PC.2.1	Describe how the Internet facilitates global communication.
SC.912.CS-PC.2.12	Explore a variety of careers to which computing is central.
SC.912.CS-PC.2.13	Predict future careers and the technologies that may exist based on current technology trends.
SC.912.CS-PC.2.2	Identify ways to use technology to support lifelong learning.
SC.912.CS-PC.2.6	Describe the impact of computing on business and commerce (e.g., automated inventory processing, financial transactions, e-commerce, virtualization, and cloud computing).

Standard 3: Evaluation of digital information resources

BENCHMARK CODE	BENCHMARK
SC.912.CS-PC.3.1	Evaluate the quality of digital resources for reliability (i.e., currency, relevancy, authority, accuracy, and purpose of digital information).
SC.912.CS-PC.3.2	Evaluate the accuracy, relevance, comprehensiveness, appropriateness, and bias of electronic information resources.
SC.912.CS-PC.3.3	Conduct research using peer reviewed articles, newspapers, magazine articles, and online books.
SC.912.CS-PC.3.4	Analyze and evaluate public/government resources and describe how using these resources for communication can affect change.

Please submit one signed, hard copy of all forms and attachments, as well as email the electronic version, to:

Manager, Course Code Directory
 Office of Articulation
 Florida Department of Education
 325 West Gaines Street, Suite 1401
 Tallahassee, Florida 32399-0400
 Phone: (850) 245-9543
 Email: articulation@fldoe.org

Course Code Directory

Request to Add a New Course

DATE: July 16, 2020		SCHOOL DISTRICT: Broward County	
CONTACT NAME/TITLE: Susan Cantrick, Director, Applied Learning Jaime Akkusu, Facilitator (Debate), Applied Learning		CONTACT PHONE: 754-321-1859	
CONTACT MAILING ADDRESS: 600 SE 3 rd Ave, Fort Lauderdale, FL 33301		CONTACT EMAIL ADDRESS: Jaime.akkusu@browardschools.com	
COURSE TITLE: Introduction to Debate - K		SUBJECT AREA: Debate	SUB-SUBJECT AREA:
GRADE LEVEL(S):	COURSE LEVEL:	CREDIT:	MEETS THE FOLLOWING HIGH SCHOOL SUBJECT AREA GRADUATION REQUIREMENT:
<input type="checkbox"/> K-5 <input type="checkbox"/> Middle/Junior 6-8 <input type="checkbox"/> 9-12/Adult <input type="checkbox"/> Other: _____	<input type="checkbox"/> Level 1 (remedial) <input type="checkbox"/> Level 2 (regular) <input type="checkbox"/> Level 3 (rigorous)	<input type="checkbox"/> 0.5 <input type="checkbox"/> 1.0 <input type="checkbox"/> Multiple <input type="checkbox"/> No value	N/A
RECOMMENDED EDUCATOR CERTIFICATION(S): PK PRIMARY ELEM ED ENGLISH			

COURSE <input type="checkbox"/>	Please attach a course description for the recommended course that identifies the Major Concepts/Content, Special Notes, and the Course Requirements aligned with the appropriate state standards available at www.cpalms.org .
	See example at: http://www.cpalms.org/Public/PreviewCourse/Preview/1723
LOCAL APPROVAL:	Please attach documentation of your School Board approval of this recommended course.
PLEASE DESCRIBE THE NEED FOR THE NEW COURSE, INCLUDING THE REASON WHY AN EXISTING COURSE WILL NOT SERVE THE NEED. Requests could be supported with data indicating the need for the course. Other considerations should include existing courses that might duplicate content or credits.	
Broward County Public Schools (BCPS) is home to the largest Debate Initiative in the country. Beginning in 2018-2019, BCPS began offering a Debate special at the elementary school level, but currently there is no course code for Debate in the State Course Code Catalog. In 2019-2020, approximately 2,000 elementary school students participated in a Debate special with another 5,000 potential students (currently engaged in extra-curricular Debate participation) across the district. We propose to remedy this issue with the addition of a new content-focused Introductory Debate course in the State Course Code Catalog.	

By signing, requestor is acknowledging that the information provided as a part of this *Request to Add a New Course* is true and accurate.



 Signature of Superintendent or Designee



 Date

Description

Introduction to Debate Kindergarten is to be a course to develop students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings. A majority of Kindergarten English Language Arts standards have been included.

General Notes

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

- learning and practicing a variety of speech formats
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
 - eye contact and body movements
 - voice register and choices of language
 - use of standard English
- using research and writing skills to support selected topics and points of view
 - across a range of disciplines
 - using a range of sources, including digital
- collaboration amongst peers, especially during the drafting and practicing stages

Special Notes:

Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a

relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>.

Standards

B.E.S.T. Standards

LAFS.K.L.1.1
LAFS.K.L.3.5
LAFS.K.L.3.6
LAFS.K.RI.1.1
LAFS.K.RI.1.2
LAFS.K.RI.2.4
LAFS.K.RI.2.6
LAFS.K.RI.3.8
LAFS.K.SL.1.1
LAFS.K.SL.1.2
LAFS.K.SL.1.3
LAFS.K.SL.2.4
LAFS.K.SL.2.5
LAFS.K.SL.2.6
LAFS.K.W.1.2
LAFS.K.W.2.5
LAFS.K.W.2.6
LAFS.K.W.3.7
LAFS.K.W.3.8
ELD.K12.ELL.LA.1
ELD.K12.ELL.SI.1

ELA.K.R.1.1
ELA.K.R.1.4
ELA.K.R.2.2
ELA.K.R.2.4
ELA.K.C.1.1
ELA.K.C.1.2
ELA.K.C.1.3
ELA.K.C.1.4
ELA.K.C.1.5
ELA.K.C.2.1
ELA.K.C.3.1
ELA.K.C.4.1
ELA.K.C.5.1
ELA.K.V.1.1

Please submit one signed, hard copy of all forms and attachments, as well as email the electronic version, to:
 Manager, Course Code Directory
 Office of Articulation
 Florida Department of Education
 325 West Gaines Street, Suite 1401
 Tallahassee, Florida 32399-0400
 Phone: (850) 245-9543
 Email: articulation@fldoe.org

Course Code Directory

Request to Add a New Course

DATE: 8/31/2020		SCHOOL DISTRICT: Broward	
CONTACT NAME/TITLE: Dr. Lisa Milenkovic Supervisor, STEM + Computer Science		CONTACT PHONE: 754-321-2623	
CONTACT MAILING ADDRESS: 600 SE Third Avenue Ft. Lauderdale, FL 33301		CONTACT EMAIL ADDRESS: lisa.milenkovic@browardschools.com	
COURSE TITLE: Computer Science in Science Honors		SUBJECT AREA: Computer Science	SUB-SUBJECT AREA:
GRADE LEVEL(S): <input type="checkbox"/> K-5 <input type="checkbox"/> Middle/Junior 6-8 <input checked="" type="checkbox"/> 9-12/Adult <input type="checkbox"/> Other: _____	COURSE LEVEL: <input type="checkbox"/> Level 1 (remedial) <input type="checkbox"/> Level 2 (regular) <input checked="" type="checkbox"/> Level 3 (rigorous)	CREDIT: <input type="checkbox"/> 0.5 <input checked="" type="checkbox"/> 1.0 <input type="checkbox"/> Multiple <input type="checkbox"/> No value	MEETS THE FOLLOWING HIGH SCHOOL SUBJECT AREA GRADUATION REQUIREMENT: Meets Science requirement for graduation
RECOMMENDED EDUCATOR CERTIFICATION(S): Chemistry 6-12, Physics 6-12, Science Secondary Grades (7-12), Earth/Space Grades (6-12), Middle Grades General Science (5-9), Computer Science (K-12)			

COURSE DESCRIPTION: Please attach a course description for the recommended course that identifies the Major Concepts/Content, Special Notes, and the Course Requirements aligned with the appropriate state standards available at www.cpalms.org.
See example at: <http://www.cpalms.org/Public/PreviewCourse/Preview/1723>

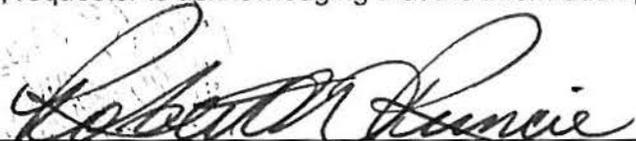
LOCAL APPROVAL: Please attach documentation of your School Board approval of this recommended course.

PLEASE DESCRIBE THE NEED FOR THE NEW COURSE, INCLUDING THE REASON WHY AN EXISTING COURSE WILL NOT SERVE THE NEED. Requests could be supported with data indicating the need for the course. Other considerations should include existing courses that might duplicate content or credits.

According to Florida Statute **1007.2616(6)** High school students must be provided opportunities to take computer science courses and earn technology-related industry certifications to satisfy high school graduation requirements as provided in s. **1003.4282(3)**. Computer science courses and technology-related industry certifications that are identified as eligible for meeting mathematics or science requirements for high school graduation must be included in the Course Code Directory.

This course is an integrated Physical Science and Computer Science course for high school students. This course includes an integration of standards from both physical science and computer science. The integration of computer science with applications in physical science will engage students in science as it is done in academic research and the workforce, better preparing students for college and career. This Computer Science in Science course is to be a problem-based, project-based course that utilizes local partnerships and resources to teach science through various applications. Most of the 9-12 physical science standards, as well as applicable 9-12 computer science standards have been included. Contextual learning through project-based instruction will provide opportunities for full integration of the computer science standards while developing a deep and full understanding of the physical science standards in ways that are both rigorous and relevant. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, engineering practices and safety procedures are an integral part of this course.

By signing, requestor is acknowledging that the information provided as a part of this *Request to Add a New Course* is true and accurate.



Signature of Superintendent or Designee

8/25/2020
Date

General Course Information and Notes (Computer Science in Science Honors)

The Computer Science in Science course introduces students to computer science as a vehicle for problem solving, communication, and personal expression. Centering on the immediately observable and personally applicable elements of computer science, this course focuses on the modern practice of extending computer science into the field of physical science. While the content focus of this course is consistent with the Physical Science course, students will explore these concepts in greater depth with an integration of Computer Science Fundamentals and Introduction to Artificial Intelligence Concepts as relates to Scientific Inquiry. This course prioritizes learning experiences that are active, relevant to students' lives, and provide students authentic choice. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. Further, students will understand the limits of a computer model, the role of abstraction when modeling real-world phenomena on a computer. Students should be able to recognize, choose, use and create appropriate computer models and algorithms to engage in scientific inquiry and experimentation. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Special Notes:

Instructional Practices: Teaching from a range of complex text is optimized when teachers in all subject areas implement the following strategies on a routine basis:

1. Ensuring wide reading from complex text that varies in length.
2. Making close reading and rereading of texts central to lessons.
3. Emphasizing text-specific complex questions, and cognitively complex tasks, reinforce focus on the text and cultivate independence.
4. Emphasizing students supporting answers based upon evidence from the text.
5. Providing extensive research and writing opportunities (claims and evidence).

Science and Engineering Practices (NRC Framework for K-12 Science Education, 2010)

- Asking questions (for science) and defining problems (for engineering).
- Developing and using models.
- Planning and carrying out investigations.
- Analyzing and interpreting data.
- Using mathematics, information and computer technology, and computational thinking.
- Constructing explanations (for science) and designing solutions (for engineering).
- Engaging in argument from evidence.
- Obtaining, evaluating, and communicating information.

Honors and Advanced Level Course Note:

Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Literacy Standards in Science:

Secondary science courses include reading standards for literacy in science and technical subjects 6-12 and writing standards for literacy in history/social studies, science, and technical subjects 6-12. The courses also include speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Science. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SC.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Computer Science in Science Standards

SC.912.E.7.1	SC.912.P.10.10	SC.912.CS-CP.1.4	LAFS.910.WHST.2.5
SC.912.L.18.7	SC.912.P.10.12	SC.912.CS-CP.2.6	LAFS.910.WHST.2.6
SC.912.L.18.8	SC.912.P.10.14	SC.912.CS-CP.3.1	LAFS.910.WHST.3.7
SC.912.L.18.12	SC.912.P.10.15	SC.912.CS-CP.3.2	LAFS.910.WHST.3.8
SC.912.N.1.1	SC.912.P.10.18	SC.912.CS-PC.1.2	LAFS.910.WHST.3.9
SC.912.N.1.2	SC.912.P.10.21	SC.912.CS-PC.1.3	LAFS.910.WHST.4.10
SC.912.N.1.3	SC.912.P.12.2	SC.912.CS-PC.2.11	ELD.K12.ELL.SC.1
SC.912.N.1.4	SC.912.P.12.3	SC.912.CS-PC.2.12	ELD.K12.ELL.SI.1
SC.912.N.1.5	SC.912.P.12.4	SC.912.CS-PC.3.3	MAFS.912.N-Q.1.1
SC.912.N.1.6	SC.912.P.12.7	SC.912.CS-PC.3.4	MAFS.912.N-Q.1.3
SC.912.N.1.7	SC.912.P.12.10	SC.912.CS-PC.4.5	
SC.912.N.2.1	SC.912.P.12.11	SC.912.CS-PC.4.6	
SC.912.N.2.2	SC.912.P.12.12	LAFS.910.RST.1.1	
SC.912.N.2.3	SC.912.CS-CC.1.3	LAFS.910.RST.1.2	
SC.912.N.2.4	SC.912.CS-CC.1.4	LAFS.910.RST.1.3	
SC.912.N.2.5	SC.912.CS-CS.1.1	LAFS.910.RST.2.4	
SC.912.N.3.1	SC.912.CS-CS.1.2	LAFS.910.RST.2.5	
SC.912.N.3.2	SC.912.CS-CS.1.5	LAFS.910.RST.2.6	
SC.912.N.3.3	SC.912.CS-CS.2.10	LAFS.910.RST.3.7	
SC.912.N.3.4	SC.912.CS-CS.2.4	LAFS.910.RST.3.8	
SC.912.N.3.5	SC.912.CS-CS.2.5	LAFS.910.RST.3.9	
SC.912.N.4.1	SC.912.CS-CS.2.7	LAFS.910.RST.4.10	
SC.912.N.4.2	SC.912.CS-CS.4.8	LAFS.910.SL.1.1	
SC.912.P.8.1	SC.912.CS-CS.6.4	LAFS.910.SL.1.2	
SC.912.P.8.2	SC.912.CS-CS.6.5	LAFS.910.SL.1.3	
SC.912.P.8.4	SC.912.CS-CS.6.6	LAFS.910.SL.2.4	
SC.912.P.8.5	SC.912.CS-CS.6.7	LAFS.910.SL.2.5	
SC.912.P.8.7	SC.912.CS-CP.1.1	LAFS.910.WHST.1.1	
SC.912.P.10.1	SC.912.CS-CP.1.2	LAFS.910.WHST.1.2	
SC.912.P.10.7	SC.912.CS-CP.1.3	LAFS.910.WHST.2.4	

Please submit one signed, hard copy of all forms and attachments, as well as email the electronic version, to:

Manager, Course Code Directory
 Office of Articulation
 Florida Department of Education
 325 West Gaines Street, Suite 1401
 Tallahassee, Florida 32399-0400
 Phone: (850) 245-9543
 Email: articulation@fldoe.org

Course Code Directory

Request to Add a New Course

DATE: July 16, 2020		SCHOOL DISTRICT: Broward County	
CONTACT NAME/TITLE: Susan Cantrick, Director, Applied Learning Jaime Akkusu, Facilitator (Debate), Applied Learning		CONTACT PHONE: 754-321-1859	
CONTACT MAILING ADDRESS: 600 SE 3 rd Ave, Fort Lauderdale, FL 33301		CONTACT EMAIL ADDRESS: Jaime.akkusu@browardschools.com	
COURSE TITLE: Introduction to Debate - 1		SUBJECT AREA: Debate	SUB-SUBJECT AREA:
GRADE LEVEL(S):	COURSE LEVEL:	CREDIT:	MEETS THE FOLLOWING HIGH SCHOOL SUBJECT AREA GRADUATION REQUIREMENT:
<input type="checkbox"/> K-5 <input type="checkbox"/> Middle/Junior 6-8 <input type="checkbox"/> 9-12/Adult <input type="checkbox"/> Other: _____	<input type="checkbox"/> Level 1 (remedial) <input checked="" type="checkbox"/> Level 2 (regular) <input type="checkbox"/> Level 3 (rigorous)	<input type="checkbox"/> 0.5 <input type="checkbox"/> 1.0 <input type="checkbox"/> Multiple <input checked="" type="checkbox"/> No value	N/A
RECOMMENDED EDUCATOR CERTIFICATION(S): PK PRIMARY ELEM ED ENGLISH			

COURSE □: Please attach a course description for the recommended course that identifies the Major Concepts/Content, Special Notes, and the Course Requirements aligned with the appropriate state standards available at www.cpalms.org.
See example at: <http://www.cpalms.org/Public/PreviewCourse/Preview/1723>

LOCAL APPROVAL: Please attach documentation of your School Board approval of this recommended course.

PLEASE DESCRIBE THE NEED FOR THE NEW COURSE, INCLUDING THE REASON WHY AN EXISTING COURSE WILL NOT SERVE THE NEED. Requests could be supported with data indicating the need for the course. Other considerations should include existing courses that might duplicate content or credits.

Broward County Public Schools (BCPS) is home to the largest Debate Initiative in the country. Beginning in 2018-2019, BCPS began offering a Debate special at the elementary school level, but currently there is no course code for Debate in the State Course Code Catalog. In 2019-2020, approximately 2,000 elementary school students participated in a Debate special with another 5,000 potential students (currently engaged in extra-curricular Debate participation) across the district. We propose to remedy this issue with the addition of a new content-focused Introductory Debate course in the State Course Code Catalog.

By signing, requestor is acknowledging that the information provided as a part of this *Request to Add a New Course* is true and accurate.



Signature of Superintendent or Designee

8/25/2020
Date

Description

Introduction to Debate First Grade is to be a course to develop students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings. A majority of First Grade English Language Arts standards have been included.

General Notes

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

- learning and practicing a variety of speech formats
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
 - eye contact and body movements
 - voice register and choices of language
 - use of standard English
- using research and writing skills to support selected topics and points of view
 - across a range of disciplines
 - using a range of sources, including digital
- collaboration amongst peers, especially during the drafting and practicing stages

Special Notes:

Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a

relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>.

Standards

LAFS.1.L.1.1
LAFS.1.L.3.5
LAFS.1.L.3.6
LAFS.1.RI.1.1
LAFS.1.RI.1.2
LAFS.1.RI.2.4
LAFS.1.RI.2.6
LAFS.1.RI.3.8
LAFS.1.SL.1.1
LAFS.1.SL.1.2
LAFS.1.SL.1.3
LAFS.1.SL.2.4
LAFS.1.SL.2.5
LAFS.1.SL.2.6
LAFS.1.W.1.2
LAFS.1.W.2.5
LAFS.1.W.2.6
LAFS.1.W.3.7
LAFS.1.W.3.8
ELD.K12.ELL.LA.1
ELD.K12.ELL.SI.1

B.E.S.T. Standards

ELA.1.R.1.1
ELA.1.R.1.2
ELA.1.R.1.3
ELA.1.R.1.4
ELA.1.R.2.1
ELA.1.R.2.2
ELA.1.R.2.3
ELA.1.R.2.4
ELA.1.R.3.1
ELA.1.R.3.2
ELA.1.R.3.3
ELA.1.C.1.2
ELA.1.C.1.3
ELA.1.C.1.4
ELA.1.C.1.5
ELA.1.C.2.1
ELA.1.C.3.1
ELA.1.C.4.1
ELA.1.C.5.1
ELA.1.C.5.2
ELA.1.V.1.1

Please submit one signed, hard copy of all forms and attachments, as well as email the electronic version, to:

Manager, Course Code Directory
 Office of Articulation
 Florida Department of Education
 325 West Gaines Street, Suite 1401
 Tallahassee, Florida 32399-0400
 Phone: (850) 245-9543
 Email: articulation@fldoe.org

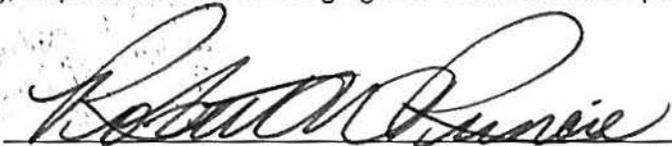
Course Code Directory

Request to Add a New Course

DATE: July 16, 2020		SCHOOL DISTRICT: Broward County	
CONTACT NAME/TITLE: Susan Cantrick, Director, Applied Learning Jaime Akkusu, Facilitator (Debate), Applied Learning		CONTACT PHONE: 754-321-1859	
CONTACT MAILING ADDRESS: 600 SE 3 rd Ave, Fort Lauderdale, FL 33301		CONTACT EMAIL ADDRESS: Jaime.akkusu@browardschools.com	
COURSE TITLE: Introduction to Debate - 2		SUBJECT AREA: Debate	SUB-SUBJECT AREA:
GRADE LEVEL(S):	COURSE LEVEL:	CREDIT:	MEETS THE FOLLOWING HIGH SCHOOL SUBJECT AREA GRADUATION REQUIREMENT:
<input type="checkbox"/> K-5 <input type="checkbox"/> Middle/Junior 6-8 <input type="checkbox"/> 9-12/Adult <input type="checkbox"/> Other: _____	<input type="checkbox"/> Level 1 (remedial) <input type="checkbox"/> Level 2 (regular) <input type="checkbox"/> Level 3 (rigorous)	<input type="checkbox"/> 0.5 <input type="checkbox"/> 1.0 <input type="checkbox"/> Multiple <input type="checkbox"/> No value	N/A
RECOMMENDED EDUCATOR CERTIFICATION(S): PK PRIMARY ELEM ED ENGLISH			

COURSE <input type="checkbox"/>	Please attach a course description for the recommended course that identifies the Major Concepts/Content, Special Notes, and the Course Requirements aligned with the appropriate state standards available at www.cpalms.org .
	See example at: http://www.cpalms.org/Public/PreviewCourse/Preview/1723
LOCAL APPROVAL:	Please attach documentation of your School Board approval of this recommended course.
PLEASE DESCRIBE THE NEED FOR THE NEW COURSE, INCLUDING THE REASON WHY AN EXISTING COURSE WILL NOT SERVE THE NEED. Requests could be supported with data indicating the need for the course. Other considerations should include existing courses that might duplicate content or credits.	
Broward County Public Schools (BCPS) is home to the largest Debate Initiative in the country. Beginning in 2018-2019, BCPS began offering a Debate special at the elementary school level, but currently there is no course code for Debate in the State Course Code Catalog. In 2019-2020, approximately 2,000 elementary school students participated in a Debate special with another 5,000 potential students (currently engaged in extra-curricular Debate participation) across the district. We propose to remedy this issue with the addition of a new content-focused Introductory Debate course in the State Course Code Catalog.	

By signing, requestor is acknowledging that the information provided as a part of this *Request to Add a New Course* is true and accurate.



 Signature of Superintendent or Designee

8/25/2020
 (Date)

Description

Introduction to Debate Second Grade is to be a course to develop students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings. A majority of Second Grade English Language Arts standards have been included.

General Notes

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

- learning and practicing a variety of speech formats
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
 - eye contact and body movements
 - voice register and choices of language
 - use of standard English
- using research and writing skills to support selected topics and points of view
 - across a range of disciplines
 - using a range of sources, including digital
- collaboration amongst peers, especially during the drafting and practicing stages

Special Notes:

Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

6. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
7. Making close reading and rereading of texts central to lessons.
8. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
9. Requiring students to support answers with evidence from the text.
10. Providing extensive text-based research and writing opportunities (claims and evidence).

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions,

sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>.

Standards

LAFS.2.L.1.1
LAFS.2.L.2.3
LAFS.2.L.3.5
LAFS.2.L.3.6
LAFS.2.RI.1.1
LAFS.2.RI.1.2
LAFS.2.RI.2.4
LAFS.2.RI.2.6
LAFS.2.RI.3.8
LAFS.2.SL.1.1
LAFS.2.SL.1.2
LAFS.2.SL.1.3
LAFS.2.SL.2.4
LAFS.2.SL.2.5
LAFS.2.SL.2.6
LAFS.2.W.1.2
LAFS.2.W.2.5
LAFS.2.W.2.6
LAFS.2.W.3.7
LAFS.2.W.3.8
ELD.K12.ELL.LA.1
ELD.K12.ELL.SI.1

B.E.S.T. Standards

ELA.2.R.1.1
ELA.2.R.1.2
ELA.2.R.1.3
ELA.2.R.1.4
ELA.2.R.2.1
ELA.2.R.2.2
ELA.2.R.2.3
ELA.2.R.2.4
ELA.2.C.1.2
ELA.2.C.1.3
ELA.2.C.1.4
ELA.2.C.1.5
ELA.2.C.2.1
ELA.2.C.3.1
ELA.2.C.4.1
ELA.2.C.5.1
ELA.2.C.5.2
ELA.2.V.1.1

Please submit one signed, hard copy of all forms and attachments, as well as email the electronic version, to:
 Manager, Course Code Directory
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 325 West Gaines Street, Suite 1401
 Tallahassee, Florida 32399-0400
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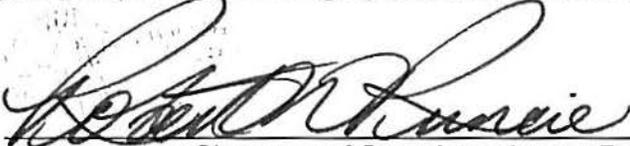
Course Code Directory

Request to Add a New Course

DATE: July 16, 2020		SCHOOL DISTRICT: Broward County	
CONTACT NAME/TITLE: Susan Cantrick, Director, Applied Learning Jaime Akkusu, Facilitator (Debate), Applied Learning		CONTACT PHONE: 754-321-1859	
CONTACT MAILING ADDRESS: 600 SE 3 rd Ave, Fort Lauderdale, FL 33301		CONTACT EMAIL ADDRESS: Jaime.akkusu@browardschools.com	
COURSE TITLE: Introduction to Debate - 3		SUBJECT AREA: Debate	SUB-SUBJECT AREA:
GRADE LEVEL(S):	COURSE LEVEL:	CREDIT:	MEETS THE FOLLOWING HIGH SCHOOL SUBJECT AREA GRADUATION REQUIREMENT:
<input type="checkbox"/> K-5 <input type="checkbox"/> Middle/Junior 6-8 <input type="checkbox"/> 9-12/Adult <input type="checkbox"/> Other: _____	<input type="checkbox"/> Level 1 (remedial) <input type="checkbox"/> Level 2 (regular) <input type="checkbox"/> Level 3 (rigorous)	<input type="checkbox"/> 0.5 <input type="checkbox"/> 1.0 <input type="checkbox"/> Multiple <input type="checkbox"/> No value	N/A
RECOMMENDED EDUCATOR CERTIFICATION(S): PK PRIMARY ELEM ED ENGLISH			

COURSE □:	Please attach a course description for the recommended course that identifies the Major Concepts/Content, Special Notes, and the Course Requirements aligned with the appropriate state standards available at www.cpalms.org .
	See example at: http://www.cpalms.org/Public/PreviewCourse/Preview/1723
LOCAL APPROVAL:	Please attach documentation of your School Board approval of this recommended course.
PLEASE DESCRIBE THE NEED FOR THE NEW COURSE, INCLUDING THE REASON WHY AN EXISTING COURSE WILL NOT SERVE THE NEED. Requests could be supported with data indicating the need for the course. Other considerations should include existing courses that might duplicate content or credits.	
Broward County Public Schools (BCPS) is home to the largest Debate Initiative in the country. Beginning in 2018-2019, BCPS began offering a Debate special at the elementary school level, but currently there is no course code for Debate in the State Course Code Catalog. In 2019-2020, approximately 2,000 elementary school students participated in a Debate special with another 5,000 potential students (currently engaged in extra-curricular Debate participation) across the district. We propose to remedy this issue with the addition of a new content-focused Introductory Debate course in the State Course Code Catalog.	

By signing, requestor is acknowledging that the information provided as a part of this *Request to Add a New Course* is true and accurate.



 Signature of Superintendent or Designee

8/25/2020
 Date

Description

Introduction to Debate Third Grade is to be a course to develop students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings. A majority of Third Grade English Language Arts standards have been included.

General Notes

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

- learning and practicing a variety of speech formats
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
 - eye contact and body movements
 - voice register and choices of language
 - use of standard English
- using research and writing skills to support selected topics and points of view
 - across a range of disciplines
 - using a range of sources, including digital
- collaboration amongst peers, especially during the drafting and practicing stages

Special Notes:

Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

11. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
12. Making close reading and rereading of texts central to lessons.
13. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
14. Requiring students to support answers with evidence from the text.
15. Providing extensive text-based research and writing opportunities (claims and evidence).

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for

communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>.

Standards

LAFS.3.L.1.1
LAFS.3.L.2.3
LAFS.3.L.3.5
LAFS.3.L.3.6
LAFS.3.RI.1.1
LAFS.3.RI.1.2
LAFS.3.RI.2.4
LAFS.3.RI.2.6
LAFS.3.RI.3.8
LAFS.3.SL.1.1
LAFS.3.SL.1.2
LAFS.3.SL.1.3
LAFS.3.SL.2.4
LAFS.3.SL.2.5
LAFS.3.SL.2.6
LAFS.3.W.1.2
LAFS.3.W.2.4
LAFS.3.W.2.5
LAFS.3.W.2.6
LAFS.3.W.3.7
LAFS.3.W.3.8
LAFS.3.W.4.10
ELD.K12.ELL.LA.1
ELD.K12.ELL.SI.1

B.E.S.T. Standards

ELA.3.R.1.1
ELA.3.R.1.2
ELA.3.R.1.3
ELA.3.R.1.4
ELA.3.R.2.1
ELA.3.R.2.2
ELA.3.R.2.3
ELA.3.R.2.4
ELA.3.C.1.2
ELA.3.C.1.3
ELA.3.C.1.4
ELA.3.C.1.5
ELA.3.C.2.1
ELA.3.C.3.1
ELA.3.C.4.1
ELA.3.C.5.1
ELA.3.C.5.2
ELA.3.V.1.1

Please submit one signed, hard copy of all forms and attachments, as well as email the electronic version, to:

Manager, Course Code Directory
 Office of Articulation
 Florida Department of Education
 325 West Gaines Street, Suite 1401
 Tallahassee, Florida 32399-0400
 Phone: (850) 245-9543
 Email: articulation@fldoe.org

Course Code Directory

Request to Add a New Course

DATE: July 16, 2020		SCHOOL DISTRICT: Broward County	
CONTACT NAME/TITLE: Susan Cantrick, Director, Applied Learning Jaime Akkusu, Facilitator (Debate), Applied Learning		CONTACT PHONE: 754-321-1859	
CONTACT MAILING ADDRESS: 600 SE 3 rd Ave, Fort Lauderdale, FL 33301		CONTACT EMAIL ADDRESS: Jaime.akkusu@browardschools.com	
COURSE TITLE: Introduction to Debate - 4		SUBJECT AREA: Debate	SUB-SUBJECT AREA:
GRADE LEVEL(S): <input type="checkbox"/> K-5 <input type="checkbox"/> Middle/Junior 6-8 <input type="checkbox"/> 9-12/Adult <input type="checkbox"/> Other: _____	COURSE LEVEL: <input type="checkbox"/> Level 1 (remedial) <input type="checkbox"/> Level 2 (regular) <input type="checkbox"/> Level 3 (rigorous)	CREDIT: <input type="checkbox"/> 0.5 <input type="checkbox"/> 1.0 <input type="checkbox"/> Multiple <input type="checkbox"/> No value	MEETS THE FOLLOWING HIGH SCHOOL SUBJECT AREA GRADUATION REQUIREMENT: N/A
RECOMMENDED EDUCATOR CERTIFICATION(S): PK PRIMARY ELEM ED ENGLISH			

COURSE □:	Please attach a course description for the recommended course that identifies the Major Concepts/Content, Special Notes, and the Course Requirements aligned with the appropriate state standards available at www.cpalms.org . See example at: http://www.cpalms.org/Public/PreviewCourse/Preview/1723
LOCAL APPROVAL:	Please attach documentation of your School Board approval of this recommended course.
PLEASE DESCRIBE THE NEED FOR THE NEW COURSE, INCLUDING THE REASON WHY AN EXISTING COURSE WILL NOT SERVE THE NEED. Requests could be supported with data indicating the need for the course. Other considerations should include existing courses that might duplicate content or credits.	
Broward County Public Schools (BCPS) is home to the largest Debate Initiative in the country. Beginning in 2018-2019, BCPS began offering a Debate special at the elementary school level, but currently there is no course code for Debate in the State Course Code Catalog. In 2019-2020, approximately 2,000 elementary school students participated in a Debate special with another 5,000 potential students (currently engaged in extra-curricular Debate participation) across the district. We propose to remedy this issue with the addition of a new content-focused Introductory Debate course in the State Course Code Catalog.	

By signing, requestor is acknowledging that the information provided as a part of this *Request to Add a New Course* is true and accurate.



 Signature of Superintendent or Designee

8/25/2020

 Date

Description

Introduction to Debate Fourth Grade is to be a course to develop students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings. A majority of Fourth Grade English Language Arts standards have been included.

General Notes

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

- learning and practicing a variety of speech formats
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
 - eye contact and body movements
 - voice register and choices of language
 - use of standard English
- using research and writing skills to support selected topics and points of view
 - across a range of disciplines
 - using a range of sources, including digital
- collaboration amongst peers, especially during the drafting and practicing stages

Special Notes:

Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

16. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
17. Making close reading and rereading of texts central to lessons.
18. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
19. Requiring students to support answers with evidence from the text.
20. Providing extensive text-based research and writing opportunities (claims and evidence).

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a

relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>.

Standards

LAFS.4.L.1.1
LAFS.4.L.2.3
LAFS.4.L.3.5
LAFS.4.L.3.6
LAFS.4.RI.1.1
LAFS.4.RI.1.2
LAFS.4.RI.2.4
LAFS.4.RI.2.6
LAFS.4.RI.3.8
LAFS.4.SL.1.1
LAFS.4.SL.1.2
LAFS.4.SL.1.3
LAFS.4.SL.2.4
LAFS.4.SL.2.5
LAFS.4.SL.2.6
LAFS.4.W.1.2
LAFS.4.W.2.4
LAFS.4.W.2.5
LAFS.4.W.2.6
LAFS.4.W.3.7
LAFS.4.W.3.8
LAFS.4.W.4.10
ELD.K12.ELL.LA.1
ELD.K12.ELL.SI.1

B.E.S.T. Standards

ELA.4.R.1.1
ELA.4.R.1.2
ELA.4.R.1.3
ELA.4.R.1.4
ELA.4.R.2.1
ELA.4.R.2.2
ELA.4.R.2.3
ELA.4.R.2.4
ELA.4.C.1.2
ELA.4.C.1.3
ELA.4.C.1.4
ELA.4.C.1.5
ELA.4.C.2.1
ELA.4.C.3.1
ELA.4.C.4.1
ELA.4.C.5.1
ELA.4.C.5.2
ELA.4.V.1.1

Please submit one signed, hard copy of all forms and attachments, as well as email the electronic version, to:

Manager, Course Code Directory
 Office of Articulation
 Florida Department of Education
 325 West Gaines Street, Suite 1401
 Tallahassee, Florida 32399-0400
 Phone: (850) 245-9543
 Email: articulation@fldoe.org

Course Code Directory

Request to Add a New Course

DATE: July 16, 2020

SCHOOL DISTRICT: Broward County

CONTACT NAME/TITLE:

CONTACT PHONE:

Susan Cantrick, Director, Applied Learning
 Jaime Akkusu, Facilitator (Debate), Applied Learning

754-321-1859

CONTACT MAILING ADDRESS:

CONTACT EMAIL ADDRESS:

600 SE 3rd Ave, Fort Lauderdale, FL 33301

Jaime.akkusu@browardschools.com

COURSE TITLE:

SUBJECT AREA:

SUB-SUBJECT AREA:

Introduction to Debate - 5

Debate

GRADE LEVEL(S):

COURSE LEVEL:

CREDIT:

MEETS THE FOLLOWING HIGH SCHOOL SUBJECT AREA GRADUATION REQUIREMENT:

- K-5
- Middle/Junior 6-8
- 9-12/Adult
- Other: _____

- Level 1 (remedial)
- Level 2 (regular)
- Level 3 (rigorous)

- 0.5
- 1.0
- Multiple
- No value

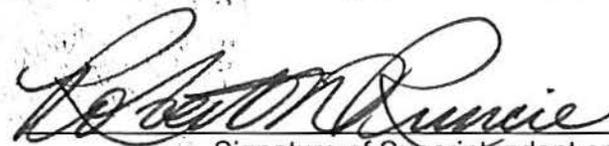
N/A

RECOMMENDED EDUCATOR CERTIFICATION(S):

PK PRIMARY
 ELEM ED
 ENGLISH

COURSE □:	Please attach a course description for the recommended course that identifies the Major Concepts/Content, Special Notes, and the Course Requirements aligned with the appropriate state standards available at www.cpalms.org . See example at: http://www.cpalms.org/Public/PreviewCourse/Preview/1723
LOCAL APPROVAL:	Please attach documentation of your School Board approval of this recommended course.
PLEASE DESCRIBE THE NEED FOR THE NEW COURSE, INCLUDING THE REASON WHY AN EXISTING COURSE WILL NOT SERVE THE NEED. Requests could be supported with data indicating the need for the course. Other considerations should include existing courses that might duplicate content or credits.	
Broward County Public Schools (BCPS) is home to the largest Debate Initiative in the country. Beginning in 2018-2019, BCPS began offering a Debate special at the elementary school level, but currently there is no course code for Debate in the State Course Code Catalog. In 2019-2020, approximately 2,000 elementary school students participated in a Debate special with another 5,000 potential students (currently engaged in extra-curricular Debate participation) across the district. We propose to remedy this issue with the addition of a new content-focused Introductory Debate course in the State Course Code Catalog.	

By signing, requestor is acknowledging that the information provided as a part of this *Request to Add a New Course* is true and accurate.



 Signature of Superintendent or Designee

8/25/2020
 Date

Description

Introduction to Debate Fifth Grade is to be a course to develop students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings. A majority of Fifth Grade English Language Arts standards have been included.

General Notes

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

- learning and practicing a variety of speech formats
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
 - eye contact and body movements
 - voice register and choices of language
 - use of standard English
- using research and writing skills to support selected topics and points of view
 - across a range of disciplines
 - using a range of sources, including digital
- collaboration amongst peers, especially during the drafting and practicing stages

Special Notes:

Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

21. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
22. Making close reading and rereading of texts central to lessons.
23. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
24. Requiring students to support answers with evidence from the text.
25. Providing extensive text-based research and writing opportunities (claims and evidence).

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a

relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>.

Standards

LAFS.5.L.1.1
LAFS.5.L.2.3
LAFS.5.L.3.5
LAFS.5.L.3.6
LAFS.5.RI.1.1
LAFS.5.RI.1.2
LAFS.5.RI.2.4
LAFS.5.RI.2.6
LAFS.5.RI.3.8
LAFS.5.SL.1.1
LAFS.5.SL.1.2
LAFS.5.SL.1.3
LAFS.5.SL.2.4
LAFS.5.SL.2.5
LAFS.5.SL.2.6
LAFS.5.W.1.2
LAFS.5.W.2.4
LAFS.5.W.2.5
LAFS.5.W.2.6
LAFS.5.W.3.7
LAFS.5.W.3.8
LAFS.5.W.4.10
ELD.K12.ELL.LA.1
ELD.K12.ELL.

B.E.S.T. Standards

ELA.5.R.1.1
ELA.5.R.1.2
ELA.5.R.1.3
ELA.5.R.1.4
ELA.5.R.2.1
ELA.5.R.2.2
ELA.5.R.2.3
ELA.5.R.2.4
ELA.5.C.1.2
ELA.5.C.1.3
ELA.5.C.1.4
ELA.5.C.1.5
ELA.5.C.2.1
ELA.5.C.3.1
ELA.5.C.4.1
ELA.5.C.5.1
ELA.5.C.5.2
ELA.5.V.1.1