

The International School of the Americas

Class of 2010



Summer Assignment

NAME: _____

Dear Senior Class of 2010,

Does that sound odd to you? Yes, you really are a senior now! Welcome to what we hope is the best year you will have at ISA. And we promise to do our best in partnership with you to help make it so.

Attached to this letter is the majority the Senior summer assignments. Wow, this is your last summer assignment of your high school career! But seriously, the assignments are important. Yes, you must do the assignment for each class in your schedule:

Required of all Seniors...	Required if you have one of these classes...
English IV p. 5	Biology AP p. 11, Neurobiology p. 10
U.S. Government/Economics pp. 6-7	Environmental Science AP p. 12
Internship pp. 8-9	Pre-Calculus and Calculus AB/BC p. 13
	Spanish (All levels) SEE ISA WEBSITE- WORLD LANGUAGES
** Glossary of college-related terms included to help you with some of the terminology you may need or may encounter as you work through your assignments (pp. 14-16)!	

You already know that we give the summer assignment for many reasons. First, it keeps your minds active and in shape for what they will face in the fall. Without practice, math skills atrophy, thinking skills decline, and reading endurance decreases. All of these things are important to your academic success and your ability to do well on the standardized exams and tests that gain you admittance to the college of your choice. Second, they are expected of students who are smart and committed to doing well in school and, ultimately, in their futures. Plan well and do the assignments ahead of time. Start the year out right!

We will collect all summer assignments during the first week of school. Each teacher will collect his/her summer assignment, and we will insist on keeping this deadline. (Remember, meeting deadlines is an important skill for future success!) Each of us will use the summer assignment for our classes as a basis for other activities and for a grade, so plan on doing them with a high standard of quality. We know that you are capable of great things, and that is what we are expecting of you.

We will all be at school until June 12. Make an appointment to see us to discuss the summer assignment if you need. This is your chance to start early and get help. Use this resource wisely. Many of us will be gone during the month of July, so plan to ask questions before then so you can get the assistance you need.

Have a great summer! Stay out of the direct sun and wear sunscreen. Drink plenty of water and eat at least five servings of fruits and vegetables each day. Stay healthy, enjoy the things you value most, and treat life as a great opportunity to have a daily adventure! And finally, be ready for what will be *your* Senior year!

Love,
The Senior Team



RESOURCE LIST

ISA Main Office:

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Senior Teachers:

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SUPPLY LIST

The following list of supplies will be collected in Senior English during the first week of school:

- One box of tissues
- One roll of paper towels
- Tape (Scotch or masking)
- One box of CD-Rs

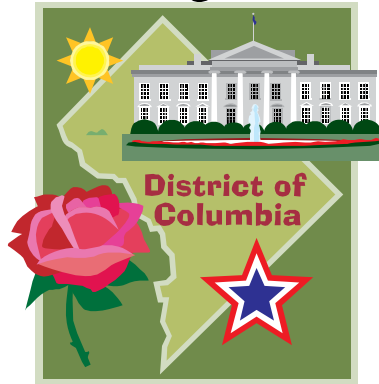
The following is a list of general supplies that you should have at your disposal at all times:

- Daily planner/calendar (to keep track of assignments and important dates)
- Pens—PLEASE, only black or blue
- Pencils
- Effective organizational system for each class (binder, notebook, dividers, etc.)
- Notebook paper
- Note cards (3" by 5" or 4" by 6")
- Highlighters
- Glue stick
- Colored pencils and markers
- Scissors

Please check summer versions of Teacher Webs for supply requirements particular to each of your classes.

ISA Senior Travel Experience Information

Washington DC



****The information on this page is included in the summer assignment to help you plan financially for this trip. The costs and dates are approximations at this time. Seniors will receive the finalized trip information at the beginning of the school year 2009-2010.**

Trip Costs: \$750-\$800 plus approximately \$175-\$250 for food, souvenirs, and incidentals
Fundraising opportunities will be available

When: Early in second semester, late January to early February

How: Students travel by air in large groups with teachers and chaperones. Airline tickets for all those going will be purchased in December prior to the holiday vacation.

Forms: All medical and permission forms will be due in December.

Chaperones: Parents who wish to attend as chaperones will be asked to pay full price and follow the payment schedule.

Tentative Payment Dates:	Friday, Sept. 18	\$250
	Friday, Oct. 16	\$250
	Friday, Nov. 20	\$150
	Friday, Jan. 8	Remaining Balance

Sites and Happenings: In addition to a field research experience like no other your travel itinerary may include: The National Mall, Smithsonian Museums, Ice Skating on National Mall, The Newseum, Holocaust Museum, guest speakers from National Committee on Conscience, Embassy Visits, Visits with State Representatives and Senators, National Cathedral, International Spy Museum, navigating the Metro, adventures in culinary delights and other opportune activities.

English IV AP Summer Assignment

Rick Flieger (rflieg@neisd.net ; mobile phone 887-3546)

This assignment applies to all levels of English IV (AP, Dual Credit, G/T). Your task is to write one of the admission essays that you will need during your college application process. Your essay does not have to be perfect (yet), but it should evidence **a serious effort** to answer the question **thoughtfully, energetically, and creatively**.

- 1) **Contact at least two colleges or universities that you are interested in attending.** Your goal is to obtain information about the application process (deadlines, requirements) and, of course, the **question(s)** that you will need to answer in your essay(s). You may be able to find all of the information you need on the institution's website—many post their application materials online—or you may have to call or e-mail someone in the **admissions office**. Be sure to **LABEL** the questions so that you, and I, will know to which school they correspond.
- 2) **Compose a draft of ONE essay.** The point of this assignment is for you to get started early on a stressful process, so choose an essay question that is challenging for you. Writing an easy answer to an easy question will defeat the purpose of this assignment.
- 3) **Bring your draft on the first day of English class.** The essay should be **typed, in 12-point size, double-spaced** in an **easy-to-read plain font**. We will be working on your essay during class during the first few days of school, so be ready. Write a complete essay, but remember that your essay does not need to be final-draft perfect at this stage.

Thank you, and enjoy your summer (the part before you have to start working on this). This may not be the most entertaining summer assignment you've received, but starting early is the best way to avoid some of the stress of the college application process. I look forward to the chance to work with you, and to meeting those of you whom I don't already know. See you in August!

Frequently Asked Questions:

My school doesn't require an essay. What should I do for this assignment?

The first thing to do is check a different school; you should eventually apply to at least three. Next, be **sure** that the school doesn't require an essay. If an essay is "optional," write it. Writing an optional essay shows initiative and is a good way to impress an admissions officer. If you're **certain** that there is no essay required for **any** of the schools to which you'll be applying, complete the **alternative assignment** below.

I'm not planning to attend college next year. What should I do?

If your plans involve enlisting in the military, traveling, working, or anything else, complete the **alternative assignment** below.

Alternative Assignment for students with no college entrance essay requirement or who are not applying to college: compose an essay of approximately 1 ½ - 2 double-spaced, typed pages in which you give your response to an imaginary interviewer who has just asked you the following questions: "Why are you interested in this [school, branch of military, job, etc.]? Why should we invite you to join it?"

U.S. Government/Economics Summer Assignment

Class of 2010,

As many of you are certainly aware, politics and economics are irreversibly linked. To be sure, it is a moot point about which science—political or economic—is more important. With this in mind, much of our time together, although semantically separate in the eyes of the state, will seek to understand the connections between government and the “dismal science.” I hope that you enjoy this brief summer excursion into your senior social studies classes!

Peace,
Magadance

Step 1: What is your compass point?

I would like you to visit a website called The Political Compass at www.politicalcompass.org. After reading some of this site’s background, I would like you to complete the anonymous ideology test. It takes about 20 minutes so get comfortable and enjoy some of these very interesting questions.

Step 2: Self-assessment

Upon completion of “the test,” please enjoy reading a bit about the analysis of your responses as you compare your compass point to those of historical and contemporary world icons—the link on the 2008 U.S. Presidential Election is interesting. I recommend that you print a copy of your personal analysis for reference later on during this assignment. Remember your self-assessment may or may not be accurate depending on how you responded to the test items. Likert style surveys provide specific outcomes despite the fluidity of the object measured. If you end up in the same quadrant as Hitler or Stalin it is probably no big deal ☺!

Step 3: The fun begins

After your pleasant walk down “ideology lane,” please locate the link for “Reading List.” It is located in two different places on the political compass website, either on the left-hand side menu or within the analysis page. Upon clicking this link, you will notice four reading categories from which to choose under the title, “Thinkers from the four quadrants.” It would be logical to assume that I would like you to choose an author from the quadrant to which you were assigned following the test—and you are certainly welcome to do so for pleasure—however, for this assignment, I would like you to choose and enjoy an author that is your polar opposite. For the purpose of clarity, if you ended up in quadrant 1 (Authoritarian Right) after the test, I would like you to read a book written by an author from quadrant 3 (Libertarian Left) and vice versa. Likewise, someone who ends up in quadrant 2 (Authoritarian Left) will read a book from quadrant 4 (Libertarian Right). This is not intended as punishment but as an opportunity for growth.

Step 4: Do I just have to read?

Unfortunately, no, but hopefully you will have gained some insight and/or unflinching resolve about your own ideology and how it shapes you. With this new insight/resolve, I would like you to craft your political and economic autobiography. Within approximately two (2) typed, double-spaced pages I would like you to explore the following:

- An explanation of your social and economic ideology based on your test results, chosen reading, and related independent research,
- Any questions, challenges or insights that you encountered while comparing your test results chosen reading, and related independent research,
- Relevance of this activity to the ISA Graduate Profile (especially “Problem Solving Proficiency”), and
- Your development as a “Global Citizen” (see definition below).

A **Global Citizen** is someone who:

- is aware of a wider world and has a sense of their own role as a world citizen;
- respects and values diversity;
- has an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally;
- is outraged by social injustice;
- participates in and contributes to the community at a range of levels from local to global;
- is willing to act to make the world a more sustainable place;
- takes responsibility for their actions.

(Oxfam, 1997)

Step 5: Your obligation

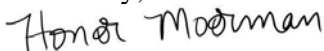
As a grade for the 1st 9 weeks of your senior year, you will be expected to submit your autobiography and to discuss your insights with your classmates in a collaborative setting during the first week of the new school year. You classmates and I will formal and informal evaluative feedback about your autobiography. I will also be available all summer by phone: (210) 857-5246 and email: smagad@neisd.net to answer questions about this assignment. If extenuating circumstances create an insurmountable obstacle for completing this assignment please contact me as soon as possible to discuss available alternatives.

Internship Program Summer Assignment

Dear Class of 2010,

You may have already done Parts 1-4 when I visited your English class in May. If so, great! Please skip to Part 5. If not, here's your chance. Please be sure to complete all 5 parts of the assignment by the first day of school, 2009-2010. Thanks!

Sincerely,



Ms. Moorman

P.S. I will be available in the ISA office throughout the summer. Feel free to contact me.

Part 1

If you don't already have one, please create a **professional email address** that you will begin using to correspond with internship mentors, college admissions officers, and your Senior Team teachers. A professional email address should be some variation of your actual name, for example,

hmoorman@yahoo.com, honor.moorman@gmail.com, honorm@hotmail.com, etc.

It is very important that you have a professional email account and that you **begin checking it regularly**.

Part 2

Using your professional email address, **sign up as a member of the ISA Internship Ning** (<http://isainternship.ning.com/>).

- The Internship Ning will be your virtual classroom for completing your Internship Program coursework this summer and/or next year.
- When creating your profile, follow the Internet permissions signed by your parents with regards to posting your last name and/or photo.
- Before adding content to the Internship Ning, please **be sure to read the "Acceptable Use Policy for the ISA Internship Ning" very carefully** (there is a link to it from the main page). There are many things you can do on the site, but there are also a few things you are not permitted to do. Prohibited activities include posting inappropriate content, posting photos of yourself or others without parental permission, and integrating third-party content, such as widgets or RSS.
- Join or create a group related to your career interests. If you create a group, please choose the privacy setting that says "Anyone can join this group," check the box to "Allow members to send messages to the entire group," and use a Creative Commons licensed image with proper attribution.

If you or your parents have any questions or concerns about the email address or about the social networking site, please contact Ms. Moorman.

Part 3

Write a professional introduction of yourself and your career interests.

Post this in the Text Box on your profile page ("My Page").

For good examples, see Francesca Castillo's and Nicholas Ward's blurbs.

Part 4

Develop your resume.

1. Start by brainstorming a list of information you think you might want to include.
Here are some categories of information to consider listing:

- Education
- Course Work
- Academic Honors
- Awards/Accomplishments
- Leadership
- Extracurricular Organizations/Activities
- Work Experience
- Community Service
- Travel Experience
- Skills and Abilities
- Interests
- References

Be as specific as possible: List the *exact names* of your experiences and accomplishments and *include the dates* when they occurred.

2. Look at examples of various resume layouts and formats to see which styles appeal to you.
3. Organize and present your information in resume form.
4. See the “Resume Resources” page on Ms. Moorman’s teacher web (<http://tw.neisd.net/webpages/hmoorm/resources.cfm>) for hints, tips, do’s and don’ts, etc.
5. ***Email your resume to Ms. Moorman (hmoorm@neisd.net) before August 24, 2009.***

Part 5

Email etiquette assignment.

- You will receive this assignment via email *at your professional email address.*
- Ms. Moorman will have your professional email address because you will have used it to sign up for the Internship Ning ☺
- ***If you have not received this assignment by June 15, contact Ms. Moorman at hmoorm@neisd.net.***

Ms. Honor Moorman

ISA Internship Coordinator

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SUMMER ASSIGNMENT FOR NEUROBIOLOGY

(YEAH!!)

I am really looking forward to seeing all of you in Neurobiology next year. We will be studying all different aspects of the brain and nervous system. We will even look at different diseases of the nervous system. In order to get ready for this subject, which is constantly changing due to new research coming up every day.... You need to do some research. Your job is to watch the magazines, newspapers and perhaps even the internet for articles about the brain and nervous system advances. You may only use **TWO** articles from the internet. You need to have a total of **TEN** articles!!

Don't think this is impossible as even the Express News has articles two or three a day.

Look for any brain stuff—diseases, ADHD, dyslexia, Parkinson's, Huntington's, psychological disorders, sleep patterns, MRI and PET scans of the brain, stress, stokes, serotonin, acetylcholine, memory, learning... The list goes on...and on... and on...

Some websites you could look at are:

Neuroscience for kids

Society for Neuroscience

UTSA→Sciences→Life Sciences→Teacher Summer Insitute→Past Insitutes→ On line Activities

ENJOY YOUR SUMMER AND USE YOUR BRAIN!

Mrs. Landry



Summer Assignment for AP Biology



I am looking forward to seeing all of you guys next year in AP Biology next year. I want you to get ready for what we will cover during an intensive course. I have a feeling some of you will not start on this until close to the beginning of school so read carefully.

Get a copy of CLIFF'S Notes, another Preparation book for AP Biology (The retail price is around \$20)

You can get it at Barnes and Noble or any other reasonable book store

Read and complete the chapter on Chemistry --That includes sample questions both multiple choice and essay.

Read and complete chapter on Cells-- That includes sample questions both multiple choice and essay.

You will turn in the practice question answers. You may write your answers in the book and turn in the book. Please look over the correct answers to see how you did.

If you are up to the challenge: Try the chapter on Photosynthesis

The goal with this assignment is get you back in Biology mode and do some review. I want to spend more time on more interesting aspects of Biology, so I want to get quickly through Cells and Chemistry. There is so much information, we need to be prepared to zoom through it!! Come prepared to discuss why you are taking this class and what you want to get out of it. Are you planning on taking the AP test and you plans for the future.

There are some supplies I want all you you to have, they include colored pencils (at least 20 colors), a notebook with dividers, and a planner!!

We will have reading assignments out of the book and I want it to be productive time for you.

If you have questions, call me at home at 495-2215.

Summer Assignment for Environmental Science

For this class we are going to be studying everything from the way organisms interact to how water gets polluted. I want you to start thinking about an environmental project you would like to run or get involved in. Everyone should do one at some point in the year. Some projects that I would like to see us get up and running again are

- Paper recycling
- Aluminium can and bottle recycling
- Composting
- Water saving awareness
- Conservation of species or natural areas

Also, I would like for you to come to back with an idea of topics you would like to study during the year. To help come up with those you may want to choose 1 below. Over the summer I expect there will be more information about H1N1 (swine flu) and the drought. We may also be facing a major drought this summer depending on the rain in the early part of the summer. Please keep your eyes and ears open to what is happening with this issue. I am sure we will have a discussion or two over it in the fall.

So to actually do something over the summer you may choose one of the following

1. Read Gorilla in the Mists by Dian Fossey. As you read the book, keep a journal of your thoughts and feelings about the topics at hand.
2. Silent Spring by Rachel Carson. As you read the book, keep a journal of your thoughts and feelings about the topics at hand.
3. Clip 20 articles on environment in the news. Attach a one-page explanation of each article and how it pertains to our community. You may include only 2 articles from the internet in your collection of twenty.

I look forward to a great year with lots of trips (hopefully)!! This past year we were cursed!! Think of positive thoughts and here are some places we might want to go.

- | | | |
|------------------|-----------------------|--------------------------|
| Botanical Center | S.A. Zoo | Honey Creek Preserve |
| Power Plant | Water Treatment Plant | Welder Wildlife Preserve |

Have a great summer, and enjoy the environment around you!!

Pre-Calculus and AP Calculus AB Summer Assignment

The summer assignment for your senior-level mathematics course is, perhaps surprisingly, not solving math problems. That would be too obvious and, quite frankly, there will be plenty of math when the year starts. Instead, for now, I would like for you to think about math, and this consists of two activities: a biography and an artifact analysis.

Part I: The Biography

In a concise, well-written **essay of approximately 500 words**, I would like for you to talk about your mathematical education to date. Don't focus on numbers, mathematical operations, etc., but instead look at the big picture. Your response should be prompted by the three questions below.

What are some aspects of your mathematics education that you have enjoyed?

Talk about something that you truly enjoyed. Perhaps there is a memorable project or topic that you have encountered, or perhaps you want to shower some praise on a teacher whose ability to convey mathematics to you was particularly delightful.

What are some aspects of your mathematics education that you would like to

change? Yes, don't worry if you don't have too many positive experiences. You should definitely discuss the challenges and barriers you have faced in your mathematics education. (This is where it's all right to say you don't particularly like math. . . it'll be my goal to change that, right?)

What are your goals for this year and what can we do to accomplish them?

Finally, based on the positives and negatives you have discussed above, think about your vision for this year. What shape would you like to see your mathematics education take this year? What are some ways I can facilitate reaching those goals? This is the truly reflective section of the biography.

Part II: The Artifact

Find an artifact about your mathematics education and write a **blurb of approximately 100 words** (yes, that is a technical mathematics term) as to why this artifact is representative of the mathematics education you describe in your essay. You can use an old assignment, exam, etc., as an artifact, but definitely feel free to be creative in your selection! (This is where it pays not to throw anything away.)

Your summer assignment is due at the beginning of class on August 24-25, 2009. 80% of the grade will be derived from the biography and 20% will be derived from the artifact analysis. It will count as an exam grade. Make your product typed, double-spaced, and subject to the usual norms already instilled so well by your English teachers.

Have a nice summer! You are welcome to contact me if you have any questions, via e-mail (spanda@neisd.net), phone (210.386.4446), or Facebook.

Mr. Panda

FYI – There is no assignment attached to this glossary, but these words may be a helpful tool for you as you complete assignments in this packet and college research...

Glossary of College Words

Academic Year: The school year, which usually runs from September to June.

Accredited: A certification by an independent review board that a college meets certain academic and other standards. Usually, students may only receive financial aid if they attend an accredited college.

Achievement Tests: Standardized tests given by the College Board in specific high school subjects, used by colleges when admitting students.

ACT: A standardized admission test used by many colleges.

Advanced Placement (AP): High-level courses taken in high school. Students who pass the Advanced Placement test at the end of the course may receive college credit for the course, or may be placed in a higher-level course than other students.

Application Fee: The fee charged by a college to process a student's application.

Associate's Degree: A degree granted by some colleges after students complete a two-year, full-time course of study, or its part-time equivalent.

Bachelor's (Baccalaureate) Degree: A degree granted by a college after students complete a four-year, full-time course of study, or its part-time equivalent.

Bursar: The college official responsible for collecting tuition and other fees.

Campus: The buildings and grounds of a college.

Chair: The highest administrator of an academic department at a college.

Coeducational: A college or program that includes both men and women.

College: A school offering studies that lead to an academic degree. A college may be part of a larger university.

College Board: A non-profit membership organization composed of over 4,500 schools, colleges and universities that provides a number of services relating to college admissions, guidance, assessment, financial aid, and enrollment. It is best known for administering the SAT, the PSAT/NMSQT and the Advanced Placement program.

College Work-Study (CWS) Program: A form of financial aid where students work part-time at their college, for example in a library or dining hall.

Community College: A college that offers programs (usually two years or shorter) that prepare students for immediate employment, or for transfer to a four-year college or university.

Competitive Admission: A policy in which a college admits only the best students who apply.

Cooperative (Co-Op) Education: A program in which students combine study in a career field with employment in that field.

Credit: A way of measuring students' progress in a course of study, usually measured in hours. Usually, a course carries the same number of credit hours as the number of hours that the class meets per week over the course of the semester.

Curriculum: The available courses in a program of study.

Dean: The highest official of a division, college or school.

Declare a Major: To officially tell a college the program in which you intend to study.

Deferred Repayment: A loan that students do not have to begin paying back immediately after leaving school.

Deferred Admission: A policy in which a college may accept a student, but allow the student to delay attending for one year.

Degree: An academic title received after successfully completing a program of study, such as a Bachelor of Arts degree. **Department:** A specific area of study within a larger college or school.

Doctorate: The highest degree offered by a university; also called a Doctorate or Doctor of Philosophy (Ph.D.). Physicians receive a Medical Doctorate (M.D.), and lawyers receive a Juris Doctorate (J.D.).

Elective: An optional class.

Faculty: The teachers, professors and instructors who teach at a school.

Federal Pell Grant: A college federal financial aid grant program for students who show financial need. Students apply by filling out the FAFSA.

Federal Perkins Student Loan: A low-interest loan for students who show financial need. Students apply by filling out the FAFSA.

Federal PLUS Loan (Parent Loans for Undergraduate Students): Financial aid processed through a bank, other lender, or college to help pay for college. These loans must be repayed with interest and cannot be deferred.

Federal Stafford Loan / Direct Ford Loan: Student financial aid processed through a bank and/or a college. A student must be enrolled in a college degree program at least part-time, and the loan must be paid back with interest after the student leaves school. Students apply by filling out the FAFSA. Formerly called the Guaranteed Student Loan.

Federal Supplemental Educational Opportunity Grant (SEOG): A federal grant for students with exceptional need. Students apply by filling out the FAFSA.

Federal Unsubsidized Stafford / Direct Unsubsidized Ford Loan: Similar to a Federal Stafford Loan, except interest is paid by the student during college.

Fee: Money charged by a college in addition to tuition for fees provided to a student, such as for lab materials or recreational facilities.

Financial Aid: Federal, state, college and private programs to help students pay for college costs. Financial aid can be in the form of grants and scholarships, loans, or work-study programs.

Free Application for Federal Student Aid (FAFSA): The application required for most federal, state and college financial aid. Students must file their applications between January 1 and March 1 of every year they plan to attend college.

Full-Time Student: A student taking at least a minimum number of credit hours designated by the college for full-time status.

General Education: Classes that all students must take regardless of major.

Gift Aid: Financial aid that is not repaid, such as grants and scholarships.

Graduate: A person who receives a degree or diploma from a school indicating that he or she has successfully completed a program of study.

Graduate Student: A student who has received a bachelor's degree and is working on an advanced degree, such as a master's or doctorate.

Grant: Financial aid based on student need that is not repaid.

Guaranteed Student Loan (GSL): *See Federal Stafford Loan.*

Internship: A program in which students receive class credit for working at jobs related to their major.

Junior College: *See Community College.*

Liberal Arts: A course of study that focuses on general knowledge and reasoning ability instead of a specific career.

Loan: Financial aid that must be repaid with interest after a student leaves school.

Major: A subject area in which students earn a degree.

Master's Degree: An advanced college degree earned after a bachelor's degree, which normally takes two years for a full-time student to complete.

Open Admission Policy: An admission policy in which anyone with a high school diploma or equivalent can attend a college.

Orientation: A program at the beginning of a school year to help new students become familiar with a school.

Part-Time Student: A student enrolled in less than the number of course credits required for full-time status.

Preliminary Scholastic Aptitude Test / National Merit Scholarship Qualifying Test (PSAT/NMSQT): A high school test administered by the College Board that measures verbal and math skills and prepares students for the SAT. It also determines eligibility for National Merit Scholarships.

Provost: The chief academic officer at a college, responsible for faculty and courses.

Public College: A college supported by a state government, which pays for part of the school's operational costs.

Registrar: The school administrator who manages class schedules and academic records.

Registration: Officially enrolling in classes for the upcoming grading period.

Residency Requirement: The minimum amount of time that a student must have lived in a state in order to be eligible for a lower tuition rate for in-state students.

Rolling Admission: A policy where some colleges decide whether to admit students as soon as their applications are received.

Room and Board: The cost for living in a college residence hall (room) and receiving meals in a college dining hall (board).

SAT: *See Scholastic Aptitude Test.*

Scholarship: Financial aid awarded for academic or other (music, athletics, etc.) achievements, that does not have to be paid back.

Scholastic Aptitude Test (SAT): A standardized admission test used by many colleges, administered by the College Board.

Semester: One of two grading periods during an academic year, each about 15 weeks long. Some colleges divide the school year into three trimesters instead.

Standardized Admissions Tests: Tests (such as the SAT or ACT) taken in high school, designed to measure verbal and mathematical knowledge or skills. Most colleges consider test scores along with other factors when deciding whether to admit a student.

Technical College: *See Community College.*

Transcript: The official record of a student's educational process, usually including classes taken, grades received, major, and degrees earned.

Transfer Student: A student who moves from one school to another. The new school may or may not accept all of the grades and credits from the first school.

Trimester: One of three 10- to 12- week grading periods in the academic calendar used by some schools.

Undergraduate: A student working on a bachelor's degree.

University: A postsecondary institution which consists of several colleges or schools, which grants graduate degrees, and which may have research facilities.

Waiting List: A list of students who will be admitted to a college or school if there is space available.

Source: <http://www.thecollegetrack.com/expectthebest/glossary.html>

International School of the Americas Mission Statement

The International School of the Americas (ISA) will challenge all members of the school community to act at their fullest potential as learners, leaders, and global citizens. Students and teachers will use their education to improve themselves, their school, and the local and global communities.

Teachers will work across disciplines and grade levels to design authentic experiences and performance-based learning to help students grapple with complex questions, look at perspectives, and make judicious decisions, and seek solutions not only for ISA but also for the world community.

International School of the Americas Graduate Profile

ISA graduates will demonstrate the following knowledge, skills, and values:

Academic Preparation

- Meet all requirements for the recommended diploma set by the State of Texas, the North East Board of Trustees, and the International School of the Americas
- Cultivate rigorous habits of mind such as intellectual curiosity, a desire for life-long learning, critical thinking, and effective organization of their efforts to learn
- Prepare to engage successfully in college coursework or other post-secondary pursuits

Technological Proficiency

- Use appropriate technological tools to facilitate critical research, analytical thinking, problem solving, effective communication, and professional presentations
- Communicate and work across national and regional boundaries

Problem Solving Proficiency

- Understand the complexity of the “big picture” and component parts of an issue
- Collect, analyze and synthesize information from a range of sources
- Evaluate media and sources of information for bias, validity, and scholarly integrity
- Demonstrate mathematical analysis, scientific processing, and logical reasoning
- Challenge assumptions and tolerate ambiguity
- Reason morally and make decisions ethically
- Think creatively to generate new ideas, outcomes, products and ways of viewing the world
- Transfer knowledge and problem-solving skills across domains and articulate connections between disciplines

Effective Communication

- Demonstrate mastery of reading, writing, listening, and speaking for a variety of modes and purposes
- Present information and express opinions in a literate, persuasive, and appropriate manner: orally, visually, in writing, and through electronic communication tools
- Use the arts to express ideas and emotions
- Develop proficiency in an additional language
- Understand the importance of math and science in expressing ideas and transferring information across cultures and throughout history

Personal Wellness

- Practice habits of personal wellness including mental, emotional and physical health
- Prioritize and manage multiple demands and tasks
- Cultivate productive relationships in school, community, and personal lives
- Develop senses of identity, self-esteem, personal value, individuality, and life direction
- Demonstrate self-control and responsibility

Collaboration and Leadership

- Understand that individuals can make a difference
- Appreciate and foster diversity in groups and communities
- Show sensitivity and empathy to the lives, needs and feelings of others to promote humanity and preserve human rights
- Complete at least 120 hours of documented service to the community
- Complete at least 120 hours of career exploration through the internship program

Global Awareness

- Understand multiple perspectives of global dynamics—how economic, political, technological, environmental, and social systems work within and across nations and regions
- Possess the knowledge and skills to understand global issues, concerns, and events on an in-depth level
- Understand the historical development of major world cultures and their contemporary characteristics, beliefs, and values
- Recognize the role of language within a culture
- Travel in order to promote knowledge and tolerance of multiple regions and cultures, and to recognize patterns that are common among all cultures
- Understand the contributions of different cultures to ways of life in the United States
- Recognize that resources are limited, consider environmental and economic theories of resource use and conservation, and articulate points of view on resource usage.

HAVE A SUPER,
SAGACIOUSLY
SERENDIPITIOUS
SUMMER!

SEE YOU IN
AUGUST