



2015 - 2016

YANGON INTERNATIONAL SCHOOL

HIGH SCHOOL

COURSE DESCRIPTIONS

GRADES 9– 12

Mission Statement

*Yangon International School,
a private Pre-K-12 college preparatory school,
seeks to foster the development of the whole child,
who is a participating global citizen and lifelong learner.
One who is academically well prepared,
socially responsible, culturally sensitive,
and personally fulfilled.*

Dear YIS Secondary School Students and Parents:

Yangon International School offers a wide variety of courses based on American curriculum models, with our educational/instructional materials sourced from the United States and internationally.

The high school course of study options reflect a college preparatory school environment, with Advanced Placement (AP) courses as a cornerstone of our program—in a variety of upper level subjects.

Yangon International School has a well-qualified faculty with staff from the United States, Canada, and other western countries, in addition to host-country nationals teaching in the Myanmar Studies program. Our school's low student to teacher ratio ensures great relationship building with kids and faculty, promoting a wonderful school atmosphere.

Thank you for taking the time to review our YIS course catalog, and please feel free to discuss this information with our staff, at your convenience.

Sincerely,



*Jeff Johanson
Secondary School Principal
Yangon International School*

School wide Learning Results

When students leave Yangon International School, we expect them to be prepared for their next educational experience by being:

~ Academically well prepared

Students should:

- Reach their potential in all curricular areas.
- Be effective problem solvers, and critically analyze information.
- Be effective communicators.
- Demonstrate inquisitiveness and curiosity.
- Be responsible, independent learners and thinkers.

~ Socially responsible

Students should:

- Demonstrate honesty and integrity.
- Demonstrate social and environmental responsibility.
- Work cooperatively and collaboratively with each other as a team.
- Develop habits of punctuality, accountability, and responsibility

~ Culturally sensitive

Students should:

- Understand and respect cultural and individual differences.
- Develop a global perspective.

~ Personally fulfilled

Students should:

- Be self-confident, open-minded, and adaptable.
- Develop healthy habits and lifestyle.
- Work toward their development of talents and interests.
- Value effort as a means to accomplish goals.
- Gain a better understanding of self.
- Display attributes of a life-long learner

GRADES 9 - 12

ADMINISTRATION AND TEACHERS

Principal Jeff Johanson

Counselor Wendy Krakauer

High School Teachers:

Language Arts William B. Costello, Lucy Hsu,
Michael McCool,

Math Bruno Emond, Ted Osmond

Social Sciences Todd Brink , Scott Gillette,
Lucy Hsu

Science Natalie Brink, Connie Franks,
Craig Taylor

Foreign Language Cascade Lineback (Spanish)
Hung-Hua Chen (Chinese)

Library Haley Kemper

Study Hall Supervisor Jeff Thompson

Special Areas 9 - 12

Art	Joseph Vasile
Music and Performing Arts	Melanie Von Sprecken
Myanmar Studies	Dr. Chung Ma Ma Mya Thida
Physical Education	Jared Joiner
Health	Courtney Brainard, Jared Joiner
Technology	Marc Bradley (<i>Technology Coordinator</i>) Jonathan Gomez
Business and Accounting	Cole Wheeler
Other Electives	Jason Arsenault, Todd Brink, Katherine Lewiston
ESL Teacher	Daniel Prost

YIS High School

	CREDITS REQUIRED	GRADE 9
ENGLISH	4	ENGLISH 9
MATHEMATICS (SEE PAGE 32)	3	ALGEBRA I or GEOMETRY
SCIENCE	3	BIOLOGY
SOCIAL STUDIES	3 4 recommended	WORLD HISTORY 1
FOREIGN LANGUAGE	2	CHINESE I to VI or SPANISH I to III
MYANMAR STUDIES	1	MYANMAR STUDIES
PHYSICAL EDUCATION	1.5	P.E., 1/2 credit
ARTS	1	ART 9 AND PERFORMING ARTS 9
TECHNOLOGY	1	TECHNOLOGY LITERACY 9
GUIDANCE Personal Development	0.5	
ELECTIVES	6 to 8	
TOTAL CREDITS:	26- 29	

One year of credit is equal to a full year course. A student is required to successfully completing course work for seven periods a year for four years.

Curriculum Chart

GRADE 10	GRADE 11	GRADE 12
ENGLISH 10	ENGLISH 11	ENGLISH 12 or AP ENG. LIT.
ALGEBRA II or GEOMETRY or PRE-CALC	ALGEBRA II or PRE-CALCULUS or AP CALCULUS or STATISTICS	
CHEMISTRY	PHYSICS or SCIENCE AND SOCIETY or AP BIOLOGY or AP CHEMISTRY or AP PHYSICS or AP ENVIRON. SCIENCE	
WORLD HISTORY II	AP HISTORY or ECONOMICS or AP ECONOMICS or AP PSYCHOLOGY or MUN	
CHINESE I to VI or SPANISH I to IV		
MYANMAR STUDIES	ADVANCED MYANMAR STUDIES	
P.E., 1/2 Credit HEALTH 1/2 Credit		
ART AND PERFORMING ARTS ELECTIVES		
TECHNOLOGY ELECTIVES		
-	-	CCP: College/ Career Planning 1/2 credit
<p>ELECTIVES :</p> <p>Any course taken beyond the number of units required in a subject area will be regarded as an elective.</p>		

complete a minimum of 26 credits. A maximum of 28 credits can be earned by

Student Courses

Grades 9 – 12

A **ninth grader** would normally have the following courses:

- English
- Geometry or Algebra I
- Biology
- World History 1
- Chinese or Spanish
- Myanmar Studies
- Art and Performing Arts
- Technology Literacy 9
- Physical Education

A **tenth grader** would normally have the following courses:

- English
- Algebra II or Geometry or Pre Calc
- Chemistry
- World History II
- Chinese or Spanish
- Myanmar Studies
- Art and Performing Arts Electives
- Electives

An **eleventh grader** would normally have the following courses:

- English
- Algebra II or Pre-Calc. or Ap Calc. or Statistics
- Physics
- Social Studies Electives *
- Chinese or Spanish and/or Adv. Myanmar Studies
- Health
- Electives

A **twelfth grader** would normally have the following courses:

- English 12 or AP English
- College and Career
- Electives *

Options (*electives*) that can be chosen include to complete obligations for the core subjects:

- Pre-Calculus
- AP Calculus
- Statistics
- AP Biology
- AP Chemistry
- AP Physics
- AP Psychology (Social Studies)
- AP World History (Social Studies)
- AP Environmental and Science
- Science and Society
- Economics (Social Studies)
- AP Macroeconomics (Social Studies)
- Accounting
- Introduction to Business
- Advanced Business
- Intro MUN / Advance MUN (Social Studies)
- Film Studies
- Chinese III/IV, AP Chinese
- Spanish III/IV
- Physical Education
- Advanced Myanmar Studies
- Communications

Art and Performing Arts Electives:

- Music 101
- Concert Choir
- Introduction to 2-D Design & 3-D Design
- AP Studio Art (Grade level: 11 & 12)
- Drawing / Print Making
- Painting I and Painting II
- Advanced Art

Technology Electives:

- Multimedia
- Digital Graphics Arts
- Yearbook

GRADE 9

COURSE: ENGLISH 9

Textbook: *Glencoe Literature*

English 9 will focus on the introduction to elements of literature, such as character, plot, setting, and theme. It will also introduce genres, especially novels, epics, short stories, nonfiction, poetry, and drama. The literature in class will focus mainly on American literature, but also include British and international authors and poets. Students will write in a variety of formats and for a variety of audiences including cause and effect, analysis, poetry, comparison and contrast, argumentation, description, and narration. With the major writing assignments students will learn how to use textual evidence to support their thesis.

Major works to be read may include (but are not limited to):

- *Nerdland* by Gary Soto
- *The Girl with a Pearl Earring* by Tracy Chevalier
- *The Secret Life of Bees* by Sue Kidd Monk
- *Animal Farm* by George Orwell
- *Night* by Elie Wiesel
- *Fahrenheit 451* by Ray Bradbury
- Excerpts from *The Odyssey* by Homer
- *Romeo and Juliet* by William Shakespeare

COURSE: GEOMETRY (Prerequisite: Algebra 1)

Textbook: *Geometry*, by Burger et al; Published by Holt, 2012

Software: *Geogebra* www.geogebra.org; *Khan Academy*

Graphing Calculators: Helpful, but not required in this course.
(TI-Nspire is recommended.)

This geometry course presents a formal approach to Euclidean geometry. Its goals are twofold: first, to provide students with knowledge of geometric figures; second, to teach students the deductive method of thinking, taught with the aid of formal two-column proofs. Students review algebraic skills and use them regularly to solve geometric problems. Concepts of trigonometry are also introduced. In this course, we will use traditional methods and interactive, electronic resources like Khan Academy and Geogebra to learn about the geometry of plane figures. Initial topics that will be covered will include parallel and perpendicular lines, triangles (congruent and otherwise), and other types of polygons. Students will be introduced to inductive reasoning using Geogebra, then they will learn to formalize their findings using deductive logic and formal proof. Khan Academy will continue to be an especially powerful tool to help us examine the geometries of similarity and transformations – reflections, rotations, translations, dilations, and compositions.

Lastly, we will learn about the geometry of 3-Dimensional figures (Surface Area and Volume), as well as the geometry of lines and angles in circles.

COURSE: ALGEBRA 1 (prerequisite: Pre-Algebra or Math 7 with a teacher's recommendation)

Textbook: Algebra 1, Holt McDougal, edition 2012.

Throughout the year, students will create and solve equations using many methods: trial-and-error, algebraic manipulation, tables, graphs and technology (computers or calculators). Students learn many new concepts but will focus on linear equations, quadratic equations, polynomials, systems of linear equations, exponential equations, and probability distributions.

Many -real-world -examples are used, so that students can see how mathematics applies to careers, science, and other academic subjects; this course starts to prepare students for these areas of study. Graphing calculators will be used in the classroom, but students are not expected to purchase one.

COURSE: BIOLOGY (Prerequisite course – Grade 8 Science)

Textbook: *Biology* Stephen Nowicki 2012

The Biology course here at Y.I.S. has a dual purpose: to provide a challenging, in-depth study of living organisms for the average college bound student, and to provide an extensive foundation for those students who will choose to pursue the Advanced Placement Biology course. The course will include units of study on: basic biochemistry, cell structure and function, cell respiration and photosynthesis, cell division, DNA and protein synthesis, genetics and inheritance, ecosystems and communities. Circulatory, respiratory, immune, nervous and endocrine systems will be explored, comparing simple and complex organisms, while concentrating on human systems.

This course is divided into 11 units of approximately 3 weeks each. Each unit will consist of daily reading assignments from the text, 1 major lab activity, 2 short quizzes, 3- 4 Labs / classwork assignments and a unit test. At the start of each unit, students will be provided with a schedule showing reading assignments, lecture topics, classwork assignments and assessment dates. Students also will be provided a complete unit outline including vocabulary, discussion topics and a summary of main ideas for the unit.

Students will be expected to work cooperatively with a partner and a group for a number of activities and labs.

COURSE: WORLD HISTORY I

Textbook: World History & Geography. Spielvogel, Jackson.
McGraw-Hill

World History I examines the development of ancient world civilizations to the inception of complete global interconnectedness dating from approximately 10000 BCE– 1400s CE, with a focus on regional and transregional interaction across the globe. Students will study and understand the course of human history by learning about such themes as how humans interacted with their environment, develop and spread their culture, structure politics through state-building, expansion, and conflict, establish and expand economic systems, and develop and understand social structures. Students will be required to demonstrate ability to form historical arguments with evidence, recognizing continuities and change over time, and be able to compare and contrast historical content.

Lessons will be based on thematic questions revolving around patterns of human defined by the themes above. Throughout the course, students will be challenged to develop critical thinking skills by examining and analyzing primary sources (artifacts, documents, architecture, and art). Students will find relevance in the study of history by exploring links between historical events of the past and our world today. They will be responsible for text work, additional reading and research, individual projects, and presentations.

COURSE: CHINESE I

Textbook: *Chinese Link* (Elementary Level Chinese),
Workbook Part 1 (Simplified Character Version)

Dictionary: XIANDAIHANYU XIAOCIDIAN (现代汉语小词典),
XINHUA ZIDIAN (新华字典)

Using a whole language approach, this is a beginning Mandarin Chinese course intended for students with no or little prior knowledge of any Chinese dialect or written Chinese. Mandarin Chinese is based on the Beijing dialect and is the national standard language of the People's Republic of China and the Republic of China (Taiwan).

This course will focus on the Chinese Pinyin Romanized writing system, the four Chinese tones, rules of phonetic spelling, and pronunciation drills. We will look at the creation and evolution of Chinese characters, their stroke order, structure, and calligraphic techniques. Reading and writing skills are introduced, including basic sentence pattern analysis, and the development of language skills in listening, speaking, reading, and writing. The teaching of Chinese history and culture is an integral part of the course.

Supplementary teaching materials:

- Setting the Stage for Chinese(演中学) by *Yuanchao Meng* (*Plays and Performances for Grades 7-12*)
- The Enduring Legacy of Ancient China with a CD-ROM with more than 250 colorful images & documents (*Social Studies/ Chinese Culture & History*)
- The Way of Chinese Characters (汉字之道), *The Origins of 400 essential words*

GOALS:

- To understand basic pronunciation and grammar rules of Mandarin Chinese language.
- To learn and pronounce standard Chinese words, and to learn how to read and write them using simplified Chinese characters and pinyin.
- To construct correct sentences and use them in real life settings and role playing.
- Carry out simple conversations in Chinese in a limited range of topics.

COURSE: SPANISH I

Textbook: *Voces First Year Spanish Textbook and Workbook,
Chapters 1-11*

Students begin their introduction to Spanish with the four skills for language learning: listening comprehension, speaking, reading and writing. Students are introduced to common vocabulary terms and phrases; Students learn to comprehend a variety of grammar patterns; Students begin to produce ways of language communication integrating basic vocabulary and some common grammar patterns. Students participate in simple conversations and respond to basic conversational input; Students learn about the culture of the Hispanic world. Students show progress in Spanish language acquisition through quizzes, tests, and speaking/writing activities as well as numerous interactive activities reinforcing vocabulary and grammar.

COURSE: MYANMAR LANGUAGE

Textbook : Based on Government Myanmar Text Book

- *Myanmar Culture Books (HS level)*
- *Myanmar Geography Books (HS level)*
- *Myanmar History Books (HS level)*
- *Knowledge Books*
- *Novels*
- *Journals*

Philosophy of Language and Culture

The goal of Myanmar Studies program is for students to learn how to communicate effectively and to develop an understanding of the Myanmar culture and heritage. An emphasis is placed on reading, writing, listening, and speaking for a variety of purposes and situations.

HS Myanmar Studies

Students in Grades 9-10 will continue their study with more complex reading passages that expand their knowledge of vocabulary, grammar. They will continue their study of Myanmar literature, Myanmar geography and Myanmar history, to include famous kings, and cultural aspects of proper etiquette, as found in the customary laws of Myanmar texts. Myanmar font and typing skills and Myanmar Dictionary skills are the parts of classroom functions.

Curriculum preparation Poems

Slang	Field trip
Games	Myanmar history
Myanmar geography	Stories
Myanmar customs	Myanmar riddles
Etiquette	Traditions
How to use Myanmar English Dictionary	

COURSE: MYANMAR TRADITIONAL MUSIC AND DANCE

Instruments: See & Warr, Myanmar harp, bamboo xylophone,
CD & Tape player and other requirements

Philosophy of Culture and Language

The purpose of teaching Myanmar music and dance is to understand the basic concepts of Myanmar culture, to love Myanmar traditions and customs and to keep the essence and beauty of Myanmar. We will start from basic theory and practice. Myanmar traditions include singing, dancing and playing the instruments.

In Grade 6 to Grade 10 we do traditional songs with the play (see and warr), Myanmar harp, bamboo xylophone, piano and traditional dance, opera and Myanmar festival dance.. The students will be tested to see how much they have achieved. Students will receive an explanation on the Myanmar day homage paying ceremony, special activities and performances. Each student will understand the traditional music and culture of their country. Then, they can share this with the world. They will understand the importance of the musical dances and instruments.

Curriculum preparation

- | | |
|------------------------------|--|
| *Writing alphabet and vowels | *Coloring |
| *The 12 months festival | *Myanmar customs |
| *Poems | *Myanmar riddles |
| *Songs | *Slang |
| *Dance | *Field trips |
| *Games | *Body actions |
| *Myanmar traditional foods | *Matching words |
| *Myanmar cultures | *Buddhist prayers |
| *Stories | *How to use Myanmar - English Dictionary |

COURSE: PERFORMING ARTS 9

Musical Style in Context

How does history change the way we look at music? How did different genres and styles of music emerge from their historical context? What does it mean to perform a genre or style of music accurately and with historical knowledge?

These are questions we will answer throughout the year as we explore how music and culture create and are created by each other throughout history. We will read, write, analyze and perform music throughout the year, with two concerts at the end of each semester. The expectations for you, the students, are: that you will develop skills and processes that empower you to make strong musical decisions during rehearsal and performance; that you think about and learn the value of advance preparation and rehearsal; and that you reflect upon and understand *empathetically the importance of timeliness, reliability, and consistency in rehearsal and in life in general.*

COURSE: ART 9

9th Grade Art is a year long course designed to build a strong foundation of skill in art. The units of study will explore artworks from a variety of artists and art work throughout history and within cultures. We will create art in both two and three dimensional forms.

Students will be challenged to study artists and their work to gain an understanding of the meanings and intent of the artists work. A deeper understanding of the formal elements and principles of design will be gained as students experiment with materials to create their own work.

We will begin to practice classroom critiques to encourage students to gain an understanding of how to critically analyze a work of art using the vocabulary of art terms as their guide. We will also explore works and art movements from the modern and contemporary art worlds.

COURSE: TECHNOLOGY LITERACY 9

Computer Literacy is an in-depth study of application programs that provide students with tools to assist in cross-curricular problem-solving projects. Students will select and integrate appropriate productivity tools, including, but not limited to, word processor, database, spreadsheet, desktop publishing, presentation graphics, telecommunications, and draw and paint programs. Students will work with Web 2.0 tools, such as Google Classroom and Google Docs and will be introduced to any similar emerging technologies. Students will deliver the product electronically in a variety of media, such as printed copy, monitor display, Internet documents, and video.

The course introduces students to—

- (1) personal/professional productivity software applications,
- (2) Web 2.0 tools,
- (3) web site design,
- (4) smart phone apps
- (5) Ethical considerations in technology usage, e.g., privacy, copyright, and filtering, will be addressed. Students will also identify hardware and software.

Through the study and hands-on use of technology applications, students will learn to make informed decisions about technologies and their applications. Students will use technology as a tool that supports the work of individuals and groups in solving problems. Students will develop multimedia resources and integrate them into student designed web pages. A variety of Web 2.0 technologies will be used.

COURSE: PHYSICAL EDUCATION (Grade 9-12)

Physical Education (PE) is a course that prepares students physically, mentally and socially. This course focuses on teaching student about having a healthy lifestyle which includes physical activity. It will also introduce the student to a variety of competitive and cooperative sports, teach student how to perform with good sportsmanship and how to positively handle conflict.

- Use a variety of basic and advanced movement forms.
- Uses movement concepts and principles in the development of motor skills
- Understands the benefits and costs associated with participation in physical activity.
- Understands how to monitor and maintain a health-enhancing level of physical Activity.
- Understands the social and personal responsibility associated with participation in physical activity
- Understand the importance of water safety, and being a responsible swimmer

Resources Used: Sports Equipment.

COURSE: ENGLISH AS A SECOND LANGUAGE (ESL)

ESL support will be provided in Secondary this year in small groups and individually both inside and outside of the English/ Language Arts n classroom, depending on the needs of the student. The ESL teacher will work closely with the English and core area teachers to provide supplementary materials to enhance learning and comprehension of the coursework.

Students will be expected to work hard in class as well as outside of the classroom. Communication with the ESL teacher is important to success.

GRADE 10, 11, 12 COURSES

The courses in this section of the book do not necessarily need to be taken in a particular grade. They are divided into broad subject areas and an explanation of each course, the prerequisites and the grades that the course can be taken in are indicated.

Language Arts

COURSE: ENGLISH 10

Textbook: *Glencoe World Literature*

This course encompasses a correlated study of reading, language development, literature, composition, listening, and speaking. The study of language arts at the tenth grade level integrates the reading/literature skills with the study of language mechanics, writing, spelling, and vocabulary to create a well-rounded, balanced language arts program.

The student will develop the reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of the written text. This includes recognizing, understanding and analyzing the basic elements of literary works such as character, setting, theme, plot, and point-of-view. The student will also develop the structural and creative skills necessary to produce written language that can be read and interpreted by various audiences. The student will use the writing process in order to prepare various types of writing. The student will write about and discuss materials read in the course.

This course will survey selected works of literature from around the world representing the major literary elements and genres. Regions of focus include Latin America, Asia, Africa and the Middle East, and Russia. Students will analyze and evaluate these works, as well use them as the inspiration for their own writing projects. English grammar, usage, and mechanics will be emphasized. In addition, students will practice using Greek and Latin roots, prefixes, and suffixes. The student will develop the reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of the written text. The student will write about and discuss materials read in the course.

COURSE: ENGLISH 11

Textbook: *Glencoe Literature*

11th grade English will focus on close reading and effective writing. The class will primarily focus on American Literature though some comparative international works will also be studied. The major writing assignment will be a college research paper in the spring. The course will include multiple genres including, but not limited to: novels, novellas, short stories, nonfiction, poetry, and literary theory. Students will write in a variety of formats and for a variety of audiences including analysis, interpretation, poetry, research, free writing, narration, description, comparison and contrast, and cause/effect. The students will also refine presentation techniques and problem solving through service learning, classroom presentations, and a formal speech. With the major writing assignments students will learn how to use textual evidence to support their thesis.

The following is a tentative list of the literature students might study this year.

Plays - *The Crucible*-Miller / *Macbeth* - Shakespeare

Novels - *The Great Gatsby* - Fitzgerald

To Kill a Mockingbird - Lee

The Art of Hearing Heartbeats - Sendker

The Grapes of Wrath - Steinbeck

The Catcher in the Rye - Salinger

Nonfiction - Selected non-fiction offerings from~

Best American Essays 2011, 2012, 2013, 2014

Poetry - Works written by various poets throughout American history including Emily Dickinson, Walt Whitman, Robert Frost, Allen Ginsberg, and Maya Angelou.

Glencoe V Textbook will be used to access: Short Stories, Grammar Exercises, biographical information, and speeches.

COURSE: ENGLISH 12

Textbook: *Glencoe Literature*

This course encompasses a correlated study of reading, language development, literature, composition, listening, and speaking. The study of language arts at the twelfth grade level integrates the reading/literature skills with the study of language mechanics, writing, spelling, and vocabulary to create a well-rounded, balanced language arts program.

The student will develop the reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of the written text. This includes recognizing, understanding and analyzing the basic elements of literary works such as character, setting, theme, plot, and so on. The student will also develop the structural and creative skills necessary to produce written language that can be read and interpreted by various audiences.

This course will survey selected works of literature representing the major literary elements and genres. Students will analyze and evaluate these works, as well as use them as the inspiration for their own writing projects. English grammar, usage, and mechanics will be emphasized. In addition, students will practice using Greek and Latin roots, prefixes, and suffixes. The student will develop the reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of the written text. The student will write about and discuss materials read in the course.

Major works to be read may include (but are not limited to):

- *The Great Gatsby* by F. Scott Fitzgerald
- *The Razor's Edge* by Somerset Maugham
- *Beowulf*
- *The Canterbury Tales* by Geoffrey Chaucer
- *Hamlet* by William Shakespeare
- *Pride and Prejudice* by Jane Austen
- *Jane Eyre* by Charlotte Bronte
- *Wuthering Heights* by Emily Bronte
- *Burmese Days* by George Orwell
- *1984* by George Orwell

COURSE: AP ENGLISH – LITERATURE AND COMPOSITION

AP Literature will focus on close reading and effective writing. The literature in class will be mostly British literature, but will also include selections by American and international authors and poets. The course will include multiple genres including, but not limited to: novels, novellas, short stories, nonfiction, poetry, satire, and literary theory. Students will write in a variety of formats and for a variety of audiences including responding to College Admissions essays prompts, analysis, interpretation, poetry, argumentation, free writing, narration, description, comparison and contrast, and cause/effect. With the major writing assignments students will learn how to use textual evidence to support their thesis.

The following is a tentative list of the literature texts you might study this year:

- *Oedipus Re - Sophocles*
- *Hamlet—King Lear- Shakespeare*
- *Candide - Voltaire*
- *Heart of Darkness - Conrad*
- *The Metamorphosis - Kafka*
- *The Grapes of Wrath - Steinback*
- *One Flew over the Cuckoo Nest—Kesey*
- *The Things They Carried—O'Brien*
- *The Razoh's Edge - Maughn*
- *A Modest Proposal - Swift*

AP Exam Preparation :

Throughout the year students will practice taking sections of the AP Literature exam in class. There will also be opportunities to receive practice outside of class. We will be looking at the test in detail throughout the year and help students to improve their individual abilities. Students are strongly encouraged to take the test in the spring. If they choose not to take the test, an alternate assessment will be given.

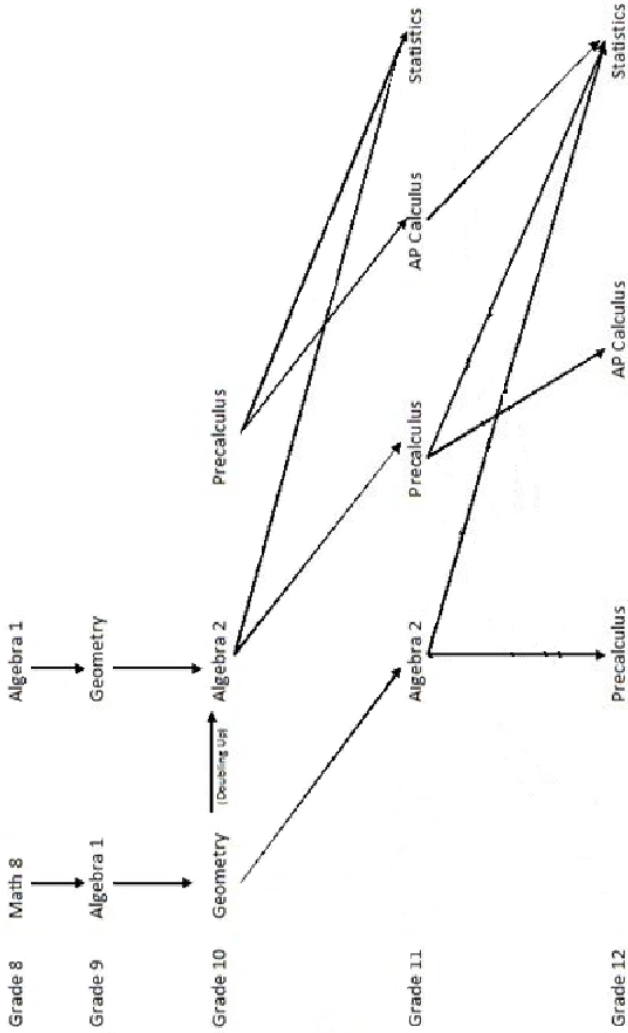
COURSE: ENGLISH AS A SECOND LANGUAGE (ESL)

ESL support will be provided in Secondary this year in small groups and individually both inside and outside of the English/ Language Arts classroom, depending on the needs of the student. The ESL teacher will work closely with the English and core area teachers to provide supplementary materials to enhance learning and comprehension of the coursework.

Students will be expected to work hard in class as well as outside of the classroom. Communication with the ESL teacher is important to success.

Mathematics

YIS Math Course Offerings for 2015–16 School Year



COURSE: ALGEBRA II (prerequisite: Algebra 1 and Geometry or Algebra 1 and a teacher's recommendation).

Textbook: Algebra 2, by Holt McDougal, edition 2012.

Graphing Calculators: TI-Nspire is recommended

The Algebra 2 course emphasizes on problem solving, real world application, and the study skills necessary to succeed in higher-level math. Students will consistently work on the standard language and symbols of math and with word problems.

In Algebra 2, students become better at understanding the concepts of algebra. Mostly, students study functions: Linear equations in one variable; Systems of linear equations in several variables; Quadratic functions; Power functions; Root functions; Exponential functions; Logarithms and logarithmic functions; Trigonometric functions; and polynomials. Arithmetic and geometric series are introduced in this course.

Technology is integrated throughout the curriculum. Graphing calculators are used extensively as visualization tools, and as symbolic manipulators to expedite algebraic computations, or to check answers arrived at by paper-and-pencil means. There will be many problems that students cannot solve without graphing calculators. Students are required to own a graphing calculator.

COURSE: GEOMETRY (Prerequisite: Algebra 1)

Textbook: *Geometry*, Published by Holt McDougal, 2012

Graphing Calculators: Helpful, but not required in this course.
(TI-Nspire is recommended.)

This geometry course presents a formal approach to Euclidean geometry. Its goals are twofold: first, to provide students with knowledge of geometric figures; second, to teach students the deductive method of thinking, taught with the aid of formal two-column proofs. Students review algebraic skills and use them regularly to solve geometric problems.

Concepts of trigonometry are also introduced. In this course, we will use traditional methods and interactive, electronic resources like Khan Academy and Geogebra to learn about the geometry of plane figures. Initial topics that will be covered will include parallel and perpendicular lines, triangles (congruent and otherwise), and other types of polygons.

Students will be introduced to inductive reasoning using Geogebra, then they will learn to formalize their findings using deductive logic and formal proof. We will follow by examining the geometries of similarity and transformations – reflections, rotations, translations, dilations, and compositions of polygons. Lastly, we will learn about the geometry of 3-Dimensional figures (Surface Area and Volume), as well as the geometry of lines and angles in circles.

COURSE: PRECALCULUS

Prerequisites: Geometry and Algebra 2

Textbook: *Precalculus*, by David Cohen et al; Brooks/Cole/
Centgage,2012

Software: Geogebra www.geogebra.org

Graphing Calculator: A TI - NSpire CX CAS Calculator is required for this course.

Precalculus is a course designed to prepare students for the further study of calculus in general, and specifically for AP Calculus AB. About half of the course consists of a further study of functions, including polynomial, rational, power, and exponential functions, as well as their inverses, including logarithmic functions. The other half of the course will consist of a further study of trigonometry, including trigonometric identities, relationships, and graphs of the six trigonometric functions and their inverses.

Graphing calculators, interactive Geogebra drawings, and other electronic resources will be used in class sessions to deepen students' understandings of these topics, including function transformations, domain and range, end-behavior, asymptotic behavior, increasing and decreasing intervals, maxima and minima, and real-world problems applying these ideas. Other topics to be addressed are the Binomial Theorem, Synthetic Division & the Rational Root Theorem, elementary matrix and vector operations and parametric equations. Some calculus topics will be introduced throughout the year (but not mastered), including limits, continuity, and the average change function.

COURSE: AP CALCULUS

http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2178.html

Prerequisite: Precalculus

Textbook: *Calculus*, by Paul Foerster. Key Curriculum Press, 2010

Software: Geogebra www.geogebra.org

Graphing Calculators: The TI - NSpire CX CAS Calculator is required for this course.

AP Calculus is a course designed to introduce students to differential and integral calculus, and to prepare students for the culminating AP Calculus Exam given the following month of May. The course can be broken into three sections: Limits, Differential Calculus, and Integral Calculus. To begin, students will formally learn about limits, and limiting situations. This will culminate in several forms of the limit-definition of the derivative. In the Differential Calculus section of the course, students will learn about a multitude of differentiating techniques (including the product rule, quotient rule, chain rule, and implicit derivatives) for a multitude of familiar and unfamiliar functions (including polynomial, rational, power, trigonometric, exponential, and combination functions).

Calculus techniques will be used to work on real-world applications, including kinematic problems (position, velocity, and acceleration), problems involving related rates, problems involving maxima and minima, and other applications. In the Integral Calculus section of the course, we will learn about a multitude of anti-differentiation techniques with, again, numerous familiar and unfamiliar functions. Applications of the integral will be introduced as well. Ideally, we will finish the AP Calculus AB syllabus near the end of March, so that we have 4-6 weeks to review topics before the AP Calculus Exam in early in the month of May. After the AP Calculus Exam, we will examine a few other topics and applications of calculus.

COURSE: STATISTICS

Pre-requisite: Algebra 2

Textbook: *Stats: Modeling the World 3rd Edition*, Bock-Vellerman-De Veaux, 2010. Published by Addison Wesley.

Graphing Calculator: The TI - NSpire CX CAS Calculator is required for this course.

This is a full-year, introductory, non-calculus based, college-level course in statistics. The course covers most of the requirements for introductory statistics courses in fields such as psychology, sociology and health sciences, and it also prepares students for higher level calculus-based statistics courses in fields such as engineering, business, and mathematics. Students are exposed to four broad conceptual themes: Exploring data to describe patterns and departure from patterns, sampling and experimentation (including conducting a study which does both), anticipating patterns by exploring random phenomena using probability and simulation, and using statistical inference to estimate population parameters and to test hypotheses.

SCIENCE

COURSE: CHEMISTRY

Textbook: *Chemistry* Copyright 2005 Prentice Hall

Our introductory Senior High School Chemistry course builds on the knowledge of Chemistry which students have learned in middle school. Material is studied in more depth than in earlier grades with the aim of students acquiring a thorough understanding of the nature of matter. Text material will be supplemented by power point lectures, laboratory work, problem practice and audio-visual materials.

Topics to be Studied:

- An Introduction to Chemistry and Scientific Measurement
- Atomic and Nuclear Structure
- Electrons and Periodic Behaviour
- Chemical Bonding in Matter
- Reactions Quantitative Relationships in Chemical Changes
- Gas Laws and Kinetic Molecular Theory
- Water, Aqueous Systems & Solutions
- Acids and Bases
- Oxidation and Reduction
- Thermo chemistry, Reaction Rates & Equilibrium
- Introduction to Organic Chemistry

COURSE: AP CHEMISTRY

(Pre-requisite :Chemistry at least a B+ grade – A grade preferred)

Textbook: *Chemistry* by Zumdahl and Zumdahl, 7th ed.
Copyright 2007 Houghton Mifflin Company

AP Chemistry is an advanced chemistry course requiring high level analytical and mathematical skills. Students should have a high level of interest in Chemistry, and be willing to study diligently to be successful in this course. Students will write the College Board Advanced Placement Chemistry examination in May.

Topics to be Studied:

- Periodic Table & Electron Structure of Elements
- Chemical Reactions and Equations
- Stoichiometry
- Chemical Bonding
- Solutions
- Gases
- Acids & Bases
- Thermochemistry
- Chemical Kinetics
- Chemical Equilibria
- Electrochemistry
- Nuclear Chemistry & Reactions

Laboratory

For the important laboratory aspect of this course, we will be doing a large selection of labs which support learning. Many labs will use *Vernier Logger Pro* equipment and probes.

COURSE: PHYSICS

Textbook: *Holt Physics*

Introductory Physics will explore descriptions of natural phenomena from both a conceptual and mathematical perspective. Students who take this course must have very good algebraic problem solving skills.

Topics to be Studied:

- The Science of Physics
- Motion in One Dimension
- Two Dimensional Motion and Vectors
- Forces and the Laws of Motion
- Work and Energy
- Momentum and Collisions
- Circular Motion and Gravitation
- Fluid Mechanics
- Heat and Thermodynamics
- Vibrations and Waves
- Sound

Students will learn through a variety of techniques including a large number of hands on activities.

COURSE: AP PHYSICS 1 -

(Pre-requisite: B+ or better in Introductory Physics)

Textbooks: ***Holt Physics***
 Physics by Giancoli

AP Physics 1 is intended for those students who may wish to pursue a career in engineering or other science discipline. To be successful, students must have earned an excellent grade in Introductory Physics and have excellent mathematical and conceptualization skills.

Physics ideas are explored with conceptual and problem solving rigor. Students are especially encouraged to understand and explain common phenomena by using Physics concepts.

Students will write the College Board Advanced Placement Physics 1 Examination in May.

Topics to be Studied:

- Kinematics
- Dynamics: Newton's Laws
- Circular Motion and the Law of Universal Gravitation
- Simple Harmonic Motion: Pendulum and Spring Mass Systems
- Impulse, Linear Momentum and Conservation of Linear Momentum in Collisions
- Work, Energy and Conservation of Energy
- Rotational Motion, Torque, Rotational Kinematics and Energy, Rotational Dynamics and Conservation of Angular Momentum
- Electrostatics: Electric Charge and Electric Force
- DC Circuits: Resistors only
- Mechanical Waves and Sound

COURSE: AP PHYSICS 2 -

(Pre-requisite: An AP Score of at least 3 in AP Physics 1)

Textbooks: ***Holt Physics***
 Physics by Giancolli

AP Physics 2 is intended for those students who may wish to pursue a career in engineering or other science discipline. To be successful, students must have been earned a satisfactory grade in AP Physics 1 and have excellent mathematical and conceptualization skills.

Physics ideas are explored with conceptual and problem solving rigor. Students are especially encouraged to understand and explain common phenomena by using Physics concepts.

Students will write the College Board Advanced Placement Physics 2 Examination in May.

Topics to be Studied:

- Thermodynamics:
- Laws of Thermodynamics, Ideal Gases, Kinetic Theory
- Fluid Statics and Dynamics
- Electrostatics:
- Electric Forces, Electric Fields, Electric Potential
- DC Circuits and RC Circuits (Steady State Only)
- Magnetism and Electromagnetic Induction
- Geometric and Physical Optics
- Quantum Physics, Atomic and Nuclear Physics

Students are encouraged to work cooperatively during class activities. Laboratory exercises are done using common lab equipment as well as Vernier Logger Pro equipment and probes.

COURSE: SCIENCE AND SOCIETY (Grades 11 – 12)

Textbooks: : *Physical Science*, Holt Science Spectrum (2008).
Environmental Science, Holt McDougal (2013).

Science and Society is a full-year science course offered to juniors and seniors (with seniors having priority), and is designed to emphasize how science is applicable in many aspects of our world today. The overall goal of the course is to educate students about different systems of our world, how they work, how they interact with one another, and how humans are affecting them. A wide range of topics will be covered in this course, including ecology, environmental sustainability, and earth science, as well as aspects of physical sciences and chemistry. Students should expect many hands-on activities, projects, and conduct research in each of these areas, as well as regular quizzes and tests on the material.

A student's grade in this class will be based on their successful completion of their assignments, their marks on quizzes and tests and their participation in class.

COURSE: AP ENVIRONMENTAL SCIENCE
(Grade 11 or 12)

Textbook: *Living in the Environment* (17th edition) G. Tyler Miller, Scott E. Spoolman (2012).

AP Environmental Science is a course offered to students who have completed at least one year of biology, chemistry, as well as an integrated math course. AP biology, physics and chemistry are recommended, but not essential for the course. Students should be willing to work outdoors, as required by many of the labs.

The overall goal of the course is to raise awareness and understanding of environmental problems, both human made and natural, as well as the concepts, scientific values, and methodologies behind the interrelationships of the natural world. Students learn how to assess these problems, identify possible solutions, or means to prevent them. Subjects covered include: ecology, biodiversity, populations, chemicals and hazardous waste, energy use water, soil, and air (as well as their related pollutants), economics, and sustainability.

Resources include labs, texts, internet games, articles, hands-on field trips, and videos.

COURSE: AP BIOLOGY (Grades 10 – 12)
(Pre-requisite course—Biology)

Textbook: *Biology*- 2008 (8th) edition of Neil A. Campbell and Jane B. Reece

The AP Biology course is normally open to students who have demonstrated interest and ability in their previous science classes. This course is a year long program which is designed to be equivalent to a college introductory Biology course and students should be aware of the higher level of expectations and English language demands of this course. The main goal of the AP Biology course is for students to gain a solid understanding of the foundational concepts of Biology and to be able to relate and apply these concepts to real life situations.

The Major Units studied in AP Biology are:

- General Chemistry and Biochemistry
- Cells
- Energy Transformations
- Plant Structure and Function
- DNA and Protein Synthesis
- Genetics
- Evolution
- Ecology
- Human Systems
- Kingdom Overviews

A detailed outline is provided for students to use during class lectures / discussions. Students are expected to work cooperatively in class activities, including peer teaching, essay writing practice and Lab work. Students will use Vernier Logger Pro equipment and digital probes in a number of the extended AP Biology Labs.

SOCIAL STUDIES

COURSE: WORLD HISTORY II

Textbook: World History & Geography. Spielvogel, Jackson.
McGraw-Hill

World History II examines the development of the modern highly globalized world starting at the 1400s and going to the present day, with a focus on regional and transregional interaction across the globe. Students will study and understand the course of human history by understanding how humans interacted with their environment, develop and spread their culture, structure politics through state-building, expansion, and conflict, establish and expand economic systems, and develop and understand social structures. Students will be required to demonstrate ability to form historical arguments with evidence, recognize continuities and change over time, and be able to compare and contrast historical content.

Lessons will be based on thematic questions revolving around patterns of human defined by the themes above. Throughout the course, students will be challenged to develop critical thinking skills by examining and analyzing primary sources (artifacts, documents, architecture, and art). Students will find relevance in the study of history by exploring links between historical events of the past and our world today. They will be responsible for text work, additional reading and research, individual projects, and presentations.

COURSE: AP WORLD HISTORY

Textbook: Traditions and Encounters: A Global Perspective on the Past. Jerry H. Bentley and Herbert F. Ziegler
McGraw-Hill, .

The AP course and exam in World History is for qualified students who wish to receive college credit at the high school level by passing the AP Exam administered by the College Board. The purpose of the AP World History course is to develop a greater understanding of the evolving global processes, interaction, and contacts with different societies.

The AP World History course is an academic, yearlong course with an emphasis on regional and transregional interactions. The course relies heavily on a college-level text, several primary source documents, and secondary college-level outside readings. In taking this course, you will attain the critical thinking skills you will need to be successful in college. In order to meet this goal, students will be expected to:

- Read daily assignments and take notes.
- Participate in class discussions.
- Write several essays including change-over-time, compare and contrast, and Document-Based Questions.
- Demonstrate understanding of historical context and causation through unit exams and chapter quizzes.
- Take the AP College Board Exam in May. Information on this exam can be found at:
http://apcentral.collegeboard.com/apc/members/exam/exam_information/2090.html

COURSE: ECONOMICS

Textbook: *Economics: Principles and Practices*, Holt Mcdougal

This course is dedicated to the study of economics. It is an in-depth examination of fundamental economic concepts, microeconomics, macroeconomics, international economics, and personal finance. In each area students are introduced to major concepts and themes concerning that aspect of economics. In this course students will be expected to develop the ability to think like economists, employing the Mankiw's ten principles of economic thinking:

1. People face tradeoffs
 2. The cost of something is what you give up to get it
 3. Rational people think at the margin
 4. People respond to incentives
 5. Trade can make everyone better off
 6. Markets are usually a good way to organize economic activity
 7. Governments can sometimes improve market outcomes
 8. A country's standard of living depends on its ability to produce goods and services
 9. Prices rise when the government prints too much money
- Society faces a short-run tradeoff between inflation and unemployment

Course Objectives:

The main objective of this course will be to give the students the tools and the knowledge they need to go make sound, fruitful economics decisions for themselves, their businesses, and their future families.

COURSE: AP MACROECONOMICS

Textbook: *Krugman's Macroeconomics for AP**. Ray, Margaret, David A. Anderson, and Paul R. Krugman. 1st ed. New York: Worth Pub/BFW, 2011. Print.

AP Macroeconomics is a challenging course that is meant to be the equivalent of a freshman college course. This course is a foundation for possible future study in economics or business. It is a year-long course in macroeconomics designed to give students a thorough understanding of the principles of economics that apply to an economic system as a whole.

This course places particular emphasis on the study of national income and price level determination. The course is also designed to analyze a macroeconomic by breaking it down into the following themes or categories; performance measures, the financial sector, stabilization policies, economic growth and international economics. The course is planned around the expectations of College Board with the expectation that students will take the AP Macro Exam during the spring. Passing the exam in the score range of three to five can result in credit for colleges and universities in the United States.

Throughout the course, students will have ample opportunity to improve their writing, speaking, critical thinking, and consensus building skills.

COURSE: AP PSYCHOLOGY

Textbook: Meyers Psychology for AP, 2011, worth Publishers

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals.

Students are exposed to the psychological facts, principals, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

Topics that we will study include:

- History and Approaches
- Sensation and Perception
- Consciousness
- Learning
- Cognition
- Biology
- Abnormal Behavior
- Treatment of Abnormal Behavior
- Research Methods
- Testing and IQ
- Social Psychology
- Developmental Psychology
- Personality

World Languages

COURSE: SPANISH II

Textbook: *Voces First Year Spanish Textbook and Workbook, Chapters 12-22*

Students continue their introduction to Spanish with the four skills for language learning: listening comprehension, speaking, reading and writing. Students build on their foundation from Spanish I as they expand their vocabulary, grammar and phrases. Students' comprehension of spoken and written material also grows and students are able to initiate conversations and give more extensive answers to questions. Students continue to learn about the culture of the Hispanic world through an integration of cultural activities in the classroom. Students show progress in Spanish language acquisition through quizzes, tests, and speaking/writing **activities as well as numerous interactive activities reinforcing vocabulary and grammar.**

COURSE: SPANISH III

Textbook: *Avancemos 3 Textbook and Workbook*

Students deepen their expanding engagement toward Spanish with the four skills for language learning: listening comprehension, speaking, reading and writing. Students will begin to read works of literature in Spanish and respond orally or in writing to these works. Students master common and more specialized vocabulary terms and phrases; Students comprehend a wide range of grammar patterns and use them in conversations and writing prompts; Students initiate and continue conversations and respond appropriately to even more conversational instances.

Students communicate more fluently using proper vocabulary and more grammar patterns in opened conversational prompts. Students continue to learn about the culture in the Hispanic world through cultural practices. Students show Spanish language proficiency through quizzes, tests, and speaking / writing activities as well as numerous Interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities.

COURSE: SPANISH IV

Textbook: *Avancemos 3 Textbook and Workbook*

Students deepen their expanding engagement toward Spanish with the four skills for language learning: listening comprehension, speaking, reading and writing. Students will continue to read works of literature in Spanish and respond orally or in writing to these works. Students master common and more specialized vocabulary terms and phrases; Students comprehend a wide range of grammar patterns and use them in conversations and writing prompts; Students initiate and continue conversations and respond appropriately to even more conversational instances.

Students communicate more fluently using proper vocabulary and more grammar patterns in opened conversational prompts. Students continue to learn about the culture in the Hispanic world through cultural practices. Students show Spanish language proficiency through quizzes, tests, and speaking / writing activities as well as numerous Interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities. While this is not an AP course, information about the AP Exam is provided and student may opt to sit this exam.

COURSE: CHINESE II/IIB

Textbook: *Chinese Link* (Elementary Level Chinese), textbook and workbook Part 2 (*Simplified Character Version*)

Dictionary: XIANDAIHANYU XIAOCIDIAN (现代汉语小词典),
XINHUA ZIDIAN (新华字典)

These courses are a continuation of Chinese I, with the level of study dependent on the students' Chinese language capability. They begin with a review of grammar and work to the further development of reading and writing skills in Mandarin Chinese. Students will be expected to build upon the vocabulary and grammar they learned in previous Chinese classes and apply their knowledge to everyday communication in Chinese.

These courses will continue to emphasize Chinese pronunciation, the pinyin Romanized system, writing Chinese characters, calligraphic techniques, and sentence composition. Students will gain additional proficiency in understanding, speaking, reading, and writing Mandarin in practical situations. We will continue to examine Chinese history and culture in order to help students to better understand Chinese language.

Supplementary teaching materials:

- Setting the Stage for Chinese(演中学) by *Yuanchao Meng*
(*Plays and Performances for Grades 7-12*)
- The Enduring Legacy of Ancient China with a CD-ROM with more than 250 colorful images & documents (*Social Studies/ Chinese Culture & History*)
- The Way of Chinese Characters (汉字之道), *The Origins of 400 essential words*

GOALS:

- To understand basic pronunciation and grammar rules of Mandarin Chinese language.
- To learn and pronounce standard Chinese words, and to learn how to read and write them using simplified Chinese characters and pinyin.
- To construct correct sentences and use them in real life settings and role playing.
- Carry out simple conversations in Chinese in a limited range of topics

COURSE: CHINESE III

Textbook: Chinese *Link* (Intermediate Level Chinese), textbook and workbook Level 2 Part 1

Dictionary: XIANDAIHANYU XIAOCIDIAN (现代汉语小词典), XINHUA ZIDIAN (新华字典)

This course is an intermediate level Chinese language and culture course. Students in this course will continue to build their mastery of commonly used vocabulary and grammatical structures while beginning to train for advanced level language usage. The course will integrate communication, culture, comparison, connections and communities throughout the year. Students will be expected to develop their listening, speaking, reading and writing Chinese language skills.

GOALS:

- To continue to systematically build learners' abilities in the four skills of listening, speaking, reading and writing to reach the intermediate level of competence. This course will build on what the students studied in their earlier courses and add in more sophisticated vocabulary and grammatical structures.
- To help learners get ready for advanced Chinese study by introducing formal and written expressions as well as Chinese idioms and the stories behind them. Students' media literacy will be increased by including work written in the style of newspaper, magazine and Internet news articles.

COURSE: CHINESE IV

Textbook: *Reading Into a New China* – Volume 1 Integrated Skills for Advanced Chinese

This course is an advanced level Chinese language and culture course for students who have a strong background. The aim of the course is develop students' fluency and accuracy in Chinese through a topic-based syllabus. The whole language approach (reading, writing, speaking and listening) will be taught but there will be a special focus on reading skills. A combination of writing exercises and discussion questions will be used to help students to develop their overall understanding and knowledge of Chinese language and culture.

GOALS:

- To continue to systematically build learners' abilities in the four skills of listening, speaking, reading and writing to reach the advanced level of competence. This course will build on what the students studied in their earlier courses and add in more reading and writing assignments.
- To develop students' knowledge of Chinese culture, current social issues and events by examining different writing styles such as narrative, expository and news writing.

COURSE: AP CHINESE

Textbook: *Reading Into a New China* – Chinese Link Book 4.

This course is designed to match the level of a fourth—semester or equivalent college course in Mandarin Chinese. In our school, AP Chinese students will intensively practice Chinese in three modes which are interpersonal, interpretive and presentational. In addition, they will develop Chinese language skills in the following five goals areas:

- communication
- cultures
- connections
- comparisons
- communities

We are preparing students foreign language learning for the 21st century. Our AP class will taught in Chinese. We start the day by each students telling current event. Language and culture will be studied followed by reading the signs, responding to the signed questions and ending with writing compositions.

Variety of materials will be used to study this course. Mainly, we will be using the text/article from different text book that are related to the topics that we are learning. We are also using the text book mentioned above to learn about the Chinese environment then expanding out to Chinese community issue and then the global issue. This course will not only prepare students for the AP test, but will also lead the students to a endorsed leaning. In our class students are taught to use target language.

Myanmar Studies

COURSE: MYANMAR LANGUAGE

Textbook : Based on Government Myanmar Text Book

- *Myanmar Culture Books (HS level)*
- *Myanmar Geography Books (HS level)*
- *Myanmar History Books (HS level)*
- *Knowledge Books*
- *Novels*
- *Journals*

Philosophy of Language and Culture

The goal of Myanmar Studies program is for students to learn how to communicate effectively and to develop an understanding of the Myanmar culture and heritage. An emphasis is placed on reading, writing, listening, and speaking for a variety of purposes and situations.

HS Myanmar Studies

Students in Grades 9-10 will continue their study with more complex reading passages that expand their knowledge of vocabulary, grammar. They will continue their study of Myanmar literature, Myanmar geography and Myanmar history, to include famous kings, and cultural aspects of proper etiquette, as found in the customary laws of Myanmar texts. Myanmar font and typing skills and Myanmar Dictionary skills are the parts of classroom functions.

Curriculum preparation Poems

Slang	Field trip
Games	Myanmar history
Myanmar geography	Stories
Myanmar customs	Myanmar riddles
Etiquette	Traditions
How to use Myanmar English Dictionary	

Physical Education

COURSE: PHYSICAL EDUCATION

Physical Education (PE) is a course that prepares students physically, mentally and socially. This course focuses on teaching student about having a healthy lifestyle which includes physical activity. It will also introduce the student to a variety of competitive and cooperative sports, teach student how to perform with good sportsmanship and how to positively handle conflict.

- Use a variety of basic and advanced movement forms.
- Uses movement concepts and principles in the development of motor skills
- Understands the benefits and costs associated with participation in physical activity.
- Understands how to monitor and maintain a health-enhancing level of physical Activity.
- Understands the social and personal responsibility associated with participation in physical activity
- Understand the importance of water safety, and being a responsible swimmer

Resources Used: Sports Equipment.

COURSE: HEALTH

This course is designed to educate students on the importance of holistic health and wellness. Students will develop skills needed to become health literate in making positive and healthy decisions, understand health prevention and promotion techniques as they relate to developing a solid personal health education, and how to incorporate healthful behaviors into their daily lives. Topics covered will include: health awareness, healthy decision making, goal setting, refusal skills, mental health, human growth and development, substance abuse, personal fitness and nutrition, as well as other lifetime skills.

Art

COURSE : Introduction to 2-D Design & 3-D Design

This course is an introductory art class at the High School that introduces the fundamental concepts of 2 Dimensional and 3 Dimensional Art. It is a required art course for ninth grade students, which fulfill one half credits towards the High School graduation requirements.

This course will challenge students to deepen their understanding and experience of art as they continue to build perceptual, conceptual, and expressive skills. Units of study involve observing art from a variety of artists, periods, and cultures, and creating original works in both two and three dimensional media. A deeper understanding of the formal elements and principles of design will be gained as students experiment with materials to create their own work.

We will hold classroom critiques to encourage students to gain an understanding of how to critically analyze a work of art using the vocabulary of art terms as their guide. This will also give students the ability to communicate personal ideas and intentions with greater confidence.

SUPPLIES AND MATERIALS

Students should purchase an artist sketchbook (approximate size of 8.5" x 11").

COURSE : PAINTING I & II

The Painting I & II course is an Art Elective for High School Students, that fulfills one half credits towards the High School graduation requirements.

Students can expect to gain a strong foundation in painting in this beginning level and for those students at level two, they will continue to develop their skill and exploration in painting. Composition, the visual elements, the principles of design, and the basic techniques and concepts of painting will be covered. The end goals are to increase artistic self confidence, increase one's understanding of the basic techniques and styles of painting and to produce successful works.

Students will exhibit knowledge of art forms, artists and art history and will be asked to reflect on this knowledge (i.e; notes in sketch book, creation of artwork written review, etc.)

Any works students create in this course may be considered for inclusion in the AP Student Art Portfolios.

SUPPLIES AND MATERIALS

Students should purchase an artist sketchbook (approximate size of 8.5" x 11"). Students are encouraged to purchase additional supplies to use at home or in school if desired.

OPEN STUDIO

The purpose of the Open Studio is for extended art study and creation, for students currently taking art to work independently after school in the Art Room (901), with the instructor's supervision. The days and times of the Open Studio will be determined at a later date.

COURSE : DRAWING AND PRINTMAKING I & II

The Drawing and Printmaking I & II course is an Art elective course for 10-12 grade students that fulfills one half credit towards the High School graduation requirements.

Students can expect to gain a strong foundation in drawing and printing in this calls with the level II students continuing to develop their skills in drawing. Composition, the visual elements, the principles of design, and the basic techniques and concepts of both drawing and printing will be covered. The end goals are to increase artistic self confidence, increase one's understanding of the different techniques of drawing and printing and to produce successful works.

Students will exhibit knowledge of art forms, artists and art history and will be asked to reflect on this knowledge (i.e; notes in a sketchbook, creation of work, written review, etc.) We will use a variety of mediums to include; charcoal, graphite, scratchboard, dry-point, relief, screen printing, mono, and block printing.

Any works students create in this course may be considered for inclusion in the AP Studio Art Portfolios.

SUPPLIES AND MATERIALS

Students should purchase an artist sketchbook (approximate size of 8.5" x 11"). Students are encouraged to purchase additional supplies to use at home or in school if desired.

OPEN STUDIO

The purpose of the Open Studio is for extended art study and creation, for students currently taking art to work independently after school in the Art Room (901), with the instructor's supervision. The days and times of the Open Studio will be determined at a later date.

COURSE: Advanced Placement Studio Art

Advanced Placement Art is designed at the college level for those students who intend to further their studies in art at a post-secondary education institution. Students will prepare a portfolio to be sent to the College Board to be assessed. A passing score can earn credit in many Universities and Colleges in the United States. A passing score is not given with a portfolio submission. Students will earn a separate grade and credit for the year long AP Art course at YIS.

As an AP Studio Art student, you are expected to emphasize research, experimentation, discovery, inventive thinking and art-making, critical analysis, and problem solving in your work. You must choose a portfolio in either Drawing, 2D Design, or 3D Design, and produce work that best fits the requirements of that portfolio.

Students will work on a variety of mediums, and demonstrate skill conceptually as well as technically to create a portfolio of college-level work. Each portfolio has the same three sections: Section 1: Quality - One third of total score (selected five works shipped to the College Board that demonstrate understanding of either drawing or 2D-design in concept, composition, and execution). Section 2: Concentration - One third of total score. 12 digital images; some may be details, of Sustained Investigation (works describing an in-depth exploration of a particular concern). Section 3: Breadth - One third of total score. 12 digital images; one image each of 12 different works, that are of a range of approaches demonstrating understanding of either drawing or 2-D design.

After works are completed, the work is photographed for submission electronically, and several original works are also shipped in a portfolio provided by the College Board in early spring. (Students may use artwork produced in previous courses that meets the requirements of AP Students in addition to the new work created this year.)

To succeed in this AP Art course, a high level of skill, motivation, and willingness to do research in conjunction with the creation of artwork is necessary. Students not meeting these requirements will not have portfolios submitted to the College Board.

Supplies and Materials

Students may use materials provided by the school, and it is recommended that you purchase the following supplies; An art tool box for your personal supplies, a portfolio to store and carry your artwork, and any other supplies that the school does not provide that you want to work with.

COURSE: ADVANCED ART

Advanced Art is a course for 10 through 12 grade students designed to build a strong foundation of knowledge and skill in the Arts as well as prepare students who plan to take Advanced Placement Art. Units of study involve observing art from a variety of artists, periods, cultures, and creating original works in both two and three dimensional media. A deeper understanding of the formal elements and principles of design will be gained as students experiment with materials to create their own work.

This course will change students to deepen their understanding and experience of Art as they continue to build conceptual and executive skills. We will create works of art in response to fundamental visual problems as well as a wide range of ideas in the Arts.

Students will research an artist and/or art period style and present a written and oral report to the class. They will be encouraged to acknowledge Art influences and learn to articulate this in written exercises and personal statements. We will hold classroom critiques to encourage students to gain an understanding of how to clinically analyze a work of art using the vocabulary of terms as their guide. This will also give students the ability to communicate personal ideas and intentions with greater confidence.

Any works students create in this course may be considered for inclusion in the AP Studio Art portfolios.

Performing Arts

COURSE: MUSIC 101

This course is designed for students in grades 9-12 who want to further their musical skills and knowledge. The course will cover basic music theory, basic sight-singing, basic theory, beginning composition, and very basic music technology. While this course is not designed as a “performance” class, individuals will be expected to perform in the class and for the class. At the end of the course I expect students to leave this class a better musician than when they entered.

COURSE: CONCERT CHOIR

Concert Choir is open to all men and women in grades 9-12 who like to sing. This group will perform least once each semester. This class will give students the opportunity to learn the basic vocal production required for fine singing. The program material will include music from all styles, including major choral works, madrigals, jazz, pop, and classical.

COURSE: INTRO TO DRAMA - (Elective)

This course is designed to give students an overview of theatre arts with an emphasis in performance. The expectations for you, the students, are: that you will develop skills and processes (analysis, improvisation, creative writing, historical transfer, etc.) that empower you to make strong dramatic decisions during rehearsal and performance; that you think about and learn the value of advance preparation and rehearsal; and that you reflect upon and understand *empathetically the importance of timeliness, reliability, and consistency in rehearsal and in life in general.*

Performances may include: Group scenes, long-form improvisation, monologues, devised work.

COURSE: ADVANCED DRAMA - (Elective)

This course is for students who have taken Intro to Drama or already have experience in theatre. Advanced Drama focuses on methods of performance, with multiple public performance throughout the semester. Performances range from dialogues and group scenes to monologues to devised work. Students will be expected to plan, direct, and manage rehearsals for a realistic look at the various roles and responsibilities of theatrical personnel.

Information Technology

COURSE : DIGITAL GRAPHICS ARTS

(Grade Level: 10 to 12)

Digital Graphic Arts is a single semester elective course, where students will design graphics, films, sounds and other multimedia using a variety of tools. In this course students will practice inquiry based learning and use problem-solving skills in a collaborative environment.

During the first Quarter, students will plan, create and evaluate multimedia projects with a focus on building technological and visual literacy skills. Second Quarter, students will utilize their experience to plan and create a group project based on their interests.

COURSE: MULTIMEDIA

YIS Multimedia course is designed for students interested in careers in the Media and Design Arts Pathway, in the Arts, Media and Entertainment industry sector. Students will be introduced to industry-standard tools, skills, and materials that they can manipulate as the primary means of creative expression. Students will explore basic applications of various multimedia tools to create visual, aural, and written projects in both digital and print format.

Major Objectives:

The student will develop skill and ability to properly operate computers, including proper use of file compression, CDs, flash drives, and network folders; initial connection and start-up; ports, how to check network connections and power connections.

The student will learn to properly format technical documents such as flyers, programs, brochures, newsletters and business cards.

The student will learn to operate digital cameras and video camcorders, sound and lighting equipment and to extract digital recordings (digital images, video footage, audio tracks, etc).

Provide students with knowledge of media literacy, including web ethics, copyright and fair use (creative commons), and Internet safety concepts.

Students will understand the functions of multimedia software applications and operate these programs on the computer (PC and Mac).

Students will review and update their personal life plans as appropriate, using online tools, guest speakers and field trips to investigate career opportunities in Media and Design Arts and the educational requirements necessary to achieve their goals.

Other Electives

COURSE: ACCOUNTING

Textbook: *Accounting* Copyright 2007 by Glencoe

In our introductory ½ credit (one semester) Accounting course, students will learn the basics of double entry accounting. This will include the Basic Accounting Cycle for a Sole Proprietorship and for a Merchandising Corporation.

Topics to be studied:

Basic Accounting Cycle for a Sole Proprietorship

- Business Transactions and the Accounting Equation
- Transactions that Affect Assets, Liabilities and Owner's Equity
- Transactions that Affect Revenue, Expenses and Owner's Withdrawals
- Recording Transactions in a General Journal
- Posting Journal Entries to General Ledger Accounts
- The Six Column Worksheet
- Financial Statements for a Sole Proprietorship
- Completing the Accounting Cycle for a Sole Proprietorship
- Cash Control and Banking Activities

Accounting for a Payroll System

- Payroll Accounting
- Payroll Liabilities and Tax Records

The Accounting Cycle for a Merchandising Corporation

- Accounting for Sales and Cash Receipts
- Accounting for Purchases and Cash Payments
- Special Journals: Sales and Cash Receipts
- Special Journals: Purchases and Cash Payments
- Adjustments and the 10 Column Worksheet
- Financial Statements for a Corporation
- Completing the Accounting Cycle for a Merchandising Corporations

COURSE: INTRO TO BUSINESS

Introduction to Business introduces the different forms of business ownership, including sole proprietorships, partnerships and corporations. Students will explore the rights and wrongs of common business practices prevalent today and will identify the roles, activities and impacts the government, the legal system and organized labor have on businesses. Students will learn the importance of ethical decision-making and the effects decisions have on organizations, consumers and employees. The students will learn about conflict resolution, technology and computer safety in the workplace, and the importance and benefits of a multicultural workplace. They will investigate the impact of international business, imports, and exports on the U.S. economy and learn about trade and exchange rates.

Topics covered in class will include:

- The economic process and economic systems
- The government's role in business
- Business characteristics and ethics
- Workplace technology and online safety
- Planning effective meetings and conflict resolution in the workplace
- Multicultural aspects of business
- U.S. and international trade
- Leadership Styles
- Communicating Self-Esteem
- Fundamental Personal Development
- Goal Setting: Planning for Your Future
- Improving Your Self-Esteem
- Just Between Us: Communication 101
- Managing Multiple Roles

COURSE: MODEL UN

MUN is an academic social studies class that focuses on world issues. Throughout the year students will develop an understanding of world politics, economics, peace-keeping missions, humanitarian relief, and international relations between governments, NGOs and the UN. Students will be required to follow current events and have a strong understanding of contemporary global issues and past efforts that have tried to address the global issues.

Debate and research are key components of this course. Students assume the role of a delegate from an assigned nation. They will represent that nation in debate on a variety of issues. They will develop their skills and knowledge in class so that they may demonstrate their learning at a MUN conference. This course's primary focus is to expand the students' world perspective and meet YIS's Expected Student Learning Result of creating global citizens .

The class is split into two sections that are a semester long and are held during the entire 90 minute block.

The Fall semester section is only for students who have had prior MUN experience. It moves at an accelerated rate and is designed to guide students to a be able to attend an international conference.

The Spring semester section is for all students interested in MUN. Students with no prior experience will be taught the basics about the United Nations and Model UN. Students with prior experience will be expected aid in the development of the new students and help prepare them for a local MUN conference.

COURSE: FILM STUDIES - (Elective)

Students who participate in this course will strengthen their visual literacy skills through an in-depth study of film. This course will explore a wide variety of genres, styles and cinematic techniques from early film history to modern times.

Students will gain a deeper understanding of the language of film by studying multiple aspects of film theory and production. During the second Quarter, students will apply their understanding to create at least one original film. This course will focus on critical thinking, collaboration and effective visual communication.

Counseling

COURSE: COLLEGE AND CARRER PREPARATION

Mandatory Senior Course

Year Long Course: Meets every other day, .5 credit

This mandatory senior course is designed to assist students plan for life after graduation from high school. First semester the focus is on applying to college outside of Myanmar. Students are introduced to the vocabulary that will help them better understand the college search, application and enrollment process, as well as learning about factors involved in finding colleges that are a good match for individual students. Students will learn about in-school and on-line resources that enable them to evaluate different schools, majors and various campus cultures and everything else that influences their choices. Laptop computers will be used in class frequently to work on the college search and application process. Students will work on their college application essay as a separate unit in their 12th grade English class, but will also be sharing their essay with the counselor as part of the first semester college and career class. Some students who are further along or more certain in deciding where they want to attend college will have their college applications ready by the Nov. 1 Early Action and Early Decision deadlines.

By the end of the first semester, it is expected that all students will have their college applications completed and ready to submit. During the year, especially first semester, students are encouraged to attend presentations by college admissions officers who visit YIS. Presentations are scheduled during the College and Career Class when that works with the schedule of the visiting colleges. Other visits are at various times during the school day, including lunch time. As needed, the counselor will arrange meetings to answer parent questions about the college search and application process, and to help with filling out financial forms. At least one College Fair is scheduled at YIS during the school day in September or early October. Around 15-20 college representatives typically participate in each College Fair and are available to talk with students in all grades, but especially students in grade 12.

During the second semester, some students continue the application process for schools that have later due dates. The entire class will also spend time researching prospective career options, as well as learning about possible college majors that are related to those career options. They will interview adults who work in the fields in which they are interested, write a research paper and present their paper to the class. Students will additionally learn about life in colleges outside of Myanmar, including budgeting, banking in the west, dorm life, study skills, time management, and other topics to prepare them to be successful in the next stage of their life.

To help prepare 11th graders and their parents for the college application process, there will be a College Information Night in the spring for 11th graders and their parents, which will provide a general outline of the calendar and components of the college application process.