

METROPOLITAN LEARNING CENTER MAGNET SCHOOL FOR GLOBAL AND INTERNATIONAL STUDIES

A CREC Interdistrict Magnet School in partnership with
Bloomfield, Hartford, Windsor, Windsor Locks, East Windsor, Enfield

Dr. Suzi D’Annolfo, Principal, Mr. David Chambers, Dean of Students

GRADUATION REQUIREMENTS (Effective with First Graduating Class – 2005)

The graduation requirements for the Metropolitan Learning Center Magnet School reflect the school’s magnet theme of global and international studies with a rigorous emphasis on world languages and state of the art technology. The organization of the school, the curriculum, and resulting graduation requirements are based on The New England Association of Schools and Colleges standards on teaching and learning, the pillars articulated in “Breaking Ranks, Changing an American Institution” published by the National Association of Secondary School Principals and the vision of the Connecticut State Department of Education’s 21st Century work on Reconceptualizing Connecticut’s High Schools.

	Connecticut General Statutes CGS 10-22(a) (Required Credit/Credit Equivalents)	Metropolitan Learning Center Magnet School Graduation Requirements (Credit/Credit Equivalents)
English	4	4
Math	3	3
Social Studies (including US History; Civics; World History)	3	3
Science	2	2
Arts (Art, Drama, Music and Dance)	1	Essentials: (Art, Music, Technology, Personal Wellness, Exercise Science, International Seminars)
Physical Education/Health	1	
Electives	8	6
World Language		3*
Senior Project		1
International/Global Studies (to include Area Studies and Issued Centered Studies)		2
Total	22	28

Meeting Literacy (Reading and Writing) and Numeracy (Quantitative Thinking) Performance Standards (sited in previous section under Requirements for Graduation); (State required w/class of 2006).

In addition programmatically @ MLC we expect the following from our students:

1. *(Functional Oral Skill Level 2) in a second language other than English
2. Service Learning completed as part of sophomore Emerging Civil Societies course
3. Financial Literacy course to include student's ability to manage financial responsibilities (including checking account, savings, investing, reading leases, mortgages, loans)
4. Full completion of Essentials learning
5. Intrapersonal/Interpersonal Skills/Developmental Guidance/Advisory
6. Demonstrated competency standards in emerging Technology and Information Literacy (reference Technology achievement standards)
7. Senior Project

Every student must be able to plan and conduct focused research culminating in a final product.

- The task may be completed in the 11th or 12th grade.
- Students will submit an application form for project assessment
- All skill areas listed below must be satisfactorily used, and the final project will be evaluated according to a standard rubric
 - Define task
 - Use strategy for information gathering
 - Locate sources using established guidelines
 - Extract relevant information and credit sources
 - Synthesize information into a final product
 - Present final product through chosen medium, including the use of emerging technologies
 - Evaluate process and reflect on the product

**Adopted by Metropolitan Learning Center Governance Board
on 10/08/02.**

**METROPOLITAN LEARNING CENTER MAGNET SCHOOL
FOR GLOBAL AND INTERNATIONAL STUDIES
(GRADE CONFIGURATION: 6-12)**

REQUIREMENTS FOR GRADUATION

Effective beginning with the Class of 2005 (which will be the first graduating class for this new magnet school)

To graduate from the Metropolitan Learning Center Magnet School for Global and International Studies, a student must have earned a total of 28 credits, (a minimum of 22 credits or credit equivalents as delineated in Connecticut Statute C.G.S. 10-221 (a) in addition to those required by MLC as articulated in the credit distribution section).

In addition, commencing with the Class of 2006, Connecticut General Statutes requires all students meet fundamental literacy and numeracy performance standards in order to graduate.

Literacy (Reading and Writing) Performance Standard:

In order to meet the literacy standard, a student must receive a passing grade of 4 credits or credit equivalents in English and 3 credits or credit equivalents in Social Studies including US History and Civics, and:

Reading

Every student must be able to read to gain information and to interpret fiction and non-fiction texts. A student will meet the reading component of this standard by achieving one or more of the following criteria:

- Score at Level 3 or 4 on the Reading across the Disciplines on the Connecticut Academic Performance Test (CAPT)
- DRP of 66 or above (offered after 1st CAPT attempt)
- Achieve a minimum of 450 on the Verbal section of PSAT or SAT
- Achieve a minimum score of 18 on the ACT
- Meet standard requirement on locally developed performance assessment task
- Achieve IEP goals for language Arts

Writing

Every student must be able to write in order to inform, express ideas or persuade. A student will meet the writing component of this standard by achieving one or more of the following criteria:

- Score at Level 3 or 4 on the Writing CAPT
- A passing grade according to a uniform rubric similar to state standards on a locally developed essay exam (offered after 1st CAPT attempt)
- Meeting standard on an expository or persuasive writing piece from any curriculum area graded according to a uniform rubric (offered after 1st CAPT attempt)
- Achieve a minimum of 450 on the Verbal section of PSAT or SAT
- Achieve a minimum score of 18 on the ACT
- Achieve IEP goals for Language Arts
- English Writing SAT II of 450 or better.

Numeracy (Quantitative Thinking) Performance Standard

In order to meet the numeracy standard, a student must receive a passing grade of 3 credits or credit equivalents in Math (including Financial Literacy) and 2 credits or credit equivalents in Science and:

Mathematics

Every student must be able to use basic arithmetic operations in solving problems involving simple algebraic, geometric, and statistical concepts. A student will meet the mathematics component of this standard by achieving one or more of the following criteria:

- Score at Level 3 or 4 on the Math CAPT
- Meet standards on a locally developed performance task including the use of statistics, geometry, algebra and arithmetic (offered after 1st CAPT attempt)
- Math Reasoning SAT I of 450 or better
- Math SAT II of 450 or better
- Completion of a locally developed assessment, approved in advance by the Math Department, which would involve the use of the required concepts and skills
- Achieve a minimum score of 18 on the ACT
- Achieve IEP goals for Math

Science

Every student must be able to understand and apply the basic principles of biological and physical sciences, and use appropriate skills to recognize and solve problems scientifically. A student will meet the science component of this standard by receiving a passing grade of 2 credits or credit equivalents in Science and achieving one or more of the following criteria:

- Score at Level 3 or 4 on the Science CAPT
- Completion of a locally developed assessment, approved in advance by the Science Department, that involves data collection, and is graded according to an established rubric.
- Achieve IEP goals for Science
- SAT II Science Subject 450
- Achieve a minimum of 18 on the ACT

Remediation

Every effort will be made to personalize learning for students to raise their achievement level prior to retaking the CAPT or other assessment.

- Individual/small group tutorial
- Additional course work
- Elective classes
- Summer school
- Repeat of CAPT test during junior year
- Repeat performance task during junior/senior year or Summer Academy
- Repeat of DRP measure

Adopted by Metropolitan Learning Center Governance Board on 10/08/02.

KNOWLEDGE AND SKILL EXPECTATIONS BY CONTENT AREA DERIVED
FROM THE COMMON CORE OF LEARNING
21ST Century High School Committee Connecticut's Re-Conceptualized High School

English Language Arts: The Connecticut high school graduate will demonstrate proficiency, confidence, and fluency in reading, writing, listening, speaking, and viewing; the graduate will explore and respond to classical and contemporary texts from many cultures and historical periods.

Mathematics: The Connecticut high school graduate can apply a range of numerical, algebraic, geometric, and statistical concepts and skills to formulate, analyze and solve real world problems.

Science: The Connecticut high school graduate will demonstrate knowledge of the basic concepts of, and interrelationship among biology, chemistry, physics, earth (including ecology) and space sciences, and will be able to apply scientific skills, processes and methods of inquiry to the real world.

Social Studies: The Connecticut high school graduate will demonstrate a knowledge of history, civics and government, geography and economics, the social sciences, and humanities including one year of U.S. history and one half year in civics/government.

World Languages and Cultures: The Connecticut high school graduate will demonstrate foundational knowledge and appreciation of the language and culture of one language other than English.

The Arts: The Connecticut high school graduate will create, perform and respond with understanding in at least one of the fine and performing art forms, and appreciate the importance of the arts in expressing human experience.

Technology Education: The Connecticut high school graduate show knowledge about the nature, power, influence and effects of technology and be able to design and develop products, systems and environments to solve problems.

Applied Education: The Connecticut high school graduate will experience school-to-career transition by demonstrating specific knowledge of or experience with one of the eight career clusters: arts and media; business and finance; construction technologies and design; environmental, natural resources and agriculture; government; education and human services; health and bio-sciences; retail, tourism, recreation and entrepreneurial; and technologies; manufacturing, communications and repair, and prepare for adult life and lifelong learning including understanding and preparing for parenting, family and child care responsibilities.

Health, Wellness and Physical Fitness: The Connecticut high school graduate will understand and develop behaviors that promote life-long health and wellness, and will recognize the importance of and participate in physical activities and learning designed to maintain and enhance healthy life styles.

Learning Resources and Information Technology: The Connecticut high school graduate will be a competent user of information and technology and be able to apply related strategies to acquire basic skills and content knowledge.