

Revisions Addendum for
Khalil Gibran International Academy
New York City Department of Education



NEW SCHOOL
Executive Summary 2007



New Century High School Grant
Applicant

Khalil Gibran International
Academy

Introduction

KGIA provides a rigorous college preparatory program for 6th to 12th grade students. The Academy, along with parents, and our lead partner, the AAFSC, is dedicated to providing a diverse, supportive and collaborative learning environment in which students can reach their full potential and grow into knowledgeable and socially responsible global leaders.

Our focus is on holistic student development and rigorous academics. Through our dual language (English and Arabic) multicultural curriculum, students will graduate with the skills they need to become empowered independent thinkers who are able to work and collaborate with cultures beyond their own. KGIA's emphasis is on an inquiry project-based approach to instruction that exposes students to multiple perspectives. This approach is designed to foster the critical thinking, problem solving, and communication skills necessary for our students to become ambassadors of peace and hope, who are able to create bridges of understanding across cultural and other differences.

The curriculum will provide exposure to a wide variety of cultures and perspectives but will have a primary focus on learning about the richness and diversity of Arab culture and history. The Arab American community has long established roots in New York City and made numerous contributions to this country that many Americans are not aware of. There is a need for education about and creating cultural understanding of the complexity of Arab history and the diversity of Arab culture. The very existence of this school will provide the needed mechanism for a diverse population of students to learn about Arab culture and its contributions.

Students will graduate with a deep understanding of different cultural perspectives, a love of learning, and a desire for excellence with integrity, preparing them for leadership in today's constantly changing global world.

Ways the School Benefits the Students/Unique Educational Experiences

Arabic Language, History and Culture

One of the unique educational experiences of the Academy will be learning the history, culture and official language of the Arab Nations. Our students will, therefore, be able to appreciate the similarities and differences of the many peoples that make up the Middle East and North Africa as well as learn about the history of Arabs in America.

With Arabic language skills increasingly in demand, our Arabic language training will be a valuable aspect of our curriculum. Moreover, being able to speak and read in Arabic, our students will benefit from the ability to understand the thoughts, beliefs and ideas of the Arab people, and will be well positioned to become cross-cultural ambassadors. Our graduates will be motivated and prepared to pursue international careers.

Multicultural Perspective

While focusing on Arab history and culture, the overall curriculum will expose students to a wide variety of cultural viewpoints. In all classes, students will be expected to critically examine various sources of information so as to reach informed conclusions based on a personal synthesis of multiple perspectives on history and culture.

New York City is a microcosm of the world. And, Brooklyn, as one of the most diverse boroughs in the nation and home to one of the oldest Arab communities in America, is the perfect site for KGIA. The diversity of the student body itself will provide a living and breathing cultural learning experience. In their class work and social interactions with each other, students will learn to appreciate their commonalities and value their differences. As a result, they will strengthen or modify their perceptions of each other and broaden their world-views as well as their understanding of different cultures.

Community Partners

The school's community partners and collaborating organizations will provide additional learning opportunities as well as social support to students and their families. Each of our community partners has been selected based on their capacity to support KGIA's mission. For example, the Tenenbaum Center for Interreligious Understanding will offer an elective class on religious diversity; Educators for Social Responsibility will offer classes in peer mediation and conflict resolution; MSI Net, Inc., a technology consulting firm, will provide website development courses as well as technical support; and the American Middle Eastern Leadership Network will organize cultural exchange programs to stabilized areas in the Middle East as well as other countries with significant Arab populations. Our lead partner, AAFSC, will have a constant presence on site. They will provide a site coordinator as well as staff members who will serve as student advisors and Arabic language teachers. Moreover, they will provide various social services such as counseling, ESL for parents, and youth empowerment workshops as well as help facilitate the school's Student Council. The site coordinator and AAFSC instructors will work closely with the administration and staff in developing the extended day Arabic language and cultural arts programs.

Pedagogical Approach

We believe that people learn best by interacting with the social and material world and that the best vehicle for learning is to engage students collaboratively in solving real world problems. Therefore, in each unit of the school's articulated 6th to 12th grade curriculum, students will focus on critical thinking and real world issues, past and present (i.e., global warming, poverty, and intractable conflicts), in an interdisciplinary approach.

The administration and staff of KGIA are committed to developing curricula and selecting instructional materials that will provide students with the tools to learn effectively. Backward planning will be the process we take when developing our curricula. It will be driven first by **identifying the desired results and essential understandings** (big ideas that can be transferred and applied in different situations). Then, it will be based on **what students need to know and be able to do** to achieve the desired results. Essential questions are at the heart of every unit.

Unit plans will be created and documented around big ideas and linked to the Standards and Habits of Mind of each discipline under study.

Critical Thinking and Academic Rigor

KGIA will offer a rigorous learning environment that is intellectually challenging. The assessment-driven, inquiry project-based curriculum will prepare students to exceed New York State Learning Standards and the Arabic Language Standards (developed by the American Council on the Teaching of Foreign Languages) and graduate with an Advanced Diploma conferred by the New York City Department of Education.

In each class, students will engage in analysis and problem solving through Socratic discussions as well as research outside the four walls of the school. Students will, therefore, approach each subject area as an opportunity to investigate and explore rather than passively accept and receive information. They will acquire the skills and strategies to evaluate information and incorporate and synthesize it into new knowledge.

To effectively prepare our students for college, we will focus on the following skills that enable them to think critically: identifying and analyzing patterns and relationships; classifying and organizing different ideas; drawing conclusions based on prior learning; making and supporting inferences; and communicating ideas effectively verbally and in writing using Standard English and Arabic. Our students will be well prepared to take college level classes (through College Now) in their senior year for credit and achieve a head start in their higher education.

While some students may be academically challenged upon entry, the school will provide the support necessary to ensure their academic success. Students will be expected to complete an exit project at the end of each grade that will demonstrate that they have met the instructional expectations for that grade. Every student will be well prepared to compete with other students nationally and enroll in colleges of their choice upon graduation. At the end of the 12th grade, all students are expected to have the higher order cognitive and reflective skills needed for “expert thinking.” During their time at KGIA, they will be learning to learn and will thus graduate with the skills they need to be lifelong learners.

Standards and Assessment

Learning will take place with our students’ instructional needs in mind. Instructional expectations will be clear, student-centered and achievable. And, they will be transparent to the entire school community. Our goal is to give our students and their families ownership of their learning. They will be aware of their progress to prevent any surprises at the end of each trimester. Teachers will clearly understand that curricula are driven by assessment. Therefore, they will measure and monitor student progress. They will employ a variety of formal and informal assessments to evaluate student progress and inform instruction. Assessments will include anecdotal records, individual student conferences, peer reviews, student journals, portfolios, performance tasks, as well as teacher-created and standardized tests.

Student work, anecdotal records and test results will be analyzed to guide units of study and ensure that all students are meeting or exceeding State Standards.

Teachers will set learning goals with students using individualized assessments of student performance and engage in ongoing pedagogical reflection. Teachers will come to understand the strengths and challenges of each student. They will, thus, be able to address student needs through differentiated instruction and academic intervention including small group instruction, purposeful collaborative grouping of students, Push-In instructional support services, teacher modeling, coaching, individual student conferences, learning buddies, and one-on-one tutoring with adult mentors.

Through our Advisory Program, all classroom teachers, administrators, and lead partner staff members will “adopt” a small group of students for the duration of three years during middle school and four years in high school, respectively. They will serve not only as academic advisors but also to support the social and emotional growth of their “children.” The school will schedule teachers’ workload to allow for providing additional Push-in instructional support to individual students and/or small groups of students. Moreover, students who require even greater support will be provided with that through the school’s Saturday Academy program.

KGIA is a dual language school that accepts students from diverse backgrounds. All students will be given a language proficiency assessment upon enrollment. They will be assessed for basic language competencies in speaking, listening, reading, and writing in the targeted language (e.g., Arabic or ESL) and placed according to their level of language proficiency. KGIA’s language program involves intensive language-learning through which students will receive a minimum of 6 periods of language instruction a week. Our lead partner, AAFSC, will provide Arabic language instruction during the extended day component (see footnote on page 8) and additional support during the Saturday Academy to help them achieve proficiency and to avoid having students pulled from subject area classes during the day.

Dual Language Approach

KGIA provides a unique bilingual and culturally enriching learning experience for its students. By the end of the senior year, students are expected to be proficient in both English and Arabic¹, knowledgeable about Arab cultures, and able to problem-solve creatively.

KGIA’s approach to language learning, teaching through content, is designed to enable our students to become capable of using their new language effectively for communication and for learning academic subjects. Therefore, unlike language learning models in which languages are taught in isolation, focusing solely on grammar and vocabulary, our students will be learning a new language through content and purposeful interactions.

¹ In the first year of KGIA’s operation, we will not be ready to fully implement the dual language approach, as we will not yet have an adequate number of certified bi-lingual teachers on board. Until we are able to retain certified teachers, our lead partner, AAFSC, will provide Arabic language teachers as part of an extended day program. We anticipate being able to fully implement our dual language program by the third year.

Research on language acquisition has shown that language is best and most efficiently learned when taught through content (Brinton, Snow and Wesche 1989; Richard-Amato 1996; Snow and Brinton 1997). For second language learners, that content is made more comprehensible when teachers organize instruction around themes. Themes are especially effective for second language learners because they provide students with an overall schema and context within which to learn. When teachers use themes that are connected to students' lives, students are able to understand the topic even if they do not understand everything that is being said in their new language. This provides a foundation on which student learning can be built.

KGIA's teachers will scaffold instruction to make language input comprehensible for all students at all times. Teachers in language learning classrooms, as well as their colleagues in the content areas, can help students learn language and content by scaffolding instruction. Vygotsky (1962) explained that learning takes place in social interaction when an adult or more capable peer asks questions, points out aspects of a problem, or makes suggestions, working in a learner's Zone of Proximal Development (ZPD). He defines the ZPD as the difference between what a person can do independently and what the person can do with help. Our students will learn language skills through being fully immersed in their new language socially and academically.

Teachers will establish a classroom environment and daily routines (such as interactive writing, daily learning reflections, and guided reading) that are conducive to language and content area development. Creating clear and expected routines enables students to have ownership of the learning taking place and thus, leads toward independence. Moreover, to contextualize student learning, classroom libraries will be literature rich, containing a broad range of books in both languages at various levels and in different genres, and will also include audio-visual resources.

Research has also shown that second language learners are most apt to be engaged and learn when they work together collaboratively (Darling-Hammond, Aness and Falk 1995). Thus, our teachers will facilitate language acquisition and literacy development by grouping students with different levels of proficiency together in triad learning teams (i.e. native English speakers, native Arabic speakers, and students who are bi-lingual) in subject area classrooms. This grouping will draw on each student's strength and allow the students to learn from each other on many levels. Further, the English as a Second Language (ESL) curriculum will mirror the Arabic as a Second Language curriculum. For example, students in an ESL class will read poetry by Khalil Gibran in English, while their peers in the Arabic as a Second Language class will read the same poetry in Arabic.

And, to ensure that all members of the team are studying the same literature, the English Language Arts (ELA) class will parallel the Arabic Native Language Arts class. Thus, if the ELA class is reading Khalil Gibran's *The Prophet* in English, the Native Language Arts class will be reading the same book in Arabic.

Students will be encouraged to utilize both languages throughout the day. They will have the opportunity to join language-specific conversation tables during lunch

staffed by retired Arab and non-Arab speaking community members who will come daily to converse with students so as to strengthen their fluency. In addition, our students will engage in an extensive arts and cultural study program in the visual, performing and culinary arts of the Arab nations. Some of these classes will be conducted in both English and Arabic enabling students to practice their language skills while engaged in the study of the arts. In addition, students will have numerous opportunities to use language in a natural context through community service for immigrants, internship experiences, and study abroad. The combination of these programs/experiences will prepare students to meet the English and Arabic Language Standards.

Leadership Development, Integrity and Social Responsibility

Leadership development, integrity and social responsibility are essential to our school's mission and emphasized throughout the curriculum. Students are challenged to reflect on themselves, the world and the ways they can model social responsibility and help bring about positive change. Whenever possible, class work will focus on local and global real world issues. Units of study will be co-designed by students and teachers to encourage students to use their innate curiosity and ingenuity. They will learn how to make sense of their surroundings, define problems, predict possible outcomes, consider “trade-offs,” experiment and make informed decisions. Students will also participate in community service projects in which they can put what they have learned into practice. Our community partners will support leadership development. The American Muslim Association of Lawyers and the Salaam Club will offer internships in offices and law firms. And, the American Mideast Leadership Network will offer an after-school leadership program. By learning the skills of critical thinking, problem solving, and decision-making, our students will be prepared to take on leadership roles in their communities.

Structure and Support Mechanisms

KGIA will be a small school with a Lower School consisting of 6th through 8th graders and a High School will be made up of 9th through 12th graders. There will be three classes per grade and no more than 27 students in each class. Teachers will loop with their students in each house, becoming familiar with each of them and their individual needs. This makes it possible for them to tailor their teaching to the needs of each student, leveraging their strengths and developing areas that need improvement.

In addition, there will be block scheduling to allow for a seven (7) period day, enabling students to engage in in-depth exploration. Classes will also be scheduled to allow for inter-disciplinary learning and teaching. For example, scheduling an ELA class to immediately follow a history class enables teachers to create curricula that provide continuity between the two classes and reduce student workload. This scheduling also enables teachers from the same as well as different disciplines and grade levels to have time to engage in common planning.

In order to ensure that all our students graduate with proficiency in both English and Arabic, the school day will begin at 8:00 a.m. and will be extended until 5:00 p.m. This is what makes it possible for all students (both English Language Learners as

well as students learning Arabic) to have 6 periods a week of intensive language study.

Professional Development

KGIA's professional development program will start in the spring of 2007 with a 3-Day Retreat designed to establish our learning community. Our goal will be to ensure that all teachers/staff have an appreciation of diversity and an understanding of how to build an inclusive environment. The Retreat will also serve to create a shared set of beliefs and values, a consensus as to what constitutes "quality" teaching, and a climate of trust and collaboration. The Retreat will be followed by a 2-Day Workshop focused on providing teachers with a conceptual framework for instruction for second language learners and a 7-Day Retreat on curriculum planning and design.

In addition to opportunities for professional development outside the school, KGIA will provide numerous opportunities in the school's schedule for teachers and administrators to learn and share in study groups meetings (both grade level and departmental). In these meetings, in addition to sharing best practices, they will be able to reflect on their own effectiveness by jointly reviewing student work products. Teachers will also have the opportunity to learn from other teachers through inter-classroom visitation and team teaching.

KGIA will also partner with Columbia University's Teacher's College Department of International and Transcultural Studies (ITS), the Tanenbaum Center for Interreligious Understanding, Educators for Social Responsibility (ESR) and the Brooklyn Museum. ITS will work with our teachers to develop their understanding of strategies necessary to educate for bi/multilingualism, multiculturalism and cross-cultural understanding, and the use of multiple literacies. In addition, ITS will sponsor teacher professional development workshops in Arabic literature, the Arab Diaspora, art and music, education, economy/oil, Islam, Israeli Culture, Middle East history, political systems and reform, and women. The Brooklyn Museum will be working with teachers on developing history curricula that enable students to understand the perspectives of historians and archaeologists while utilizing exhibits from the Ancient and Modern Arab World. The Tanenbaum Center and ESR will train our teachers to use the curricula that they have developed. Further,

KGIA teachers will meet regularly with our partners so as to create mutual learning opportunities. AAFSC will train teachers in the areas of cultural sensitivity and immigrant acculturation.

Student Advisory and Youth Development

While every adult at KGIA (teachers, administrators, and AAFSC staff members) is expected to develop rapport with each student, they are also expected to serve as advisors in KGIA's Advisory System. As noted above, through this system, they will follow the academic and personal development of small groups of students throughout their time at KGIA. In their small groups meetings with their advisors, students will share their academic as well as personal issues. In this way, they are provided with a peer support network along with an opportunity to develop a close personal relationship with a caring adult. One of the foci of these advisory group

meetings is to help students learn how to problem-solve as well as interact with each other in a respectful and supportive manner.

In addition to providing academic and personal support, the advisors will create and find opportunities such as extracurricular activities, internships, volunteer opportunities and leadership programs to expand on the academic and personal interests of the students. With the help of the AAFSC, the advisors will also create academic and career development workshops. Furthermore, they will be key in the college application process by advising students about college decisions and reviewing college applications and essays in order to instill confidence in the students as they work towards pursuing a higher education.

End of Year Task: 9th Grade Exit Project

As a 9th Grade Exit Project, students will be asked to create a collaborative team project concentrating on a particular area of concern to them. The scope of this project extends beyond a presentation of students' opinions on a topic. Students will be asked to explore their issue in depth through interdisciplinary research with the aim of becoming "experts" on these issues using what they have learned in the year's focused study on "Intractable Conflicts." In addition, students will be expected to teach others about how to take action to create positive change in their area of focus. They will be expected to share information in an accessible manner, offer possible solutions or suggestions, and provide original ideas for ways people may become directly involved in that issue.

This culminating project will be formally assigned six weeks before the end of June. Throughout the six-week period, students will examine models of successes of other young adults who are making a difference worldwide. A collection of examples of other young adults committed to making change and shifting perceptions will be used as resources to help students develop their own ideas.

These examples would include such resources as *We Were There*, by Phillip Hoose, *Three Cups of Tea*, by Greg Mortenson, the work of peacemakers Imam Ashafa and James Wyue of the Muslim/Christian Youth Dialogue Forum in Nigeria, and Pennies for Peace organized by Greg Mortenson. To model the interdisciplinary research process, teachers will use a topical issue (such as the recent Mount Sinai Report on Ground Zero Air Quality and Related Health Hazards) as a class research topic.

The project will have five phases. The first is Issue Identification and Planning. In this phase, students will be given time to brainstorm their own interests through writing and conversation. Teachers will direct students to think about pertinent questions that need to be answered, ideas that will have the best chance for success, their target audience, and the design of a preliminary plan of action.

The second phase is Research Method and Findings in which teachers will facilitate discussions on research methods. In addition to internet and library research, students will be expected to utilize other sources and means of information gathering, such as surveys and interviews of community members, local businesses, organizations and community groups; letters of inquiries to corporations as well as government agencies and officials; and collecting articles and videos from the news media. In this phase, teachers will emphasize the need to critically examine all information gathered from the standpoint of bias and reliability. Students will, therefore, compare different sources and perspectives so as to draw their own informed conclusions.

After the research is completed comes the Project Design and Proposal Phase. Here, based on the information gathered, students will identify their desired objective, individuals/organizations who will be helpful/opposed, and a possible solution or suggestion for change that includes ways to promote the issue and build coalitions. Students will then develop a formal proposal that will contain the project

rationale, research data, description of a plan for implementation, and a cost-benefit analysis of their plan.

In the Implementation and Oral Presentation Phase, students turn their words into action through such activities as writing letters, developing petitions, distributing flyers, holding information presentations at a local organization or community gathering, and organizing an exhibit.

At frequent intervals throughout the process, mentors from our collaborating organizations and the students' advisors will provide guidance. They will review the topic selected and the focus question to ensure that the project is on the right track.

The project will culminate in a public presentation designed to educate others and provide possible solutions or suggestions for change. The presentation will take place in a public gallery format in which student work will

be displayed for peer, mentor, community members and faculty feedback. They will prepare a presentation component in which students will make an oral presentation, including multi-media representation of project plans or findings, to their peers, mentors, faculty and individuals with expertise in the relevant subject matter. Students will be expected to present some part of their project in Arabic.

Assessment of the students and their work will be ongoing, as the teachers review student work and conference with student teams. In addition, student reflections will be an integral part of the evaluation protocol. Students will reflect on their work during and after the project focusing on what worked and didn't work both with the project itself as well the collaborative team process.

9th GRADE EXIT PROJECT CHECKLIST AND RUBRIC²

Phase 1: Issue Identification and Planning

- I used topics and ideas that we discussed in class or from a demonstrated need in the local, national, or international level to come up with an issue that I am interested in exploring.
- I brainstormed and explained my interests through writing and conversation.
- I have identified a problem and asked pertinent questions that need to be answered.
- I have designed a preliminary plan of action that included probability of the project's chance for success, my target audience, as well as a project timeline.

Great	Really Well	On Your Way	Keep Working
4 out of 4 boxes checks	3 out of 4 boxes checks	2 out of 4 boxes checks	1 out of 4 boxes check

The result for my work in Phase I:

Phase 2: Research Method and Findings

- I did some background research.
- Before implementing the project I used the background research to re-evaluate the questions that need to be answered and justified the need for change by using the data and evidence collected.
- I explored different sources of information (e.g., community, Internet, library).
- I located information in a variety of formats (e.g., books, newspapers, databases).
- I assessed the information – i.e., was it relevant, current, free of bias, from a reliable source?
- I kept clear notes of my information search results and sources.
- I connected and summarized the information in an organized and logical way.
- I looked back at my work and reviewed the topic, problem, questions, and timeline to ensure that I am on the right track.

Great	Really Well	On Your Way	Keep Working
8 out of 8	6 out of 8	4 out of 8	2 out of 8

² Adapted from the New York City Department of Education 8th Grade Exit Project Rubric.

boxes checks	boxes checks	boxes checks	boxes check
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The result for my work in Phase 2:

Phase 3: Project Design and Proposal

- I used at least three different sources to collect my research information, which I have written down in my bibliography.
- My project proposal is written in a manner that makes sense. I made sure it contains:
 - Table of Contents
 - Abstract (how can I describe my project in a nutshell?)
 - Introduction/Statement of the problem or need (Why do this?)
 - Goals and Objectives (What do I intend to accomplish?)
 - Background/Literature review (What do experts in the field say about this issue?)
 - Methods/ Procedures/Materials (How do I intend to achieve the objectives?)
 - Timetable (How long do I anticipate the project will take to complete?)
 - Project significance and impact (Why is this important and who will benefit?)
 - Budget (What will it cost to accomplish this project?)
 - Project personnel credentials (Why are you the right person to do the job?)
 - Conclusion that refers back to my questions with a discussion of the recommendations and further questions I would like to investigate.
 - Reflection on the quality of my entire project.
 - Write, add content to, and analyze a relational data base
 - Bibliography/References cited
- I compared concepts and showed the reader that I understood MORE THAN just what I researched about. I compared it to other things not in my research (*i.e. “this is similar to the idea that...”*).
- I supported my ideas with examples, definitions, and references back to other sources of information.
- I included footnotes for anything that I did not learn by myself. If I didn't learn it from doing this project, I showed where I got the information.
- I used graphics, charts, or artwork to enhance my report.

- I checked for grammar, spelling, punctuation, and sentence structure. I did not include any slang or computer abbreviations in my report.
- I used a typewriter or a computer to print my report. It is ***NOT*** handwritten.

Great	Really Well	On Your Way	Keep Working
8 out of 8 boxes checks	6 out of 8 boxes checks	4 out of 8 boxes checks	2 out of 8 boxes check

The result for my work in Phase 3:

Phase 4: Implementation and Oral Presentation

- The products associated with putting my project in action showed evidence of research and conclusions drawn.
- The products were organized and displayed in a logical manner and used effectively to support my oral presentation.
- I organized my presentation in a way that people can understand. I know that not everyone listening to the presentation is as much an expert on my topic as I have become.
- My presentation reflects a deep understanding of the topic and essential questions/ideas are clearly addressed.
- I used notes, index cards, or PowerPoint to make sure I followed my presentation in the correct manner and that I provided accurate data. I did **NOT** read directly from my report, and I made eye contact with the audience.
- I gave examples and definitions, and I made direct references with quotes to support my ideas.
- My audience was able to understand my concept and I was able to answer questions about my topic; I am the expert!
- I used proper grammar and sentence structure. I did not use any slang. I spoke slowly, loudly, and clearly, so that I could be understood.

Great	Really Well	On Your Way	Keep Working
8 out of 8 boxes checks	6 out of 8 boxes checks	4 out of 8 boxes checks	2 out of 8 boxes check

The result for my work in Phase 4:**So, how did your project GROW?**

If you have four Greats, you did great on your project: give yourself a **BIG “G”** in the box below.

If you have three Greats, you did really well on your project: give yourself a **BIG “R”** in the box below.

If you have two Greats on your project, give yourself an **“O.”** You’re on your way.

If you have one Great on your project, give yourself a **“W,”** and keep working.

As of _____ / _____ / _____, my project is rated a because:

A Day in the Life of a Student at the Khalil Gibran International Academy

Fatin, a ninth grade student whose family emigrated from Yemen, arrives at school at 7:00 a.m. She waits in front of the school for her teammates, Sarah and Joshua. They are working together for their required freshman course, Mediation and Conflict Resolution, and planned a meeting to review their presentation at the weekly Freshman Seminar to be held after breakfast in the Unity Center.

Fatin is new to the U.S. and to English speaking. However, she is well grounded in her native language and well versed in Arabic literature. She thinks her teacher’s thoughtful design of collaborative teams in this course is ingenious. Fatin’s teammate, Sarah, was born and raised in the U.S. to an Algerian family. She speaks Arabic fluently but wishes to learn how to read and write Arabic. Her other teammate, Joshua, who is African-American, was born and raised in Brooklyn. He wants to learn the Arabic language for a career in international affairs.

Fatin feels that the three of them have learned so much from each other as a result of working on the same team and she appreciates the close bonds they’ve developed. As she waits in front of the school where the statue of Khalil Gibran (the famous Arab poet, philosopher, and writer) stands, her eyes look toward the front door where she sees the huge mosaic plaque that says, “Welcome to the Khalil Gibran International Academy” in both English and Arabic. Seeing it, she feels a strong sense of pride knowing that one of the great world writers is also an Arab-American.

When Joshua and Sarah arrive, they enter the building and join the culturally diverse mix of students and staff. Fellow students greet them with warm embraces. Even in these early hours, the halls and rooms are already buzzing with activities. In one of the classrooms, the school's Advisory Council, composed of school staff, parents, and student representatives, is planning the logistics of the upcoming Curriculum Night for parents. Across the hall, parent volunteers are providing one-to-one Arabic language tutorials for beginning students. These volunteers were organized and trained by the PTA and the Learning Leaders (a group of retired individuals from the community who volunteer their time to the school). Further down the hall, other parents are participating in an ESL class, conducted by the Academy's leading partner, the Arab American Family Support Center (AAFSC), before they go to work. The corridors resonate with words spoken in a mixture of English and Arabic.

Fatin is in awe of how some of her peers are so adept at navigating in and out of both languages with such ease. However, she is confident that by the time she graduates, she too will be fluent in her second language, English. Her teachers are masters at supporting her new learning by building on her existing strengths – her strong literacy skills and solid proficiency in the Arabic language.

Fatin and her teammates hurry down the hall toward the Unity Center. On the way, they see a woman wearing a hijab standing in the hallway. They do not recognize her but notice that she seems unsure as to where to go. Fatin approaches her asking, in Arabic, if she can be of assistance. The woman smiles and replies that she is considering registering her son in the Academy in the Fall and wants some information about the school. They escort her to the office to get her some informational materials. On their way, they pass through a hallway where portraits of Arab philosophers, inventors, poets, musicians, etc. as well as large panels with quotes from Khalil Gibran and historical information about Arab culture in New York City up to the present are exhibited. Outside the office, there are two large bulletin boards. One is decorated with Arabic fabric prints with pictures of each student accompanied by personal blurbs, in English and Arabic, describing the student's culture, heritage, and future aspirations. The other board has pictures of staff members (from the principal and teachers to the front door security guard, custodians, and kitchen workers) with blurbs in English and Arabic describing their various cultures and their hopes and aspirations for the students.

Fatin and her teammates introduce the woman to an administrative assistant who invites the woman to sit down and brings her informational material about the school written in both English and Arabic. Having delivered their guest to the main office, they proceed to the Unity Center where they sit down to review their PowerPoint presentation. In their class, they have been concentrating on the importance of working collaboratively with others. They have focused on being able to maintain a collaborative approach despite different perspectives. Their goal is to share with the rest of the freshman class their own collaborative experiences and reflect upon the lessons they've learned from them utilizing the following quote:

“Genuine collaboration is a coming together of people to create something that would have been impossible to make alone. A dialogue, a communication, a connection that transforms the participants can occur.

Deep collaboration compels us to see ourselves through others. Truly collaborative works are commitments in time and space, cause and effect at once, even a form of love.”

Tom Rollins – social activist

At 7:45, they finish up and go to the cafeteria for breakfast. They greet the cooking staff and some of their peers who are working in the kitchen as part of their Culinary Arts Class practicum. The menu includes halal and vegetarian food that was selected with input from the entire school community. As they get their breakfast, another student prepares for running the daily Check-in and Updates Forum. Faculty member Joe Brown joins the student facilitator in his role as faculty support for the Forum. The student facilitator welcomes everyone, gives updates on school activities and invites students to make announcements about community service opportunities and other school-related activities and events. Sarah takes notes so as to be able to post the information shared on the school's web site that she helps maintain in the Media and Technology Department.

From 8:15 to 9:00, Fatin's team makes their Freshman Seminar Presentation based on Tom Rollins' statement. It is engrossing and many members of the audience come to the microphone to share their own reflections.

9:00 a.m. to 10: 15 a.m. – Fatin and her teammates proceed to their first class of the day. While Sarah and Joshua attend their ELA class, Fatin is going to her ESL class. Sarah and Joshua quicken their steps and join their ELA class. Among the core reading materials in the class are such texts as *The Prophet* by Khalil Gibran, *The Alchemist* by Paulo Coelho, and *Siddhartha* by Herman Hesse. In Sarah and Joshua's class, the day's focus question of “What determines the notion of ‘self?’” drives their Socratic conversation. After the teacher models how to use text from *Siddhartha* and *The Prophet* to support her assertion in a mini-lesson, students are asked to move into small groups and apply the same strategy to substantiate their conclusions as they discuss the reading. The teacher circulates around the room coaching and conferring with students. In the last twenty minutes, the class is asked to share their findings and contentions in a Socratic Seminar. The homework assignment is to reflect on this model and write their thoughts in their journals, which are reviewed on a bi-weekly basis.

Fatin enters a literature-rich classroom not unlike that entered by Sarah and Joshua. Essential questions are used in Fatin's ESL class to provide the framework within which the students will consider their relationship to the world at large. Fatin's ESL class is immersed in the study of “Why do writers even bother to write biographies?” and “Who can be the subjects of biographies?” This biography unit uses various versions of biographies on the life of Khalil Gibran, his works, and his legacy to enable students to come to the understanding that we can all create our own legacy and be agents of change. The ESL teacher uses learning strategies that build on her students existing language strengths. She knows that students who are literate in their native language are able to transfer many skills into their second language. She also consciously chooses reading materials that come in bilingual versions so as to help students make the language transfer.

The teacher ensures that all class work takes place in a purposeful context where listening, speaking, reading, and writing are used together. In fact, the focus of today's class is to analyze the text to discern questioning techniques that biographers used in effective interviews. Fatin's group members, Yesmine and Michael, have just completed their second year of ESL class. For tonight's homework, Fatin and her partner have to formulate a list of “thick” or open-ended questions as well as follow up questions. She also has to make a list of people in the community to interview and choose one about whom to develop a biography.

10:15 a.m. to 11:30 a.m. - On her way to her next class, Native Language Arts (NLA), Fatin sees other students hustling and bustling in the halls. She greets them in English to strengthen her fluency. She sees some of them walking with their musical instruments (the *Uud* and *Nay*) for their music class. At the doorway of her classroom, her friend, Joan, a member of the Journalism and Media Club, approaches her to schedule a time to interview Fatin for her next documentary project on world peace. Fatin's NLA classroom is in the same room where Sarah and Joshua just finished their ELA class. It is by design that Fatin's NLA curriculum mirrors that of Sarah and Joshua's ELA class, except the instruction and materials are in Arabic.

11:30 a.m. to 12:30 p.m. – Fatin heads over to the cafeteria for lunch. She sits at the Arabic conversation table organized by the Language Club where retired Arabic speaking community members come daily to converse with students so as to strengthen their fluency. This program prepares students to meet the Arabic Language Standards developed by the American Council on the Teaching of Foreign Languages. Fatin, as part of her service-learning requirement, assists the community volunteers by surveying students to determine the topics of interest or “hooks” that will involve students actively in conversation. In the background there is Arabic music playing. It was selected by student members of the Music Department and is representative of the unique folkloric music of the Nubia of Sudan.

12:30 p.m. to 1:45 p.m. – Fatin heads toward her Living Environment science class where the instructor has anchored all the learning activities to a larger task/problem. In this class, as in Fatin's Medication and Conflict Resolution Seminar, Fatin is part of a triad learning team. For the last few weeks, they have been studying the major devastations cause by an earthquake for the people in Iraq, Pakistan, and Northern India. Not only were thousands of people injured or killed, but the infrastructure of that region also suffered major damages. In this project, their class has been examining the underlying causes of earthquakes and why the magnitude of that region's devastation is so great. The culminating task for their project is two fold: (1) Use the information gathered to design a plan of action that they will propose to the governments of that region; and (2) Design and organize a community aid drive for the earthquake victims. They enjoy this class because the teacher's Driving Questions for each session really makes them think, they get to design their own experiments, and it is FUN! For example, in the first session, not only were they asked to hypothesize what causes earthquake, but they also had to construct a model to illustrate their thinking as well as defend their hypotheses against possible inconsistencies. Today, they will use real time Internet data to synthesize and evaluate why we don't hear about most of the many earthquakes that happen around

the world and the patterns they notice about earthquake occurrences.

1:45 p.m. to 3:00 p.m. – Next Fatin heads to her history class that focuses on the contributions of Arab-Americans to American history. Fatin's team in this class has to develop a PowerPoint presentation focusing on one individual in history. They are finalists in a national contest and will be making this presentation in front of a panel of accomplished historians. Their history class teacher has been helping them with it. The lead partner, AFFSC, is providing the funding for their whole class to go to Detroit to watch and support them. When her history class is over, she has a break before her next class. She heads over to the Student Lounge to hear representatives from the corporate sector speak to students about internship opportunities available at their companies being facilitated by one of the school's collaborating organizations, the American Middle East Leadership Network.

After listening to the presenters, she goes to meet with her advisor to prepare for her upcoming exhibition portfolio review by the academic department heads as well as to discuss next semester's classes.

Although KGIA offers a variety of enrichment electives in the arts, sports, and technology beginning at 3:30, Fatin has chosen an elective on Human Rights. This class is being co-taught by one of the school's full-time teachers along with an Arab-American lawyer. She can't wait until the end of the semester, when one of the collaborating organizations, the American Muslim Association of Lawyers, will offer students internship opportunities at their members' law offices for a semester.

Revisions Addendum for Khalil Gibran International Academy

To the Proposal Reader:

Our full proposal was forwarded to New Visions for Public Schools, our Intermediary, on November 20th for review. We made a number of revisions based on their feedback. At the request of New Visions, as a courtesy to their Review panel, we are listing these modifications below. In this way, the Intermediary Panel need not review the entire document again on December 1st but can simply review the modifications in this Addendum. We appreciate your understanding of this matter.

Addendum 1 – Dual Language Approach:

The following three introductory paragraphs from the description of our Dual Language Approach have been revised from the original and have been inserted into the body of the proposal on page 4.

“KGIA intends to provide a unique bilingual and culturally enriching learning experience for its students. Our plan is to fully implement the Arabic Dual Language Program by the third year of operation. Students entering KGIA from that point on, will be expected by the end of their senior year to be proficient in both English and Arabic, knowledgeable about Arab cultures, and able to problem-solve creatively.

While there is currently a shortage of certified Arabic instructors, we are in the process of actively recruiting a team of dual-certified (Arabic language and content area subject) teachers. There are five potential dual-certified candidates in our teacher pool at the present time. Two of these candidates are now certified in a content area and are taking courses to meet New York State teaching certification of a Language Other Than English by no later than the second year. Two of them will be able to meet New York State certification requirement to teach a Language Other Than English by completing a satisfactory performance on the College Level Examination Program (CLEP). One will graduate in three years with a bilingual education teaching certification.

Therefore, during our first two years, we will provide intensive Arabic language instruction during the last periods of the school day. Our lead partner, AAFSC, will provide Arabic language instructors to teach these classes. The Arabic language instructors are all highly qualified and experienced educators who will be paired with certified KGIA teachers. Units of study will be planned in conjunction with the core curriculum of the school and language instructors from AAFSC will be included in all

professional development activities. As with all teaching and learning activities in KGIA, language instruction will be assessment driven and differentiated according to student needs.”

Addendum 2 – Introductory Letter to Parents:

The revised Introductory Letter to Parents below now replaces the original and is inserted in the body of the proposal on page 9.

Dear Parents and Caregivers:

Welcome to the inaugural year of the Khalil Gibran International Academy. We are honored that you have chosen us. We want to welcome you as a partner in this new initiative that intrigues the mind by its uniqueness. As partners in this initiative, we will create not only an educational institution but a multicultural community comprised of students, teachers, parents, community members, and community-based organizations.

We take pride in being the first public secondary school in New York City to offer a program of intensive Arabic language instruction. We are dedicated to creating a culture that enables students to learn, reach their highest potential, and become future leaders of our global society. Together with our lead partner, the Arab American Family Support Center (AAFSC), we will foster an inclusive environment in which multiple perspectives and differences are valued. We therefore welcome students and families from diverse backgrounds who want to join a multicultural learning community that values and celebrates diversity.

We offer your children a rigorous learning environment that is intellectually challenging and will prepare them for college. Our project and Standards-based learning coupled with community service and internship opportunities will prepare students for real world learning. In all classes, students will be expected to learn critical thinking skills that will serve them well in college and beyond.

Our community will extend beyond the walls of the school. Through our collaborations with the AAFSC and our other partners, such as the Department of International Transcultural Studies at Teachers College, the Brooklyn Museum, the Tanenbaum Center for Interreligious Understanding, and Educators for Social Responsibility, students will have unique educational opportunities that will allow them to apply their learning to the real world. Along with our partners we will provide your child the following:

- College Advisory Program
- Conflict Resolution Training
- Intensive Arabic Language Classes
- Saturday Academy
- Cultural Exchanges and Internships
- Cultural Arts Programs

We are also here as a resource to you as parents. Our lead partner, AAFSC, offers English and Arabic classes for adults, workshops on such topics as adolescent parenting and homework help, counseling and other social services, as well as access to health care. Join us in our common goal and become an active participant in your child's education. It is vital that we all work together so that with your help, we will create an educational environment that produces outcomes for our children that exceeds expectations.

At KGIA, we hope to have the pleasure of getting to know all our families. Families can become active in our school community by volunteering in our Parent Association, School Leadership Team and/or other venues. With your help and support, we will create an educational culture in which everyone has a voice.

We believe it takes a village to raise a child. We are excited by the prospect of working together as a village with you and our collaborating community organizations to raise the leaders of the future. I look forward to meeting you in person. If you have any concerns or questions, please don't hesitate to contact me. Your comments and suggestions will add to the richness of our school culture and learning experiences.

Sincerely,

Debbie Almontaser, Principal

Addendum 3 – Student Recruitment Plan – Outreach Strategy

The following page describing our Outreach Strategy has been added here and in the body of the proposal on page 10:

2b – Student Recruitment and Outreach

The Khalil Gibran International Academy

Outreach Strategy

KGIA will engage in an extensive outreach campaign to attract students and parents of diverse backgrounds to our school by emphasizing the benefits and uniqueness of KGIA and the international career opportunities that this learning experience will provide our graduates. Our multifaceted approach will be designed to inform families from various communities across the City that KGIA is open to all students and will include: direct meetings with Guidance Counselors, Parent Coordinators and PTA groups; providing information to community-based organizations; attending school recruitment fairs; presentations to faith-based organizations throughout the city; advertising in community newspapers; and the KGIA website.

School outreach: We will send a letter and brochure describing KGIA to Guidance Counselors and Parent Coordinators in New York City Elementary and Middle Schools, and follow up with presentations to the student body and the school's PTA. This approach will enable us to speak directly to students and parents about KGIA and describe the benefits of attending the school.

Collaborating CBO's: All of our partner community-based organizations will have information about KGIA available for distribution to their clients. In addition, we will send information to organizations across the city that provide youth programs and actively promote KGIA's unique educational experience to all interested families.

School Fairs: A key aspect of KGIA's outreach strategy will be to participate in all NYC Middle and High School recruitment fairs. At these fairs, we will have the opportunity to provide information about the school to students and their parents.

Faith-based organizations: Promotional materials (brochures and flyers) describing KGIA will be provided to churches, synagogues, mosques and temples throughout New York City to encourage students of all faiths to attend KGIA. Additionally, the New York Disaster Interfaith Services (NYDIS) has offered to distribute information about the school to all of its participating members. When there is an interest, a representative from KGIA will make a presentation to any of these faith-based organizations.

Advertising: For those people who may not be actively involved in the schools through the PTA or other parent organizations, we will promote our school by advertising in community newspapers. The advertisements will include a brief overview of KGIA and a means of contacting a KGIA representative to learn more about the school.

KGIA website: Our school website will be filled with comprehensive information about KGIA, our mission and admission procedures. Additionally, our lead partner, The Arab-American Family Support Center, will provide a link to KGIA on their website and we will encourage all of our collaborating organizations to post a link to the school on their sites.

Beginning 2008, KGIA's Building Bridges Committee (See Governance Plan – Critical Committee) will have an active role in the student recruitment process.

Addendum 4 – Student Recruitment Plan - Brochure

The brochure on the following two pages replaces the original and is inserted into the body of the proposal on pages 11-12.



"The universe is my country and the human family is my tribe."

-Khalil Gibran

Our philosophy is based on the teachings of Khalil Gibran who, like Ghandi and Martin Luther King, wrote of universal peace based on a spirit of love transcending cultural differences through knowledge, understanding and compassion.

Gibran was born in Lebanon but spent much of his life living in New York writing in both Arabic and English. Much of his message of peace and humanity was inspired by his love of the cultural diversity of New York City.

Our goal is to bring together children from diverse backgrounds in a multicultural oasis of community, connection and learning, creating ambassadors of peace and hope.

Enroll now for Fall 2007!

Contact Information:

Name: Debbie Almontaser

Phone: 718-643-8000

Email: njdsa719@aol.com

"I refuse to accept the view that mankind is so tragically bound to the starless midnight of racism and war that the bright daybreak of peace and brotherhood can never become a reality... I believe that unarmed truth and unconditional love will have the final word."

-Martin Luther King, Jr.

The following organizations will offer services and programs to enrich student's academic performance and better prepare them for college:

The Tanenbaum Center for Interreligious Understanding

Columbia University Teachers College

Brooklyn Museum

Educators for Social Responsibility

Lutheran Medical Center

And many more!

**Khalil Gibran
International Academy***



A New Century High School

*A multicultural oasis of
community,
connection
and learning.*

KGIA's mission is to prepare students of diverse backgrounds for success in an increasingly global and interdependent society. Our focus is on holistic student development and rigorous academics. Through multicultural curriculum and intensive Arabic language instruction, students graduate with the skills they need to become empowered independent thinkers who are able to work with cultures beyond their own. Students graduate with a deep understanding of different cultural perspectives, a love of learning, and a desire for excellence with integrity, preparing them for leadership in today's constantly changing global world.

What's Special About Our School?

KGIA is dedicated to creating a school culture rooted in caring and trusting relationships that enable each student's talents and contributions to be nurtured, acknowledged and celebrated.

We are committed to bringing together students from diverse backgrounds to prepare them for success in an increasingly global and interdependent society. Our inquiry, project and Standards based curriculum provides exposure to a wide variety of cultures, both in the United States and abroad. Students have the unique opportunity to learn Arabic as well as learn about Arab culture and history in a nurturing and collaborative learning environment. Combined with the State core curriculum, this will enrich their learning experience. Our school day runs from 8:00 am - 5:00 pm to enable us to provide intensive Arabic language instruction in addition to all other required coursework.

KGIA offers a rigorous college preparatory program for 6th to 12th grade students, with the goal of challenging our students to become life long learners and responsible citizens. Our high academic standards enable students to begin taking college level classes as early as the 11th grade.

Our Students Learn To:

- *Achieve High Academic Standards exceeding the New York State Advanced Regents Diploma*
- *Think Critically* so as to confront key challenges facing our world
- *Pursue Schools of Choice in our College Advisory Program*
- *Participate in Cultural Exchanges, Scholarships and Internships* in the US and abroad
- *Perform Community Service*
- *Utilize Conflict Resolution Skills* enabling them to become cross-cultural ambassadors promoting learning and understanding
- *Speak, Read and Write Arabic*

We Also Offer:

- *A Cultural Arts Program* providing music, culinary arts, and dance instruction
- *A Saturday Academy* for students who need additional academic support

Our Lead Community Partner...

The Arab-American Family Support Center (AAFSC)

المركز العربي الأمريكي للخدمات الاجتماعية

AAFSC was created in 1993 to serve the frequently underserved and marginalized Arab immigrant community of New York City. The first Arabic-speaking social service agency in New York, AAFSC's goal is to help new immigrants and their families become acclimated to life in the US, enabling them to fully participate in US society.

AAFSC plays an integral role in the school. Their On-Site Coordinator will ensure that all students and their families have access to a wide range of services, including ESL instruction, parenting and other classes, counseling and access to healthcare.

“Your neighbor is your other self dwelling behind a wall. In understanding, all walls shall fall down.”

- **Khalil Gibran**

“The hope of a secure and livable world lies with disciplined nonconformists who are dedicated to justice, peace, and brotherhood.”

-**Martin Luther King, Jr.**

Revisions Addendum for Khalil Gibran International Academy

Addendum 5 – School Directory Page

The revised School Directory Page below replaces the original and is inserted in the body of the proposal on page 13.

KHALIL GIBRAN INTERNATIONAL ACADEMY (KGIA)	
<p>Eligibility: Limited unscreened: Priority to students who attend an information session, then to all New York City residents</p>	<p>School Overview: KGIA’s emphasis on inquiry project-based learning and problem-solving prepares students of diverse backgrounds for success. Our multicultural curriculum and intensive Arabic language instruction are academically rigorous. Students graduate with an understanding of different cultural perspectives, a love of learning, and a desire for excellence with integrity, preparing them for leadership in today’s constantly changing global world.</p>
<p>ELL Programs: ESL, Intensive Arabic language instruction</p>	<p>Partnerships:</p> <ul style="list-style-type: none"> ● Intermediary: New Visions ● Community-based Organization: Arab American Family Support Center ● Hospital Outreach: Lutheran Medical Center ● Cultural/Arts Organizations: Brooklyn Museum, Alwan ● Not-for-Profit: Tanenbaum Center, American Middle East Leadership Network ● Corporate: MSI Net, Inc.
<p>Enrollment: Total Students per grade: 81 Grades Served in 2007-2008: 6 & 9 Grades Served at Scale: 6-12</p>	<p>Courses & Program Highlights: Students are expected to attend classes from 8:00-5:00 Programs: Conflict Resolution, Internships, Cultural Exchange Language: Intensive Arabic Advanced Placement Courses: Yes</p>
	<p>Extracurricular Activities: Leadership & Support: Peer Mediation Academic Support: Saturday Academy Artistic: Music, Dance, Culinary</p>

Addendum 6 – Student Schedule

The following note relating to the student schedule has been added here and in the body of the proposal on page 15 to clarify the intended school day hours.

1. Student schedules are based on a school day that runs from 8:00 am - 5:00 am to enable intensive language instruction.

Addendum 7 – Exit Criteria

The chart on the following pages replaces the original and is inserted in the body of the proposal on page 17.

Lower School Three Year Course Requirements							
Content Area		6 th Grade		7 th Grade		8 th Grade	
ELA		Balanced Literacy in the Reading/Writing Workshop					
Social Studies		World Culture		US History/Geography		US/NYS History, Economy & Gov't	
Math		Impact Math – Course I /II				Impact Math – Course II / Math A Regents	
Science		Life Science		Physical Science		Earth Science Regents	
Technology		Computer Basics & Tips, Desktop Publishing, Graphic Design		Computer Ethics & Internet Safety, Web Design, Animation, Video Production		Computer Maintenance, ThinkQuest, Robotics	
Foreign Language		Arabic (360 minutes weekly)					
ESL		Beginner & Intermediate (360 minutes weekly) Advance (180 minutes weekly)					
Physical Education		Twice weekly					
Arts		Visual arts of Arab nations, Arabic Music, Playwriting & Drama Workshop		Visual arts of Arab nations, Arabic Music, Playwriting & Drama Workshop		Visual arts of Arab nations, Arabic Music, Playwriting & Drama Workshop	
Portfolio		Twice weekly					
Service Learning		(A minimum of 40 hours a year) Community Service, Peer Mentoring, “Check-In” Facilitation, Town Meeting Coordination, School Culture Committee, Student Council, Mediation & Conflict Resolution					
Upper School Four Year Course Requirement							
9 th Grade		10 th Grade		11 th Grade		12 th Grade	
Core Academic Courses		Core Academic Courses		Core Academic Courses		Core Academic Courses	
Courses	Credits	Courses	Credits	Courses	Credits	Courses	Credits
ELA	3	ELA	3	ELA Regents (trimester 1) <i>AP English</i> (trimester 2/3)	3	College Class	(3)
Global History	3	Global History Regents (trimester 1/2) US History (trimester 3)	3	US History Regents (trimester 1/2) Economic (trimester 3)	3	P.I.G (trimester 1) <i>AP History</i> or College Class (trimester 2/3)	3
Living Environment Regents	3	Chemistry Regents	3	Physics Regents or <i>AP Chemistry</i>	3	<i>AP Physics</i> or College Class	(3)
Math A Regents	3	Math B Regents	3	<i>AP Math</i>	3	College Class	(3)
Arabic	3	Arabic	3	Arabic	3	Arabic	3
P.E./Arts/Music		P.E./Arts/Music		P.E./Arts/Music		P.E./Arts/Music	
Courses	Credits	Courses	Credits	Courses	Credits	Courses	Credits
P.E./Health	2	P.E.	2	Art/Music	2		

Electives		Electives		Electives		Electives		
Courses	Credits	Courses	Credits	Courses	Credits	Courses	Credits	
Technology: Career Interest & Skills, Computer Basics & Tips, Desktop Publishing, Graphic Design	3	Computer Ethics & Internet Safety, Web Design, Animation, Video Production	3	Technology: Computer Maintenance, Think Quest, Robotics	3	Note: Must earn 6 college credits and complete internship requirement		
Mediation & Conflict Resolution	2	Mediation & Conflict Resolution	2	Mediation & Conflict Resolution				
Portfolio	2	Portfolio	2	Portfolio	2	Portfolio	2	
Credits	24		24		24		8	
Total	24		48		72		80	
Service Learning		(A minimum of 40 hours a year) Community Service, Peer Mentoring, “Check-In” Facilitation, Town Meeting Coordination, Building Bridges Committee, Student Council, Mediation & Conflict Resolution						
Arts & Culture Enrichment								
Arts		Visual arts of Arab nations, Arabic Music, Playwriting & Drama Workshop		Visual arts of Arab nations, Arabic Music, Playwriting & Drama Workshop		Visual arts of Arab nations, Arabic Music, Playwriting & Drama Workshop		