

**HUMANITIES AND SCIENCES ACADEMY OF THE UNITED STATES
INTERNATIONAL COMMERCE SECONDARY SCHOOLS**



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SCHOOL COUNCIL

A.R.S. § 15-351 – School councils; duties; membership

A. The purpose of this section is to ensure that individuals who are affected by the outcome of a decision at the school site share in the decision making process.

The mission of the International Commerce High School is to prepare adult high school students (16 years of age to 21 years of age) academically for occupational education, postsecondary education, social responsibility, employability, and lifelong learning.

The International Commerce High School also provides Adult Basic Education, Adult Secondary Education, Literacy, and English Language Acquisition for Adults.

International Commerce Secondary Schools earned an “A” letter grade based on the A-F Accountability System through the Arizona State Board of Education.

The International Commerce Secondary Schools has a perfect rating (100%) for the Public Education Agency Determination for special education compliance through the Arizona Department of Education.

The International Commerce High School is open twelve months per year, nine hours per day; all adult learners may access the curriculum 24 hours a day, 7 days a week, 365 days a year. New classes begin daily, and enrollment for these classes remains open July through June.

The International Commerce High School provides a rigorous accelerated academic program in international languages, language arts, literature, social studies, mathematics, and natural sciences. These disciplines integrate the Arizona Academic Standards and are based on the College Board’s College Level Examination Program curriculum. The International Commerce High School offers curriculum aligned to Arizona’s Academic K-12 Standards using *Merriam Webster’s Collegiate Dictionary 11th Edition*, *Algebra to Go*, *Writers INC.*, *Geometry to Go*, *The New Dictionary of Cultural Literacy*, *Introduction to Great Books Series I, II, III*, *Will of the People*, Saxon Mathematics curriculum, Steck Vaughn Reasoning Through Language Arts, Social Studies, Science,

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Mathematical Reasoning curriculum, Workplace Essential Skills curriculum, TI 30XS Multiview calculator, GradPoint on-line curriculum, Paxen Focus on-line curriculum, Rosetta Stone on-line curriculum, ACT WorkKeys on-line curriculum, Modern States College Level Examination Program on-line curriculum and the American Heart Association on-line curriculum. Primary sources in imaginative literature, natural science, philosophy and religion, and social science are drawn from classics and modern classics through leading academic publishers, including Britannica, Oxford University Press, Penguin Modern Library Classics, Penguin Nonfiction Classics, and W.W. Norton & Company. All courses are taught by certified instructors using inquiry based discussion, cooperative learning, and technology. Instruction takes place in small groups and one to one. Study Guides are developed for all courses.

The International Commerce High School faculty developed study guides that reflect the education standards of the state of Arizona for all required courses for high school graduation. The study guides develop adult learners to their maximum potential by encouraging:

Knowledgeable and Responsible Adult learners/Citizens: Producing knowledgeable and responsible participants in American democracy as part of the global society with a broad based knowledge of history, cultures, geography, sciences and mathematics.

Employability in the Workplace: Improving employability in the workplace with the development of basic skills (reading, writing, speaking and thinking in English, numeracy, problem solving, and higher order thinking skills).

Productivity in the Workplace: Developing habits, attitudes, and values necessary for productivity in the workplace.

Lifelong Learning Citizens: Developing the ability to learn about and adapt to the changes that will occur throughout life after the completion of initial formal education.

Since opening in 1997, the International Commerce High School graduates have earned doctorate, master and bachelor degrees from public and private universities, associate degrees from community colleges, degree and certificate training from private technical schools, and served in the United States Army, United States Navy, United States Marine Corp, United States Air Force, and United States Coast Guard.

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Parents are encouraged to participate in academic and co-curricular programs. Parents may learn about the course of study for their adult learners and review learning materials, including the source of any supplemental educational materials on demand during regular business hours.

Charter schools were established in Arizona to provide school choice to students and families; Parents who object to any learning material or activity on the basis that it is harmful may withdraw their adult learners from the International Commerce High School or the course objected to.

B. Each school shall establish a school council. A governing board may delegate to a school council the responsibility to develop a curriculum and may delegate any additional powers that are reasonably necessary to accomplish decentralization. The school council shall take into consideration the ethnic composition of the local community and, except as provided in section 15-352, shall consist of the following members:

1. Parents or guardians of pupils enrolled in the school. A parent or guardian who is employed by the school district may serve as a member of the school council if the parent or guardian is not employed at the same school where the parent or guardian's child is enrolled.
2. Teachers.
3. Noncertified employees.
4. Community members.
5. Pupils, if the school is a high school.
6. The lead instructor of the school.

The governing board of the International Commerce Secondary Schools retains all rights and responsibilities to develop and implement curriculum as authorized by the Arizona State Board for Charter Schools' contract, Arizona Administrative Code Title 7 and the Arizona Revised Statutes Title 15.

Professional development focused on curriculum revision is developed by the lead instructor and faculty with specific content area expertise. Curriculum changes are approved by the Charter Holder and adopted accordingly. Mechanisms for creating change to curriculum include: analysis of assessment

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results and course completion data, recommendations from faculty through Friday Staff Development meetings, change in state board rules, change in assessment instruments, and changes in state laws. All course study guides are updated in an ongoing basis as needed and in December, May, June, and July upon receipt of the Arizona English Language Learner Assessment (AZELLA) results, Arizona's Instrument to Measure Standards Science results and Arizona's Assessment for English Language Arts and Mathematics (AzM2) results and continue to be aligned to the college and career ready standards. The teacher and staff create, select, and evaluate instructional programs and materials based on alignment with the College and Career Ready Standards. Revision is completed on a consistent basis.

The governing board of the International Commerce Secondary Schools hereby establishes a school council. The governing board delegates to the school council no more than two (2) responsibilities. First, the school council is authorized to review current curriculum of the International Commerce Secondary Schools that meets the Arizona English Language Arts Standards, Arizona Mathematics Standards, Arizona Science Standards, Arizona Social Studies Standards, World and Native Languages Standards, Arizona Computer Science Standards, and Arizona Educational Technology Standards that satisfy the requirements for graduation from high school outlined in Title 7 Chapter 2 of The Arizona Administrative Code established by the Arizona State Board of Education. Second, upon review of the existing curriculum by the school council (as documented by meeting minutes of the school council), the governing board delegates to the school council the additional power of recommending to the governing board curriculum to be adopted or removed. Recommendations must document (in writing) how curriculum satisfies the Arizona Academic Standards. The governing board will consider any recommendations of the school council related to the school council's delegated responsibilities at the next public meeting of the governing board. The governing board retains all rights and responsibilities to develop and implement curriculum.

C. Each group specified in subsection B of this section shall select its school council appointees and shall submit the names of its respective representatives to the lead instructor. The initial representatives shall be selected at public meetings held at the school site, and, thereafter, representatives shall be selected by their groups in the manner determined by the school council. Schools shall give notice of the public meeting where the initial representatives of the groups shall be selected, clearly stating its purpose, time and place. The notice shall be posted in at least three different locations at the school site and in the community and shall be given to pupils for delivery to their parents or guardians.

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The names submitted to the lead instructor of respective representatives:
Three (3) parents: Soto, Janette; Randle Jonel; Randle, James; Katanova, Viktoria
Three (3) teachers: Shamiran Warda, Sergio Gonzalez Gomez, Josh Deem
One (1) noncertified employee: Leslie Ben
One (1) community member: Anabel Gonzalez
One (1) pupil, the school is a high school: Safa Al Khafaji
One (1) lead instructor of the school (chairman): Michael Curd

The initial representatives shall be selected at a public meeting held telephonically September 25, 2020, due to Covid-19 protocol recommendations from the Centers for Disease Control and Prevention, The Arizona Department of Health Services, and the Maricopa County Health Department.

D. The governing board shall determine the initial number of school council members. Thereafter, the school council shall determine the number. The number of teachers and parents or guardians of pupils enrolled at the school shall be equal. Teachers and parents or guardians of pupils enrolled at the school shall constitute a majority of the school council members.

The governing board determines the initial school council members to include:
Three (3) parents
Three (3) teachers
One (1) noncertified employee.
One (1) community member.
One (1) pupil, the school is a high school.
One (1) lead instructor of the school (chairman)

E. The school council shall adopt written guidelines that specify the number of school council members and the methods for the selection of school council members.

Representatives shall be selected by their groups in the manner determined by the school council. Schools shall give notice of the public meeting where the initial representatives of the groups shall be selected, clearly stating its purpose, time and place. The notice shall be posted in at least three different locations at the school site and in the community and shall be given to pupils for delivery to their parents or guardians.

In determining how future representatives will be selected by their groups, several considerations were taken into account. First, the International

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Commerce High School wants to be as inclusive as possible. Second, the student population of adult learners is beyond compulsory attendance. Third, the majority are adults eighteen (18) years of age and older. Fourth, the entire program of study is designed to be completed in two years or less. Finally, many students have family and career responsibilities.

Additional requirements are the number of teachers and parents or guardians of pupils enrolled at the school shall be equal. Teachers and parents or guardians of pupils enrolled at the school shall constitute a majority of the school council members.

To be as inclusive as possible and meet the membership requirements, the initial school council invites all parents or guardians of current students to participate on the council. Persons interested should submit their names in writing to the lead instructor. The school council, at a minimum, will consist of:

Three (3) parents

Three (3) teachers

One (1) noncertified employee.

One (1) community member.

One (1) pupil, the school is a high school.

One (1) lead instructor of the school (chairman)

Further, the initial school council determines that to comply with the responsibilities delegated by the governing board authorized by A.R.S. § 15-351, the school council shall have an annual meeting in preparation for the new school year held the second Friday in June at 12:00pm, in person or telephonically, to select all interested school council members, review curriculum and make recommendations to the governing board. Additional meetings may be scheduled as requested by school council members. In the event of lack of interest from parents or guardians, to maintain the membership requirements, the initial school council authorizes future representatives to the council to be appointed by the lead instructor of the International Commerce High School.

F. The lead instructor shall serve as chairman of the school council unless another person is elected by a majority of the school council members.

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A.R.S. § 15-722 – High schools; course of study; textbooks; definition

Curriculum: As part of the charter school contract, all curriculum implemented by the International Commerce Secondary Schools was approved by the governing board and the Arizona State Board for Charter Schools and has been continually revised based on utilizing various assessments, standards, state board rules and legislation including: Arizona Revised Statutes Title 15, Arizona Administrative Code Title 7, Arizona State Board of Education adopted curriculum and assessments (Essential Skills, ASAP, AzM2, AIMS,CCRS), high school graduation requirements, Adult Basic Education curriculum and assessments, General Education Development assessments and curriculum, Advanced Placement assessments and curriculum, ACT and SAT assessments and curriculum and National Council for Teaching Mathematics Standards. Curriculum revision is developed by the lead instructors and faculty with specific content area expertise. Curriculum changes are approved by the Charter Holder and adopted by the Governing Board. Mechanisms for creating change to curriculum include: analysis of assessment results and course completion data, recommendations from faculty through Friday Staff Development meetings, change in state board rules, change in assessment instruments, and change in state laws. All course study guides are updated in December and in May, June and July upon receipt of the AzM2 results and continue to be aligned to the college and career ready standards. The teacher and staff create, select, and evaluate instructional programs and materials based on alignment with Arizona Academic Standards. Revision is completed on a consistent basis.

International Commerce Secondary Schools Course of Study:

Foundations Reading

Merriam Webster's Collegiate Dictionary 11th Edition
Algebra to Go
Writers Inc.
Geometry to Go
The New Dictionary of Cultural Literacy
Civics

Foundations Language Arts

Rosetta Stone English Level 1
Rosetta Stone English Level 2
Rosetta Stone English Level 3
Rosetta Stone English Level 4
Rosetta Stone English Level 5
Gradpoint Reading 01: Effective Reading Strategies
Gradpoint Reading > 02: Methods for Reading

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Gradpoint Reading > 03: Characteristics of Literature
Gradpoint Reading > 04: Understanding and Responding to Literature
Gradpoint Reading > 05: Types of Literature
Gradpoint Reading > 06: Early American Literature
Gradpoint Reading > 07: American Renaissance Literature
Gradpoint Reading > 08: Civil War and Frontier Literature
Gradpoint Reading > 09: Literature of the Modern Age
Gradpoint Reading > 10: Contemporary Literature
Gradpoint Language > 01: Vocabulary, Spelling, and Capitalization
Gradpoint Language > 02: Commas, Semicolons, and Colons
Gradpoint Language > 03: Mechanics
Gradpoint Language > 04: Nouns and Pronouns
Gradpoint Writing > 01: Writing Effective Sentences
Gradpoint Writing > 02: The Writing Process
Gradpoint Writing > 03: Writing for Different Purposes
Gradpoint Writing > 04: Research and Persuasion

Foundations Mathematics

Gradpoint Quantitative Problem Solving > 01: Decimals: Operations and Applications
Gradpoint Quantitative Problem Solving > 02: Integers: Operations and Applications
Gradpoint Quantitative Problem Solving > 03: Fractions: Operations and Applications
Gradpoint Quantitative Problem Solving > 04: Introduction to Exponents
Gradpoint Quantitative Problem Solving > 05: Properties of Exponents
Gradpoint Quantitative Problem Solving > 06: Roots
Gradpoint Quantitative Problem Solving > 07: Ratios, Rates, and Proportions
Gradpoint Quantitative Problem Solving > 08: Percents
Gradpoint Quantitative Problem Solving > 09: Perimeter, Circumference, and Area
Gradpoint Quantitative Problem Solving > 10: Surface Area and Volume
Gradpoint Quantitative Problem Solving > 11: Measurement
Gradpoint Quantitative Problem Solving > 12: Data Displays
Gradpoint Quantitative Problem Solving > 13: Statistics and Probability
Gradpoint Algebraic Problem Solving > 01: Expressions
Gradpoint Algebraic Problem Solving > 02: Solving Linear Equations
Gradpoint Algebraic Problem Solving > 03: Slope and The Coordinate Plane
Gradpoint Algebraic Problem Solving > 04: Graphing Linear Equations and Functions
Gradpoint Algebraic Problem Solving > 05: Systems of Linear Equations
Gradpoint Algebraic Problem Solving > 06: Solving and Graphing Linear Inequalities
Gradpoint Algebraic Problem Solving > 07: Operations on Polynomials
Gradpoint Algebraic Problem Solving > 08: Factoring Polynomials
Gradpoint Algebraic Problem Solving > 09: Quadratic Equations and Functions
Gradpoint Algebraic Problem Solving > 10: Solving Quadratic Equations
Gradpoint Algebraic Problem Solving > 11: Rational Expressions

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Foundations Science

Gradpoint Life Science >01: Cellular Structure and Function
Gradpoint Life Science >02: Life Functions and Energy Intake
Gradpoint Life Science >03: Cell Cycle and Cellular Reproduction
Gradpoint Life Science >04: Genetics
Gradpoint Life Science >05: Molecular Basis of Heredity
Gradpoint Life Science >06: Evolution and Natural Selection
Gradpoint Life Science >07: Species Formation and Survival
Gradpoint Life Science >08: Ecology
Gradpoint Life Science >09: Human Body and Health I
Gradpoint Life Science >10: Human Body and Health II
Gradpoint Physical Science >01: Matter
Gradpoint Physical Science >02: Energy and Chemical Reactions
Gradpoint Physical Science >03: Solutions
Gradpoint Physical Science >04: Forces and Motion
Gradpoint Physical Science >05: Newton's Laws
Gradpoint Physical Science >06: Work, Power, and Machines
Gradpoint Physical Science >07: Waves
Gradpoint Earth and Space Science > 01: Earth's Energy Resources
Gradpoint Earth and Space Science > 02: Natural Hazards
Gradpoint Earth and Space Science > 03: The Earth's Atmosphere and Climate Change
Gradpoint Earth and Space Science > 04: Weathering and Winds
Gradpoint Earth and Space Science > 05: Earth's Forces
Gradpoint Earth and Space Science > 06: Geologic Time
Gradpoint Earth and Space Science > 07: Oceans
Gradpoint Earth and Space Science > 08: Our Solar System
Gradpoint Earth and Space Science > 09: Beyond Our Solar System

Foundations Social Studies

Gradpoint Civics and Government >01: Principles of Government
Gradpoint Civics and Government >02: The Constitution
Gradpoint Civics and Government >03: Federalism
Gradpoint Civics and Government >04: Political Parties and Interest Groups
Gradpoint Civics and Government >05: Congress
Gradpoint Civics and Government >06: The Presidency
Gradpoint Civics and Government >07: The Presidency at Work
Gradpoint Civics and Government >08: Foreign Policy and National Defense
Gradpoint Civics and Government >09: The Federal Court System
Gradpoint Civics and Government >10: Civil Liberties and Civil Rights
Gradpoint US History > 01: The American Revolution
Gradpoint US History > 02: The Constitution
Gradpoint US History > 03: A New Nation

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Gradpoint US History > 04: A Changing Nation
Gradpoint US History > 05: The Union in Crisis
Gradpoint US History > 06: The Civil War
Gradpoint US History > 07: Reconstruction
Gradpoint US History > 08: Segregation and Discrimination
Gradpoint US History > 09: An Emerging World Power
Gradpoint US History > 10: World War I
Gradpoint US History > 11: Boom Times to Hard Times
Gradpoint US History > 12: Entering the War
Gradpoint US History > 13: World War II
Gradpoint US History > 14: The Cold War
Gradpoint US History > 15: The Civil Rights Movement
Gradpoint US History > 16: The Vietnam Era Forward
Gradpoint Economics > 01: Economic Systems
Gradpoint Economics > 02: Supply and Demand
Gradpoint Economics > 03: Prices and Wages
Gradpoint Economics > 04: Market Structures
Gradpoint Economics > 05: Banking and Investing
Gradpoint Economics > 06: Gross Domestic Product and Growth
Gradpoint Economics > 07: Economic Challenges
Gradpoint Economics > 08: Taxes and Trade
Gradpoint Geography > 01: Exploring Geography
Gradpoint Geography > 02: The United States
Gradpoint Geography > 03: Canada, Mexico, and Brazil
Gradpoint Geography > 04: Europe and Eurasia
Gradpoint Geography > 05: Egypt and India
Gradpoint Geography > 06: China, Japan, and the Koreas
Gradpoint Geography > 07: Australia and Antarctica
Arizona History and Government

For adult learners eighteen (18) years of age or older, the International Commerce Secondary Schools will reimburse the student that takes the General Education Development test once they have completed the Reading Foundations courses. This test can be used by adult learners for college or occupational programs admissions. As a service to adult learners who earn GED College Ready + Credit level, the International Commerce Secondary Schools pays for the American Council on Education College Credit Recommendation transcript through the American Council on Education Registry of Credit Recommendations. This credit is recognized by the Maricopa Community College District and the Arizona tri-university system.

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Course offering beyond core requirements:

Approved Electives

International Languages

Rosetta Stone Spanish Level 1
Rosetta Stone Spanish Level 2
Rosetta Stone Spanish Level 3
Rosetta Stone Spanish Level 4
Rosetta Stone Spanish Level 5
Rosetta Stone German Level 1
Rosetta Stone German Level 2
Rosetta Stone German Level 3
Rosetta Stone German Level 4
Rosetta Stone German Level 5
Rosetta Stone French Level 1
Rosetta Stone French Level 2
Rosetta Stone French Level 3
Rosetta Stone French Level 4
Rosetta Stone French Level 5
Rosetta Stone Arabic Level 1
Rosetta Stone Arabic Level 2
Rosetta Stone Arabic Level 3

Other languages available are: Chinese, Dutch, Filipino, Greek, Hebrew, Hindi, Irish, Italian, Japanese, Korean, Latin, Persian, Polish, Portuguese, Russian, Swedish, Turkish, and Vietnamese.

Career and College Readiness

American Heart Association Basic Life Support Certification

As a service to adult learners who pass the American Heart Association Basic Life Support certificate examinations, the International Commerce High School pays for the American Heart Association Basic Life Support certificate through the American Heart Association. This certification increases student employability and is recognized by Rio Salado College, the Maricopa Community College District, City of Phoenix, Yavapai College, Eastern Arizona College, Northland Pioneer College, Dine College, Coconino College, and the Arizona tri-university system.

Workplace Essential Skills

Workplace Essential Skills: Employment
Workplace Essential Skills: Communication and Writing
Workplace Essential Skills: Reading
Workplace Essential Skills: Mathematics

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ACT WorkKeys National Career Readiness Certificate

WorkKeys Curriculum Applied Math Levels 3–7

WorkKeys Curriculum Graphic Literacy Levels 3–7

WorkKeys Curriculum Workplace Documents Levels 3–7

ACT WorkKeys Essential Skills

WorkKeys Curriculum Essential Skills: Customer Service

WorkKeys Curriculum Essential Skills: Financial Awareness

WorkKeys Curriculum Essential Skills: Inter-personal and Business Communication

ACT WorkKeys

ACT WorkKeys Curriculum Business Writing

College Level Examination Program courses:

College Level Examination Program – CLEP

Over 2,900 colleges and universities grant credit for CLEP exams. By taking the CLEP exams, learners earn college credit for what they already know, saving both time and money towards earning a degree.

The American Council for Education (ACE) recommends the following semester credit-granting scores and semester hours for each of the CLEP exams. They recommend a credit-granting score of 50 for each CLEP example. This is a scaled score, equivalent to earning a C in the relevant course. The recommended semester hours are listed below next to each of the CLEP exams.

The Following CLEP Exams are offered: ACE Credit Recommendations

Composition and Literature

American Literature 3 Credit Hours

Analyzing and Interpreting Literature 3 Credit Hours

College Composition 6 Credit Hours

College Composition Modular 3 Credit Hours

English Literature 3 Credit Hours

Humanities 3 Credit Hours

Science and Mathematics

Biology 6 Credit Hours

Calculus 4 Credit Hours

Chemistry 6 Credit Hours

College Algebra 3 Credit Hours

College Mathematics 6 Credit Hours

Natural Sciences 6 Credit Hours

Pre-calculus 3 Credit Hours

History and Social Science

American Government 3 Credit Hours

History of the United States I 3 Credit Hours

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History of the United States II 3 Credit Hours
Human Growth and Development 3 Credit Hours
Introduction to Educational Psychology 3 Credit Hours
Introductory Psychology 3 Credit Hours
Introductory Sociology 3 Credit Hours
Principles of Macroeconomics 3 Credit Hours
Principles of Microeconomics 3 Credit Hours
Social Sciences and History 6 Credit Hours
Western Civilization I 3 Credit Hours
Western Civilization II 3 Credit Hours

Business

Financial Accounting 3 Credit Hours
Information Systems 3 Credit Hours
Introductory Business Law 3 Credit Hours
Principles of Marketing 3 Credit Hours

World Language

French Language Levels 1 and 2 *
German Language Levels 1 and 2 *
Spanish Language Levels 1 and 2 *
Spanish with Writing Levels I and 2 *

For each of the world languages, there is only one exam covering both Level 1 and 2 content. ACE recommends 6 semester hours of credit for mastery of Level 1 content (a score of 50) and 9 semester hours of credit for mastery of both Levels 1 and 2 (a score of 59 on French Language, 60 on German Language, and 63 on Spanish Language). ACE recommends 6 semester hours of credit for mastery of Level 1 Spanish Language with Writing Level 1 (a score of 50) and 12 semester credit for mastery of Level 1 and 2 (a score of 65).

As a service to adult learners who pass the ACT WorkKeys National Career Readiness certificate examinations, General Education Development Tests, and College Level Examination Program Exams, the International Commerce High School pays for the American Council on Education College Credit Recommendation transcript through the American Council on Education Registry of Credit Recommendations. This credit increases student employability and is recognized by Rio Salado College, the Maricopa Community College District, City of Phoenix, Yavapai College, Eastern Arizona College, Northland Pioneer College, Dine College, Coconino College, and the Arizona tri-university system.

Textbooks: The International Commerce High School provides a rigorous accelerated academic program in international languages, language arts, literature, social studies, mathematics, and natural sciences. These disciplines integrate the Arizona Academic Standards and are based on

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the College Board's College Level Examination Program curriculum. The International Commerce High School offers curriculum aligned to Arizona's Academic K-12 Standards using Merriam Webster's Collegiate Dictionary 11th Edition, Algebra to Go, Writers INC., Geometry to Go, The New Dictionary of Cultural Literacy, Introduction to Great Books Series I,II,III, Will of the People, Saxon Mathematics curriculum, Steck Vaughn Reasoning Through Language Arts, Social Studies, Science, Mathematical Reasoning curriculum, Workplace Essential Skills curriculum, TI 30XS Multiview calculator, GradPoint on-line curriculum, Paxen Focus on-line curriculum, Rosetta Stone on-line curriculum, ACT WorkKeys on-line curriculum, Modern States College Level Examination Program on-line curriculum and the American Heart Association on-line curriculum. Primary sources in imaginative literature, natural science, philosophy and religion, and social science are drawn from classics and modern classics through leading academic publishers, including Britannica, Oxford University Press, Penguin Modern Library Classics, Penguin Nonfiction Classics, and W.W. Norton & Company. All courses are taught by certified instructors using inquiry based discussion, cooperative learning, and technology. Instruction takes place in small groups and one to one. Study Guides are developed for all courses.

To comply with A.R.S. § 15-722, before the approval of any basic textbook for high schools, the governing board shall do all of the following:

Provide information on the school district's website on the basic textbooks that are proposed for approval. www.humsci.org

Require that all meetings of committees authorized for the purposes of textbook review and selection be open to the public pursuant to title 38, chapter 3, article 3.1.

Parents are encouraged to participate in academic and co-curricular programs. Parents may learn about the course of study for their adult learners and review learning materials, including the source of any supplemental educational materials on demand during regular business hours.

Learning Resources

In line with the International Commerce Secondary Schools' goals of developing adult students to their maximum potential by encouraging knowledgeable and responsible students/citizens, employability in the workplace, productivity in the workplace, and lifelong learning citizens, all resources are provided to students, at no cost, for their permanent use.

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Textbook Resources

Text: Mish, Frederick C., ed. Merriam -Webster's Collegiate Dictionary. 11th ed. Springfield, MA: Merriam-Webster, Inc., 2003. \$19.00 per book

Text: Kaplan, Andrew and Petroni-McMullen, Ann. Algebra To Go. Wilmington, MA: Houghton Mifflin Co., 2000. \$40.00 per book

Text: Sebranek, Patrick, Verne Meyer, and Dave Kemper. Writers INC. Wilmington, MA: Houghton Mifflin Co., 2001. \$40.00 per book

Text: Kaplan, Andrew and Petroni-McMullen, Ann. Geometry to Go. Wilmington, MA: Houghton Mifflin Co., 2000. \$40.00 per book

Text: Hirsch Jr., E.D., Joseph F. Kett, and James Trefil. The New Dictionary of Cultural Literacy. 3rd ed. Boston, MA: Houghton Mifflin Co., 2002. \$19.55 per book

Text: Introduction to Great Books. First Series. Chicago, IL: The Great Books Foundation, 1990. \$24.72 per book

Text: Introduction to Great Books. Second Series. Chicago, IL: The Great Books Foundation, 1990. \$24.72 per book

Text: Introduction to Great Books. Third Series. Chicago, IL: The Great Books Foundation, 1990. \$24.72 per book

Text: Will of the People. Chicago, IL: The Great Books Foundation, 2001. \$13.50 per book

Text: Saxon, Course 1. United States of America, HMH Supplemental Publishers Inc. 2009. \$93.21 per book

Text: Saxon, Course 2. United States of America, HMH Supplemental Publishers Inc. 2009. \$93.21 per book

Text: Saxon, Course 3. United States of America, HMH Supplemental Publishers Inc. 2009. \$93.21 per book

Text: Saxon, Algebra 1. United States of America, HMH Supplemental Publishers Inc. 2009. \$104.00 per book

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Text: Saxon, Geometry. United States of America, HMH Supplemental Publishers Inc. 2009. \$115.00 per book

Text: Saxon, Algebra 2. United States of America, HMH Supplemental Publishers Inc. 2009. \$117.00 per book

Steck-Vaughn Science Student Book. Houghton Mifflin Harcourt. 2013. \$31.00 per book

Steck-Vaughn Science Work Book. Houghton Mifflin Harcourt. 2013. \$31.00 per book

Steck-Vaughn Reasoning Through Language Arts Student Book. Houghton Mifflin Harcourt. 2013. \$31.00 per book

Steck-Vaughn Reasoning Through Language Arts Student Book. Houghton Mifflin Harcourt. 2013. \$31.00 per book

Steck-Vaughn Social Studies Student Book. Houghton Mifflin Harcourt. 2013. \$31.00 per book

Steck-Vaughn Social Studies Work Book. Houghton Mifflin Harcourt. 2013. \$31.00 per book

Steck-Vaughn Mathematical Reasoning Student Book. Houghton Mifflin Harcourt. 2013. \$31.00 per book

Steck-Vaughn Mathematical Reasoning Work Book. Houghton Mifflin Harcourt. 2013. \$31.00 per book

Text: Hoyt, Cathy Fillmore. Workplace Essential Skills: Communication & Writing. Lexington, KY: KET, 1999. \$12.00 per book

Text: Hoyt, Cathy Fillmore. Workplace Essential Skills: Employment. Lexington, KY: KET, 1999. \$12.00 per book

Text: Frechette, Ellen Carley. Workplace Essential Skills: Mathematics. Lexington, KY: KET, 1999. \$12.00 per book

Text: Frechette, Ellen Carley. Workplace Essential Skills: Reading. Lexington, KY: KET, 1999. \$12.00 per book

**HUMANITIES AND SCIENCES ACADEMY OF THE UNITED STATES
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Electronic Resources

TI 30XS Multiview Calculator	\$20.00 per calculator
Encyclopedia Britannica School online Reference License fee year	\$1,730.00 per school year
American Heart Association Basic Life Support curriculum certification	\$35.00 per
Alert Solutions PowerSchool plugin school year	\$812.50per
Gradpoint curriculum from Pearson 100 licenses school year	\$13,906.00 per
ACT WorkKeys National Career Readiness Certificate Curriculum year	\$2,000.00 per school year
Naiku online platform school year	\$2,800.00 per
Rosetta Stone Language Learning Curriculum year	\$125.78 per license per year
GED Ready	\$3.60 per test

The International Commerce High School faculty developed study guides that reflect the education standards of the state of Arizona for all required courses for high school graduation.

Additional Resources

Professional Development and Continuing Education Plan

The International Commerce High School's academic goal is to develop students to their maximum potential by:

- a. Producing knowledgeable and responsible participants in the American democracy as part of the global society with a broad based knowledge of history, cultures, geography, sciences and mathematics. Knowledgeable and Responsible Students/Citizens

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- b. Improving employability in the workplace with the development of basic skills (reading, writing, speaking and thinking in English, numeracy, problem solving and higher order thinking skills). Employability in the Workplace
- c. Developing habits, attitudes, and values that are necessary for productivity in the workplace. Productivity in the Workplace
- d. Developing the ability to learn about and adapt to the changes that will occur throughout life after the completion of initial formal education Lifelong Learning Citizens

The plan is based on the requirements for faculty published in the Arizona Revised Statutes and the graduation requirements for students listed in the Arizona Administrative Code. The plan was developed to help monitor that the mission of the International Commerce High School is being accomplished in response to changes in graduation requirements, standardized test results, student academic abilities and to implement improvements as needed. The plan is aligned with instructional staff learning needs, focusses on areas of high importance, addresses the needs of relevant subgroups populations, supports high quality implementation and monitoring follow up to support and develops implementation of the strategies learned.

The professional development and continuing education plan is used to address graduation requirement changes, Arizona Standards changes, response to assessment results, and address to academic abilities of adult learners who enrolled.

Alignment with Instructional Staff Learning Needs

The professional development and continuing education conducted every Friday is designed for the teachers to complete a minimum of 12 graduate credit hours annually. All teachers complete 45 days of in-service prior to working with students. Additionally, each teacher completes all core content as if he/she were a student prior to engaging students.

The professional development and continuing education focused on curriculum development is based on utilizing various assessments, standards, state board rules and legislation including: state board adopted curriculum and assessments (Essential Skills, ASAP, AzM2, AIMS, CCRS), high school graduation requirements, Adult Basic Education curriculum and assessments, General Education Development assessments and curriculum, Advanced Placement assessments and curriculum, ACT and SAT assessments and curriculum and National Council for Teaching Mathematics Standards.

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The professional development and continuing education focused on curriculum revision is developed by the lead instructors and faculty with specific content area expertise. Curriculum changes are approved by the Charter Holder and adopted by the Governing Board. Mechanisms for creating change to curriculum include: analysis of assessment results and course completion data, recommendations from faculty through Friday Staff Development meetings, change in state board rules, change in assessment instruments,

and change in state laws. All course study guides are updated in December and in May, June and July upon receipt of the AzM2 results and continue to be aligned to the college and career ready standards. The teacher and staff create, select, and evaluate instructional programs and materials based on alignment with Arizona Academic Standards. Revision is completed on a consistent basis.

The professional development and continuing education related to methodology is achieved through extensive staff training and in-service. The Charter Holder and lead instructors ensure all teachers are prepared to implement curriculum in a consistent and effective manner. Faculty complete 45 days of training, prior to working with students, to include: Inquiry based learning Leader Training I, completion of the entire same curriculum that students complete, Completion of placement assessments that students complete, shadow experienced teachers, American Heart Association Basic Life Support Training, AZELLA test administration training, working with Adults with Learning Disabilities and Teach an Adult to Read. Further training includes staff discussions of GradPoint on-line curriculum, Paxen Focus on-line curriculum, Rosetta Stone on-line curriculum, ACT WorkKeys on-line curriculum, Modern States College Level Examination Program on-line curriculum and the American Heart Association on-line curriculum. Primary sources in imaginative literature, natural science, philosophy and religion, and social science are drawn from classics and modern classics through leading academic publishers, including Britannica, Oxford University Press, Penguin Modern Library Classics, Penguin Nonfiction Classics, and W.W. Norton & Company.