



MAKKAH
INTERNATIONAL
INSTITUTE

Student Handbook
2023-2024

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Student Handbook

2023-2024

A Message from Administration

Dear Parents/Guardians:

Welcome to a new school year at Makkah International Institute. We pray that our experience with us will be beneficial spiritually, mentally, and physically. The faculty and staff are proud to partner with you in the holistic education of your children.

Educational success for all students cannot be complete without an effective partnership with all parents. You are the most essential part of your children's education and it is important that we build a strong relationship in order to best serve your children's educational needs. Therefore, we strongly encourage you to participate in our Parent-Teacher Conference Days, PTA meetings, and other school activities.

You will find in the Parent/Student Handbook some very important information regarding some of the policies and procedures established for the safety of the children and the smooth operation of the school. Please read this information carefully and keep it for future reference. Should you have questions, feel free to contact school staff at (770) 676-9242.

Our hope is that the partnership you develop with your children's teachers and the school will reflect a positive feeling about education and will be a pleasurable experience for everyone.

Sincerely

Makkah International Institute Administration

Mission

To build community and support families with their educational needs by exposing them to a variety of culturally relevant learning experiences.

Vision

A vision is that Makkah International Institute will be a leading provider of global and domestic educational services for families in the twenty-first century.

Beliefs

Absolute truth is both permanent and can be found within all cultures (supreme truth.)

We believe that education should begin with knowledge of self and end with productive actions that don't harm others (harm no one.)

We believe that those that have more, have a responsibility to do more (equality.)

Attendance Policy

If your child is going to be absent, please notify your child's teacher. In order for an absence to be considered excused, a written note or email must accompany the student the first day back in class. The note should include the date returning, child's name, date absent, and the reason for the absence. Any absence for which the school does not receive appropriate notification will be unexcused. Excessive or unexcused absences from school are detrimental to the educational process. Students having more than 20 absences for the year may, on the authority of the principal, be denied promotion.

Calendar



2022/23 School Year Calendar

July 2022						
Su	Mo	Tu	We	Th	Fr	Sa
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31						

August 2022						
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September 2022						
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October 2022						
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November 2022						
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December 2022						
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January 2023						
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February 2023						
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March 2023						
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April 2023						
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May 2023						
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June 2023						
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25	26	27	28	29	30	



Holidays 2022/23

Jul 4, 2022	Independence Day	Dec 26, 2022	Winter Break Begins	Jan 2, 2023	New Year's D. (obs.)
Sep 5, 2022	Labor Day	Jan , 2022	Winter Break Ends	Jan 16, 2023	Martin L. King Day
Oct 10, 2022	Columbus Day			Feb 20, 2023	Presidents' Day
Nov 11, 2022	Veterans Day			May 29, 2023	Memorial Day
Nov 24, 2022	Thanksgiving Day	Jan 1, 2023	New Year's Day	Jun 19, 2023	Juneteenth

	First day and last day of school
	Student/Staff Holiday
	Teacher Workday Student Holiday

LATE ARRIVALS/TARDINESS

Students arriving late (after 5 minutes) to class will be marked tardy. Parents of students who have 10 or more tardies in a semester will be required to meet with the principal/designee to discuss the reasons for the tardies and to develop a plan for improvement.

Parent Responsibilities

Success Contracts

All students will be on academic probation if for the first quarter the student has more than 1 C in their classes. They will remain on probation until they have A's and B's. Academic probation entails adult supervision during class time.

Lesson Plan contract

Parents must sign off that they have viewed the weekly lesson plans for all of their children.

Volunteerism

School-Wide Mandatory volunteer

Each family must volunteer at least 40 hours a year. Families that do not fulfill their volunteer hours will be charged \$200 at the end of the school year.

Volunteerism for Tuition

Tuition can be substituted for volunteer hours. Parent must volunteer 10 hours per week per child to waive tuition fees.

Families will receive a \$20 tuition credit per student after the referred student has registered and paid the first month's tuition.

Computer/Internet Back-up Plan

Parents must have a technology back-up plan. Computers and the internet do crash or become non-functional. In the event this does occur, communication with your child's teacher becomes critical. Parents must have a technology back-up plan. Students may not be excused from attendance for any technology problems. If a student is unable to complete work or attend synchronous class sessions for any reason, contact the student's teacher immediately.

Attendance

Students should log into class no later than 5 minutes after the scheduled start time, or they will be considered tardy. Three tardies will result in an email to the parent. Six tardies will result in a parent teacher conference to discuss a plan to improve timely attendance.

Academics

Late Work

Work will not be accepted if it is more than 2 weeks late. Individual teachers have the flexibility to determine what penalties are associated with turning in assignments within the two week window.

Grades

Parents and students should check grades weekly. The school uses Google Classroom and Quickschools to manage grades. The school is on a quarter system. Report cards will be emailed at the end of each quarter. Progress reports will be sent out in the middle of each quarter. Parents must acknowledge receipt. Students who do not make a “C” or above in a class will be referred to the study skills/intervention class which requires an additional fee.

Testing

Middle and High School students will take midterm and final exams for each of their classes. This may consist of a project or written assessment. Students in grades K-12 are required to take the NWEA MAP test at the beginning of the school year and at the end. The NWEA MAP will assist us in structuring classes that best fits your child’s needs.

Dual Enrollment

High School students that wish to enroll in dual enrollment courses, must contact the school counselor. They must also meet the admission requirements for the school they wish to enroll in.

School Programs and Services

Intervention

Students who score more than two grades below where they are enrolled will be required to take academic intervention classes for an additional fee. A student qualifies for intervention based on standardized test scores, grades, and teacher recommendation. The students will meet with an academic coach twice a week for extra practice and assistance with either math or language arts. The fee for intervention is \$100 per month.

Extra Curricular

Makkah International Institute offer the following extracurricular programs:

- Math Kangaroo
- National History Day
- Scripps Spelling Bee
- Exploravision Science Fair
- Gwinnett County Science Fair
- Earth Rangers
- Archery
- Basketball

These programs are integrated into our schools project based curriculum. This may require some outside of class time, group work and commitments.

Franchise Opportunities

Organizations and families who would like to model the Makkah International Institute program in their local area are welcome and encouraged to. All you need is a location, families that want to join the school, and internet service. We will assist you in establishing your location, helping to plan local outings, establish clubs and sports teams. You may set your own fee for the usage of your facility in addition to the tuition fees that are paid to us. You can fill out the interest form on the Makkah Institute website.

Orientation

Parents and students are required to attend orientation. Orientation will be held Wednesday,

August 1st 6PM. If you miss the orientation, you must attend a makeup session.

Lesson Delivery

Lessons will be delivered asynchronously. Students will have 1 live class per week per subject unless otherwise noted. Students will be required to work on assignments independently for approximately 4 hours per day depending on the grade level.

Discipline

CONDUCT/ SCHOOL RULES

Our school seeks to provide an Islamic environment that is conducive to learning and to the development of each student's full potential and improved character development. Guidelines have been established to maintain the environment and to provide for the safety and well-being of students. School regulations apply in the virtual classroom, school building, on the school grounds, while traveling to and from school, and at events where the school is represented. Disruptive students who interfere with the educational process and/or do not comply with the regulations and procedures are subject to administrative action. Please be sure that you and your child become familiar with the [The Muslim Standards of Work and Life](#). It's our goal to not only foster educational excellence, but excellence in character. We create a culture of high moral values through our Islamic teachings and character education that is built into our lessons. This handbook lists the student's rights and responsibilities, parents' rights and responsibilities, dress code, and the school board policy and discipline consequences.

Dress Code

We are currently functioning as a fully online school and students should have electronic devices with camera capabilities. Students should be neatly dressed in clothes that are modest. Girls in 4th grade and up are required to wear a hijab (headscarf). Students should not wear the following:

- Clothing, pins, jewelry, accessories or other items of adornment displaying obscene, profane, derogatory, violent or gang-related messages, themes, designs or pictures;
- Clothing, pins, jewelry, accessories or other items of adornment conveying messages related to or promoting the use of alcohol, drugs, or tobacco products, or messages that promote illegal activities.
- Clothing pins, jewelry, accessories or other items of adornment depicting bawdy, salacious or sexually suggestive messages.

- Clothing that is transparent or exposes the midriff, navel or cleavage.
- Pants, skirts and/or shorts that sag below the waistline or must be held in place with the hands.
- Underwear as outer garments or clothing that exposes underwear (including, but not limited to, stretch lycra, spandex or nylon tights, leotards, biker pants, biker shorts, bathing suits, pajamas).
- Tank tops, halter tops, garments with spaghetti straps, tube tops, fishnet tops, strapless dresses, or other clothing that is not appropriate because of slits, rips or holes in the garment.
- Clothing that is too tight and/or is inappropriate in length (girls to the ankles and boys to their knees)

Student Code of Conduct

Although our classroom environment is virtual (online), the standards of behavior are as important as they are in brick and mortar schools. In other words, our virtual classrooms are real classrooms with real teachers; therefore, appropriate student behavior is expected. To ensure that all Makkah International Institute (MII) students understand how to behave in an online environment, we have developed a code of conduct that all students are required to follow. This code of conduct addresses student interaction with MII faculty, staff, and other MII students, as well as their individual actions. The following rules apply to the Google classroom and live session environments.

Interactions with Makkah International Institute Faculty and Staff

1. Students should address all MII faculty and staff members as adults with the courtesy expected for education professionals. They are to use both the appropriate title (Brother or Sister) and first name.
2. Students should phrase communications with MIIr faculty and staff in a polite and courteous manner appropriate for speaking to adults. The tone of emails and phone conversations must be respectful.
3. Since our online environment is a learning environment, students should not use excessive “slang” or language that they might use in other environments. Students should communicate with teachers in complete sentences.
4. Students are not to use obscene, profane, threatening, or disrespectful language or images in any communications with MII faculty and staff. These actions are prohibited.

5. Students must use a profile picture and video feed background that is appropriate for an educational environment. The MII faculty & administration reserve the right to determine if a profile picture or video feed background is inappropriate. Students using an inappropriate profile picture or video feed background will be required to update their settings.

6. Students must use an email address that is appropriate for an educational environment. Email addresses that use profanity or may otherwise be construed as offensive, shall not be permitted in correspondence with VSC faculty and staff. The VSC faculty & administration reserve the right to determine if an email address is inappropriate for the educational environment.

Interactions with Other Makkah International Institute Users

1. All communications with other students in any forum, course related email, discussion post, etc., must be polite, courteous and respectful.

2. The integrity and authenticity of student work is something that we take seriously and check using a variety of technologies. Copying the work of others, allowing others to knowingly copy a student's work, and/or misusing content from the Internet could result in removal from our courses with a failing grade.

3. Do not collaborate with other students (work with) on your MII assignments unless directed to do so by your teacher. Working together is useful in the traditional classroom, but it is not permitted in our online environment without specific teacher instructions to do so. In addition, parents may not login to a student account and complete coursework on behalf of the student.

4. Students are not to use obscene, profane, threatening, or disrespectful language or images in any communications with other MII students. These actions are prohibited.

Appropriate Use of the Internet

1. MII students are subject to all local, state, and federal laws governing the Internet. Consequently, program administrators will cooperate fully with local, state, or federal officials in any investigation related to illegal activities conducted through Internet access.

2. In the event there is a claim that a student has violated this policy, he/she will be notified of the suspected violation and given an opportunity to present an explanation.

3. Any student that violates this policy will be subject to disciplinary action that may result in removal from MII course(s), as well as other disciplinary or legal action.

Disciplinary Action

Violations to the MII Student Code of Conduct will initiate the following procedure:

1. Upon the violation, the teacher will send communication to the administration which outlines the nature and details of the infraction.
2. The teacher or administrator will notify the student, parent, and sponsor that the student has violated the code.
3. Based on the report, the administrator will determine what, if any, disciplinary action must be taken. A violation of the MII Student Code of Conduct will result in a disciplinary action and may result in the withdrawal of the student in the MII course(s) or removal of the student from the MII program.

Communication

CHANGE OF ADDRESS/PHONE NUMBER

It is vital in the educational process to be able to contact parents/guardians via phone, email, and mail regarding student emergencies, behavior, progress, and other pertinent information. If your phone number or address changes during the year, please notify the school office so that this information can be updated immediately.

EDUCATIONAL RECORDS REQUESTS

Requests by parents/guardians for information regarding their children's educational records should be made to the office clerk at least two (2) days in advance. This includes requests for student transfers and requests to view your child's record. It is important to be mindful that requests to the school may not be able to be fulfilled immediately.

Opportunities for Parent-School/Teacher Communication

Orientation Day: Parents and students will have the opportunity at the beginning of the school year to meet with their teachers and learn about the curriculum and classroom expectations.

Technology Boot Camp

Regular Newsletter

School WhatsApp

Quarterly Parent Teacher Conferences

Quarterly Report Cards

Progress Reports

Feedback Fridays

Who We Service

Our programs are for children in Pre-k to 12th grade..

Supplies

Students are required to purchase supplies that are included in the teacher supply list. Each grade level has a book list. Parents may purchase books from Amazon, rainbow resource, singapore math, or any other resource. Books should be purchased prior to the first day of school.

Enrollment

Parents are required to complete a registration form prior to being considered for admission. Admission is contingent upon class size and evaluation of student's records by administration.

High School

Classification Credits

Students are classified according to their years of high school enrollment and the number of credits they have earned. Required classification credits are listed below:

- Tenth Grade 6 credits
- Eleventh Grade 12 credits
- Twelfth Grade 18 credits

Grading Scale

Makkah International Institute recognizes the importance of providing academically talented students with opportunities for acceleration in their academic programs. The high school provides three programs to meet that need: Honors and Accelerated courses, Advanced Placement (AP) courses, and Dual Enrollment. The weighted credit system recognizes and rewards students who take more rigorous and demanding courses by awarding additional credit weight for students taking designated courses. Weighted credit is awarded for Advanced Placement, Honors, Accelerated, and Dual Enrollment. For each designated course, quality points will be added to the computation of the student's weighted GPA. A list of approved courses and quality point designations will be outlined as follows:

Letter Grade	*Advanced Placement/ Dual Enrollment (Academic Core and Core Electives)	Honors/Accelerated Courses / NonCore Dual Enrollment	Regular Courses
"A" (90-100)	5	4.5	4
"B" (80-89)	4	3.5	3
"C" (70-79)	3	2.5	2
"F" (Below 70)	0	0	0

Students must complete the AP exam for the course to be calculated on the 5-point scale. If the

AP exam is not completed, the course will be calculated as an Honors/ Accelerated course on the 4.5 scale. For Dual Enrollment students, when the post-secondary institution awards a numeric grade, that grade will be recorded on the transcript. If the post-secondary institution awards only letter grades, the district will work with the individual post-secondary staff to obtain numeric grades.

Honor Roll/ Class Ranking

High school students earn Honor Roll with an overall numerical grade average of 90 or above in classes and is calculated each nine weeks. Each student's rank in class is determined by calculating the numerical grade average of the cumulative list of all courses completed, passed or failed. Honor graduates are those seniors who earned a cumulative numerical grade average of 90 or above in the core courses. The graduating senior with the highest cumulative numerical grade average in the core courses will be named Valedictorian of the graduating class. The student with the second highest cumulative numerical grade average in the core courses will be named Salutatorian of the graduating class. The aforementioned seniors must have earned at least four units of credit in Honors, Accelerated, and Advanced Placement or Dual Enrollment courses and have attended an LCSS high school for at least the entire senior year. In the rare event of a tie (students having the exact same overall average), the students' core numerical grade averages will be used. If a tie still exists, multiple Valedictorians and/or Salutatorians will be named.

Exams

Exams are administered at the end of each course taken by high school students. All exams taken at the end of each course assess the content covered within the entire course and count 20% of students' course grade. Administration will distribute exam schedules, and students are encouraged to properly prepare throughout the year to be successful on all exams.

Credit Recovery

In the event a required course is failed, credit recovery opportunities are available to students as needed. The majority of the credit recovery options are implemented via afterschool and/or summer models. Fees for credit recovery options may vary. If a required course is failed, please contact the high school counselor for a re-evaluation of the individual graduation plan.

Dual Enrollment

Dual Enrollment Program provides funding for students who are dually enrolled at a participating eligible public or private high school, or home study program in Georgia, and a participating eligible postsecondary institution in Georgia. These students take postsecondary coursework for credit towards both high school graduation or home study completion and postsecondary degree, diploma, or certificate requirements. The program is offered during all terms of the school year: fall, spring and summer semester or fall, winter, spring and summer quarter

Course Descriptions

English Language Arts

9th grade Literature/Composition

This course focuses on a study of literary genres and informational texts; the students develop initial understanding of both the structure and the meaning of a literary work. The students explore the effect of the literary form in regards to interpretation. The students will read across the curriculum to develop academic and personal interests in different subjects. The students will also demonstrate competency in a variety of writing genres: argumentative, expository, and narrative. The students will engage in research, timed writings, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of speaking and listening for a variety of purposes.

Tenth Grade Literature/Composition

This course focuses on a study of literary genres and informational texts; the student develops understanding that theme is what relates literature to life and that themes are recurring in the literary world. The students explore the effect of themes in regard to interpretation. The students will read across the curriculum to develop academic and personal interests in different subjects. While the focus is writing argument in tenth grade literature, the student will also demonstrate competency in expository and narrative writing genres. The student will engage in research, timed writings, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of speaking and listening for a variety of purposes.

American Literature/Composition

This course focuses on the study of American literature and informational texts, writing modes and genres, and essential conventions for reading, writing, and speaking. The student develops an understanding of chronological context and the relevance of period structures in American literature. The students develop an understanding of the ways the period of literature affects its structure and how the chronology of a work affects its meaning. The students read a variety of informational and literary texts in all genres and modes of discourse. Reading across the curriculum develops students' academic and personal interests in different subjects. While expository writing is the focus in American literature, the students will also demonstrate competency in argumentative and narrative genres. The students will engage in research, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking. The students demonstrate an understanding of speaking and listening for a variety of purposes.

AP English Language and Composition

This course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. Students will use the Khan Academy curriculum to complete this course.

AP English Literature and Composition

This course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. Students will use the Khan Academy curriculum to complete this course.

Mathematics

Algebra I

This course is the first course in a sequence of three high school courses designed to ensure career and college readiness. The course represents a discrete study of algebra with correlated statistics applications. The fundamental purpose of Algebra I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of functions by comparing and contrasting linear, quadratic, and exponential phenomena. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem

situations. The pacing suggested allows students to gain a foundation in linear, quadratic, and exponential functions before they are brought together to be compared and contrasted. As key characteristics of functions are introduced and revisited, students gain a deeper understanding of such concepts as domain and range, intercepts, increasing/decreasing, relative maximum/minimum, symmetry, end behavior, and the effect of function parameters.

Geometry

This course is the second course in a sequence of three high school courses designed to ensure career and college readiness. The course represents a discrete study of geometry with correlated statistics applications. Building on standards from middle school, students experiment with transformations in the plane, compare transformations that preserve distance and angle to those that do not and use transformations and proportional reasoning to develop a formal understanding of similarity and congruence. Criteria for similarity and congruence of triangles are examined, facility with geometric proofs is developed, and both are applied in proving theorems and generating geometric constructions involving lines, angles, triangles, and other polygons. Similarity in right triangles is applied to understand right triangle trigonometry. Students apply theorems about circles and extend the study of cross-sections of three-dimensional shapes; use concepts of distance, midpoint, and slope to verify algebraically geometric relationships of figures in the coordinate plane; solve problems involving parallel and perpendicular lines; and develop an understanding of independence and conditional probability to be used to interpret data. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. (Prerequisite: Successful completion of Algebra I or its equivalent)

Algebra II

This is the third course in a sequence of three high school courses designed to ensure career and college readiness. It is designed to prepare students for fourth course options relevant to their career pursuits. It is in this course that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into six critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include quadratic (with complex solutions), polynomial, rational, and radical functions and finally, students bring together all of their experience with functions to create models and solve contextual problems. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. (Prerequisite: Successful completion of Geometry or its equivalent)

Pre-Calculus

This is a fourth mathematics course option for students who have completed Coordinate Algebra/Algebra I, Analytic Geometry/Geometry, and Advanced Algebra/Algebra II. The course focuses on standards to prepare students for a more intense study of mathematics. The critical

areas organized in seven units delve deeper into content from previous courses. The study of circles and parabolas is extended to include other conics such as ellipses and hyperbolas. Trigonometric functions are further developed to include inverses, general triangles and identities. Matrices provide an organizational structure in which to represent and solve complex problems. Students expand the concepts of complex numbers and the coordinate plane to represent and operate upon vectors. Probability rounds out the course using counting methods, including their use in making and evaluating decisions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. (Prerequisite: Successful completion of Advanced Algebra/Algebra II or its equivalent)

Science

Biology

This course's curriculum is designed to continue student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be proficient in biology. This curriculum includes more abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students will investigate biological concepts through experience in laboratories and fieldwork using the processes of inquiry.

Environmental Science

This course's curriculum is designed to extend student investigations that began in grades K-8. This curriculum is extensively performance, lab and field based. It integrates the study of many components of our environment, including the human impact on our planet. Instruction focuses on student data collection and analysis. Chemistry, physics, mathematical, and technological concepts will be integrated throughout the course. Whenever possible, careers related to environmental science will be emphasized.

Physical Science

This course's curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to have a richer knowledge base in physical science. This course is designed as a survey course of chemistry and physics. This curriculum includes the more abstract concepts such as the conceptualization of the structure of atoms, motion and forces, and the conservation of energy and matter, the action/reaction principle, and wave behavior. Students investigate physical science concepts through experience in laboratories and fieldwork using the processes of inquiry.

Chemistry

This course's curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in chemistry.

This curriculum includes more abstract concepts such as the structure of atoms, structure and properties of matter, characterization of the properties that describe solutions and the nature of acids and bases, and the conservation and interaction of energy and matter. Students investigate chemistry concepts through experience in laboratories and fieldwork using the processes of inquiry.

Physics

This course's curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in physics. This curriculum includes more abstract concepts such as interactions of matter and energy, velocity, acceleration, force, energy, momentum, and charge. This course introduces the students to the study of the correction to Newtonian physics given by quantum mechanics and relativity. Students investigate physics concepts through experience in laboratories and fieldwork using the processes of inquiry.

AP Biology

This course is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions. Students use the Khan Academy AP Biology Curriculum. Students will use the Khan Academy curriculum for this course.

Social Studies

Economics

This course is the study of how individuals, businesses, and governments make decisions about the allocation of scarce resources. The economics course provides students with a basic foundation in the field of economics. The course has five sections: fundamental concepts, microeconomics, macroeconomics, international economics, and personal finance. In each area, students are introduced to major concepts and themes concerning that aspect of economics.

American Government/Civics

This course provides students with a background in the philosophy, functions, and structure of the United States government. Students examine the philosophical foundations of the United States government and how that philosophy developed. Students also examine the structure and function of the United States government and its relationship to states and citizens.

United States History

This course provides students with a survey of major events and themes in United States history. The course begins with English settlement and concludes with significant developments in the early 21st Century.

World History

This course provides students with a comprehensive, intensive study of major events and themes in world history. Students begin with a study of the earliest civilizations worldwide and continue to examine major developments and themes in all regions of the world. The course culminates in a study of change and continuity and globalization at the beginning of the 21st century.

AP Microeconomics

AP Microeconomics is an introductory college-level course for high school students that focuses on the economic principles involving the individual decision makers within the economic system. Primary emphasis is placed on the interactions of producers and consumers in product and resource markets. The course also includes a study of the ways in which the government attempts to correct market failures. Analysis is an integral part of this course and students will be expected to make narrative as well as graphical analyses of topics throughout the course. Students will also be expected to maintain current knowledge of Micro-Economics topics as we proceed through the course by monitoring current periodicals. At the conclusion of the course, the student will be expected to be prepared to take the Advanced Placement Microeconomics Exam. Students will use the Khan Academy curriculum to complete this course.

AP Macroeconomics

AP Macroeconomics is an introductory college-level course for high school students that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Students will use the Khan Academy curriculum to complete this course.

Psychology

This course is based upon the scientific study of behavior and mental processes. It is a unique science that often necessitates the use of special measurements and research methods. The course has four sections: psychological foundations and research, biological foundations, change in behavior and cognition, and variability of behavior among individuals and groups.

Sociology

This course is an introductory study in sociology, the study of social behavior and the organization of human society. Students will learn about the historical development of the field of sociology and the procedures for conducting research in sociology. Students will also learn the importance and role of culture, social structure, socialization, and social change in today's society.

Foreign Language, Health & Physical Education, Fine Arts, CTAE

Arabic I

This course introduces the Arabic language and emphasizes all skills: listening, speaking, reading, and writing skills in an integrated way. It includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of Arabic-speaking cultures.

Arabic II

This course enhances Level One skills in Arabic and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. It also provides continued practice in how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to increase understanding of Arabic-speaking cultures.

Arabic III

This course enhances Level Two skills in Arabic and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. It also provides continued practice in previous topics and introduces new topics; offers further opportunities to increase understanding of Arabic-speaking cultures. Upon completion of this course, a student has fulfilled the career pathway requirement via the World Languages pathway.

Health

This course explores the mental, physical and social aspects of life and how each contributes to total health and wellbeing. It emphasizes safety, nutrition, mental health, substance abuse prevention, disease prevention, environmental health, family life education, health careers, consumer health, and community health.

General Physical Education I

This course focuses on any combination or variety of team sports, lifetime sports, track and field events, aquatics/water sports, outdoor education experiences, rhythmic/dance, recreational games, gymnastics, and self-defense. It provides basic methods to attain a healthy and active lifestyle.

Art I

This course introduces art history, art criticism, aesthetic judgment and studio production. It emphasizes the ability to understand and use elements and principles of design through a variety of media, processes and visual resources. It explores master artworks for historical and cultural significance.

Financial Literacy

This course will empower students to be informed about their financial responsibilities today and to prepare for the real choices ahead. In this course they will learn about career decisions, money management, financial security, credit management, resource management, risk management, and consumer rights and responsibilities. Business partnerships with financial companies, guest speakers, field trips, and work-based learning activities can be incorporated in this course. Mastery of these standards through project-based learning and leadership development activities of Future Business Leaders of America (FBLA) will help prepare students with a competitive edge for the global marketplace.

Journalism

This course is a yearlong course designed for students to develop journalism and design skills and the ability to apply these skills through the production of the school yearbook. The fundamentals of yearbook journalism include coverage of the school year's events, ethics, writing story copy, writing captions, creating sidebars, and photojournalism. Yearbook design includes creating professional layouts, using enhanced graphics, effectively using color and taking many photographs. Students will also develop skills in the principles of advertising to include accounting and ad design. Responsibilities of the yearbook staff member include planning the yearbook ladder, creating yearbook layouts, designing pages, taking photographs for the pages, writing captions on the pages, selling yearbooks and selling business ads. The yearbook advisor must approve student selection for this course. Afterschool work time is vital for success in this elective course.

Work-Based Learning

This course affords students an opportunity to utilize skills learned within their specific pathway courses in a work environment for high school credit and possible wages. Work-Based Learning placements represent the pinnacle of the Career-Related Education experience. To qualify for a WBL placement, a student must be in grades 11 or 12 and at least 16 years old. Students must also have a defined Career Pathway in order to participate in a Work-Based Learning placement. This is especially important for successful completion of a student's pathway in that their job placement is directly related to the curriculum of the pathway classes they have completed or in which they are concurrently enrolled. There are several opportunities for students to participate in work-based learning. These opportunities include Employability Skill Development, Cooperative Education, Internship, Youth Apprenticeship, and Clinical Experiences.

Career Exploration

Students will study the choices they have for education, careers, and the world of work. The instructor will stress self-knowledge, educational and occupational exploration, and career paths. Students will set goals and develop plans of action. Students will also work on self-esteem, improving communication, identifying leadership qualities, improving their ability to work with others, and setting goals for the future.

Beginners Quran

Students will be able to learn how to pronounce the letters correctly (Makharij) and basic Tajweed rules. Students will focus on chapters 104-114 of the Quran. In this course there will also be memorization and an understanding of the lessons and history behind these chapters.

Intermediate Quran

Students will be able to memorize chapters 81-98 with proper pronunciation and understand the meaning of the chapters. Students will revise chapters 82-114.

Advanced Quran

Students will be able to memorize the 30th Juz with proper pronunciation and understanding the meaning of the chapters.

Acknowledgement of Student Handbook

All students and parents or legal guardians should return this acknowledgment form within 15 days of enrollment at the school. Student Acknowledgement My signature acknowledges that I have received a copy of The Makkah International Institute Student/Parent Handbook. I understand that I am responsible for reviewing the handbook and becoming familiar with the Academy's policies and expectations set forth in the handbook. I also acknowledge that I will be held accountable for my behavior and may be subject to disciplinary action (up to and including expulsion) or other ramifications if I violate any policies or if I do not abide by the agreements set forth in this handbook. I understand that if I have any question about any policy or about any other school matter or situation, I can ask a member of the faculty, a counselor or any school administrator for assistance, and that if I do not feel my concern is being adequately addressed that I should speak specifically with the dean of students or head of school.

_____ Date Student Signature

Family Acknowledgement

My signature acknowledges that I have received a copy of the Student/Parent Handbook. I understand that my child and I should review and become familiar with our policies and student expectations set forth in the handbook. I understand that my child will be held accountable for his or her behavior and may be subject to disciplinary action or other ramification if he or she violates any policy or agreement set forth in the handbook. This is also an acknowledgement of your commitment to assisting and ensuring student assignments will be posted to teachers in a timely manner. I also know that if I have any questions or concerns about my student, the school's policies or procedures, or any other matter, that I can speak to any school administrator about the situation, and that if I do not feel that my question or concern is being adequately addressed that I should speak specifically with the dean of students or head of school.

_____ Date Parent Signature (or legal guardian)

_____ Date Student Signature (or legal guardian)

Appendices

The Muslim Standard of Excellence in Work and Life – Shaykh Faraz Rabbani

Shaykh Faraz Rabbani shares seven principles for making our work an act of worship. These are seven principles understood clearly from the Qur'an and Prophetic Sunna:

1. Purpose

Make your life, career, and work truly a means to seek Allah Himself.

2. Seeking benefit

Seek Allah in work by seeking true benefit: for yourself and others, both worldly and spiritual benefit.

3. Excellence in work

Strive to work in the best of ways, as excellence is beloved to Allah.

4. Upholding Being True and Trustworthy

These are two qualities central to what it means to be a believer. It isn't an accident that these are two qualities that the Beloved Messenger of Allah (peace & blessings be upon him & his folk) was known by even before Revelation: the True (al-Sadiq) and Trustworthy (al-Amin).

5. Upholding Sincere Concern

Seek the good for others, as you seek it for yourself: "None of you believes until they wish for others the good that they wish for themselves," said the Prophet (Allah bless him and give him peace). And religion itself was defined by the Blessed Messenger (peace and blessings be upon him) as being sincere concern: "Religion is sincere concern (nasiha)." This sincere concern applies to one's employers, fellow workers, one's customers or clients, and for all God's creation.

6. Upholding Excellence of Character

The Messenger of Allah (peace and blessings be upon him) said, “Deal with people on the basis of good character.”

7. Knowing and Upholding Limits, through sound contracts

Without observing the Limits of Law in one’s dealings, one will invariably fall into wrong and wrongdoing; harmed relationships; and grave sin. “The Lawful is clear and the Unlawful is clear,” said the Prophet (Allah bless him and give him peace). Learn the limits of the Law related to your work. Learn about how to have sound and virtuous contracts and dealings. And uphold your commitments with excellence and steadfastness.