

# SECONDARY COURSE CATALOG

(Updated Spring 2019)



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# Introduction

The purpose of Wuhan Yangtze International School (WYIS) is to provide a transformative, holistic, K12 education to develop globally minded individuals who learn, love, and lead.

WYIS is fully accredited by AdvancED®. WYIS is a member of the International Schools Consortium (ISC) – a network that, for over 30 years, has offered academically excellent programs to meet the intellectual, physical, and emotional needs of students. ISC serves more than 1,500 students, most of whom are the children of foreign nationals and expatriates working for companies in China. The schools of ISC offer American-based curriculums and college preparatory systems of instruction.

Because ISC operates as a multi-school network, students and teachers are able to participate in system-wide programs in which they can interact with others outside their immediate school context on a regular basis. The extra-curricular programming offered by ISC includes volleyball, basketball, and soccer tournaments; a fine arts festival; a regional science fair; Model United Nations (MUN) conferences; a student council leadership retreat; national and international student service trips; and a senior departure seminar. ISC teachers participate together in an annual educational conference to share best practices with colleagues from across China. The opportunity to be part of this larger, inter-connected community is just one of the many ways in which the WYIS experience is uniquely rewarding.

This course catalog is designed to provide an overview of the secondary courses offered at WYIS this school year as well as an overview of student services offered to support students' academic success.

- **The Middle School Program** begins in sixth grade (ages 11-12). All students in the sixth, seventh, and eighth grades take courses in Mathematics, Science, Social Studies, English, Chinese Language, Religious Studies & Ethics, Visual & Performing Arts, Health, and Physical Education.
- **The High School Program** begins in ninth grade (ages 14-15) and is administered according to a semester credit system. Twenty-four high school credits are required for graduation. High school courses are valued at 0.5 credit per semester; one-semester courses will receive 0.5 credit, and yearlong courses will receive 1.0 credit.

# A Standards-Based Learning Environment

Wuhan Yangtze International School is committed to educating each student socially, spiritually, intellectually, physically, and emotionally. In order to know if the school is achieving its mission of successfully educating our students in this way, we have committed to creating a standards-based learning environment throughout all levels of the school. A standards-based learning environment is a learning environment that makes learning targets clear to students, teachers, and parents and ensures that teachers can accurately track each individual student's progress towards these learning targets.

At WYIS, each subject that we teach has as its foundation a set of standards that outline clearly what students should know and be able to do at each level—from the ECC grades all the way to Grade 12. All assessments, assignments, and instruction throughout the school are created to ensure that each student is progressing towards mastery of these learning standards. In this way, the school as a whole is able to keep track of the learning progress of every student in every classroom and respond well to individual student learning needs.

## Student Services

The WYIS Student Services department aspires to achieve an exemplary level of innovative and student-centered programs, services, and facilities in support of a growing and diverse international population. These efforts aim to realize the goal of nurturing dynamic individuals of truth and excellence who positively contribute to society. Student Services provides the WYIS community with programs and services, in support of the academic mission, that assist and empower students to achieve their highest educational potential. Student Services works closely with students, faculty, parents, and the community to create a healthy and inclusive educational environment that is conducive to the holistic growth and development of students. Student Services promotes excellence through collaborative services, striving to be responsive, caring and personal. This commitment to students begins prior to entrance and sustains through college and university placement.

Student Services at WYIS encompasses the following:

- Academic Support Services (*for a diversity of academic student needs*)
- Student Counseling Services (*as an academic support*)
- College & Career Preparation
- Nursing Services & First Aid Staff Training

# High School Graduation Credit Requirements

Subject	Credits Required for Graduation †
English – Language Arts	4
Science	3
Social Studies	3
Mathematics	3
Foreign Language*	2
Physical Education & Health	2
Visual & Performing Arts	1
Religious Studies & Ethics	0.5 credit per semester enrolled
Electives**	2
<b>Total</b>	<b>24</b>

\* Students may test out of this requirement through AP® or equivalent with approval from principal and school counselor

\*\* Includes Senior Seminar (1.0 credit) in 12<sup>th</sup> grade

† Acceptance of transfer credits from other schools or institutions will be determined by the principal and school counselor (transfer credits will not count toward a student’s WYIS GPA)

## English Language Acquisition Requirements

Middle and high school English for Speakers of Other Languages (ESOL) students admitted to WYIS will be placed onto one of three appropriate ESOL levels:

- Level 1 (2 hours of ESOL per day provided)
- Level 2 (1 hour of ESOL per day provided)
- Level 3 (support provided as needed outside of class time)

A Level 1 student may take ESOL in place of social studies or a foreign language. A Level 2 student may take ESOL in place of a foreign language only.

A high school ESOL student will take ESOL classes for credit. In addition, a Level 1 student may be required to take English, Religious Studies & Ethics, and Science courses for language acquisition credit before they are ready to advance to regular classwork. These credits do not count toward the graduation requirements for English, Religious Studies & Ethics, and Science (i.e. Language Acquisition Science = 1.0 credit; 3.0 regular Science credits still required for graduation requirements).

*ESOL students who enter in high school may not be able to complete requirements for a high school diploma in four years without additional summer school or online courses.*

<b>High School Language Acquisition Courses*</b>	<b>Credits</b>
English for Speakers of Other Languages (ESOL) Level 1	2
English for Speakers of Other Languages (ESOL) Level 2	1
Language Acquisition English	1
Language Acquisition Religious Studies & Ethics	1
Language Acquisition Science	1

\*These courses/credits are required for English for Speakers of Other Languages (ESOL) students only. Students may test out of these requirements.

## Advanced Placement® Courses

WYIS believes that proper preparation for college is vital. Because of this, the WYIS Advanced Placement® (AP®) program is offered as an essential part of the secondary curriculum.

WYIS offers a comprehensive AP® program that prepares students for the Advanced Placement International Diploma (APID). The APID is a globally recognized certificate for students with an international focus. The APID challenges a student to display exceptional achievement on AP® exams across multiple disciplines. Universities worldwide give favorable consideration to the APID in their admissions processes. All WYIS high school students have the option of pursuing the APID.

WYIS currently offers the following Advanced Placement® courses in person (some on a rotating basis):

### English – Language Arts

- English Language & Composition
- English Literature & Composition

### Fine Arts

- Studio Art (2D Design)
- Studio Art (Drawing)

### Foreign Languages

- Chinese Language & Culture

### Elective

- Computer Science A
- Computer Science Principles

### Mathematics

- Calculus AB
- Statistics

### Science

- Chemistry
- Physics 2

### Social Studies

- Comparative Government & Politics
- World History

WYIS has partnered with NorthStar Academy to provide further AP® options for students to study online. Students in Grade 11 or 12 can pick a subject from the list below. Tuition will be covered by the school for ONE subject.

### Online

Calculus BC, Physics 1, European History, Human Geography, Macroeconomics, Microeconomics, U.S. Government & Politics, U.S. History, French Language & Culture.





# Middle School Course Descriptions

## *Art Courses: Performing Arts*

### **MU101: Middle School Concert Band**

**Grade Level:** 6-8

**Course Length:** 4 quarters (full year)

**Prerequisites:** 1 year of band at WYIS or pass a playing audition

**Curriculum Resources:** Standards of Excellence Band Methods book, appropriate skill-level sheet music

**Assessments:** Playing Quizzes; Practice Charts; Performance Assessments

**General Overview:** Building upon a foundation of basic instrumental skill, students will continue to develop techniques on one concert band instrument while learning to use those skills within the context of a full band setting.

### **MU103: Middle School Drama**

**Grade Level:** 6-8

**Length:** 1 year (2 semesters)

**Prerequisites:** None

**Curriculum Resources:** Script; various theater arts resources

**Assessments:** The majority of assessments in this course are performance-based. Students will be assessed on accuracy and proficiency in facial, physical, and vocal characterization, as well as vocal technique (volume, diction, etc.). Students will demonstrate these skills in a variety of individual, small-group, and large-group performances for a variety of audience types. Additionally, students will be assessed on their script memorization, performance responsibility, and performance etiquette. Additional assessments may include performance analysis and character studies.

Middle school drama students will grow in their analytical, interpersonal, and public speaking skills as they study, create, and perform! Students will work individually and collectively to prepare for several smaller performances throughout the year while also working towards a major performance during Semester 2. This course is for students of all abilities (no prior theater experience is necessary) who are responsible, who enjoy working as a team, and who are excited to grow in their creativity and performance skills. Major focus will be placed on physical and vocal technique, characterization technique, and performance responsibility. Students learn how to make artistic choices and how to critique dramatic works while exploring various theatrical genres such as comedy, satire, and musical theater. These skills will ultimately be applied in our major Semester 2 performance.

## *Art Courses: Visual Arts*

### **ART101: MS Drawing**

**Grade Level:** 6-8

**Length:** 1 semester

**Prerequisites:** None

**Curriculum Resources:** *The Visual Experience*, Davis Publications; Internet art sites

**Assessments:** Peer and teacher critiques, sketchbook checks

This is a studio course that is project based. Foundational drawing skills are built through exercises of drawing from observation based on *Drawing on the Right Side of the Brain* concept. It is balanced by creative expression of visual concepts and stylized drawing. While emphasis is placed on developing skills of realistic drawing, this

class will include some drawing from imagination as well as cartooning. Homework might consist of sketching, finishing projects, if extra time is needed or any class time is missed. This course may be repeated for drawing skill development as continued practice builds hand – eye coordination and confidence.

**ART103: Ceramics****Grade Level:** 7-8**Length:** 1 semester**Prerequisites:** none**Curriculum Resources:** *The Practical Potter*, Josie Warshaw; Internet art sites**Assessments:** Sketchbook with journal, sketchbook notes that include journaling, sketches and inspirations

Ceramics is a studio-based course that introduces students to basics of clay building, glazing and the kiln firing process. Elements and Principles of art are utilized in developing 3-D design concepts. This course may be repeated for skill refinement as continued practice builds proficiency and confidence.

**ART104: MS Fashion Design****Grade Level:** G6-G8**Course Length:** twice a week, one year long**Prerequisites:** basic drawing skills and sewing skills**Curriculum Resources:**

1. Fashion Illustration: Inspiration and Technique, March 1, 2011 by Anna Kiper
2. Singer Complete Photo Guide to Sewing - Revised + Expanded Edition: 1200 Full-Color How-To Photos Paperback – January 1, 2009 by [Editors of Creative Publishing](#) (Author)
3. Chinese Dress Paperback – October 1, 2001 by [Verity Wilson](#) (Author)
4. Hand-Made Master Classroom-A Beautiful Bag Everyday (Chinese Edition) (Chinese) Paperback – July 1, 2011 by [ben she](#) (Author)

**Assessments:**

1. Fashion Journal: fashion illustration drawing once a week
2. Personal fashion figures with different poses, dress, tops and bottoms design, small daily life stuff sewing and making, recycling materials costumes design and making.
3. Final project: wearable sculptural outfits design

Fashion design is the functional art. The students are able to experience the basic fashion design skills and explore how to design the garments to show their personal styles and expression. The students will learn technical skills such as sketching fashion figures, garments, learn how to apply multi-media such as color, texture, fabric, etc. into their design. They will also be built sewing skills by designing and making daily life fabric products. By the end of the course, the students are expected to design the sculptural outfits by themselves and demonstrate a static display or runway display.

## ***Chinese Language Courses***

**FL101: MS Chinese Level 1****Grade Level:** 6-8**Length:** 1 year**Prerequisites:** None**Curriculum Resources:** *Encounters: Chinese Language and Culture, Level 1***Assessments:** Episode acting, unit rap singing, vocabulary applications, cultural presentations, authentic materials reading and analysis, Chinese character tracing and writing, unit check points

The Middle School Chinese Level 1 class is designed for students from beginner to low-intermediate level. The *Encounters* program used in this course embodies a communicative, task-based approach, using authentic materials both in the textbook and the media that focuses students to learn by doing and not by rote memorization.

The course enables and reinforces what students can accomplish using Chinese (e.g. can-do's) and continually stretches their abilities through additional activities, vocabulary, and increasingly complex language use. The dramatic series establishes a reference point for each unit and provides ample opportunities to develop listening and speaking skills while introducing authentic Chinese culture. Relevant grammatical points and topics are then introduced and developed in context so students can accomplish their tasks and learning objectives. The focus of each unit then shifts to reading and writing to develop students' full range of communication abilities. This communicative approach to language instruction is supported across integrated textbooks, workbooks, and other audio-visual and web media.

**FL102: MS Chinese Level 2****Grade Level:** 6-8**Length:** 1 year**Prerequisites:** FL101 or equivalent**Curriculum Resources:** *Learn Chinese with Me*, Volume 2**Assessments:** Role play, vocabulary dictation, make posters or give speeches according to assigned topics, unit tests, final exams

The purpose of this course is to foster Chinese Level 2 students' interest in learning Chinese and to cope with the general needs of conducting daily communication. Students will use previous Chinese language skills to communicate at a higher level. Students will explore Chinese traditional culture and customs (i.e. clothing, zodiac).

**FL103: MS Chinese Level 3****Grade Level:** 6-8**Length:** 1 year**Prerequisites:** FL102 or equivalent**Curriculum Resources:** *Learn Chinese with Me*, Book 3**Assessments:** Vocabulary dictation, make posters or give speeches according to assigned topics, reading reports, writing compositions, final exams each semester

The purpose of this course is to challenge those who have a significant language basis. Throughout the class, Chinese Level 3 students will continue to develop their abilities in reading, speaking, writing, and comprehension. They will also expand their knowledge of Chinese culture through a comparative analysis of other cultures.

**FL104: MS Chinese Level 4****Grade Level:** 6-8**Length:** 1 year**Prerequisites:** FL103 or equivalent**Curriculum Resources:** New Concept Chinese books 14, 15, 16**Assessments:** Vocabulary quizzes, video projects, creating comic books, reading quizzes, final exams

The purpose of this course is to focus on reading comprehension. The students will read stories, fairy tales, prose, idiom stories, humorous stories, etc. They will compare and contrast the simplified and traditional Chinese characters. By the end of this course, students will be able to read and understand essays of about 600 words.

**FL105: MS Chinese Level 5****Grade Level:** 6-8**Length:** 1 year**Prerequisites:** The student must be a native Chinese speaker**Curriculum Resources:** G6 Yu Wen Volume 1 & 2, G7 Yu Wen Volume 1 & 2**Assessments:** Vocabulary quizzes, essays, poster presentations, memorization quizzes, PowerPoint presentations, final exams

The purpose of this course is to challenge those of native language ability. Chinese Level 5 students focus on literature, grammar, and writing. Students gain enhanced listening, reading, and comprehension skills. Students also achieve a higher level of speaking and writing skills.

## ***English Language Arts Courses***

### **EN101: English 6**

**Grade Level:** 6

**Length:** 1 year (offered every year)

**Prerequisites:** None

**Curriculum Resources:** *Elements of Literature: First Course*, McGraw Hill

**Assessments:** Quizzes, class discussion, comprehension questions, journal writing, unit tests, essays, and book projects

The purpose of this course is to provide a foundation for advanced English classes that students will take throughout the remainder of their education. The literary focus of the class will be on a general survey of fiction, nonfiction, poetry, drama, myths and fables. Literary concepts such as plot, conflict, imagery, theme, and characterization will be used to analyze and evaluate the chosen literary selections. The vocabulary focus of the class will be on basic skills such as parts of speech, spelling, synonyms, antonyms, contextual clues, and literal versus figurative meaning. The grammatical focus will be on proofreading skills, correct capitalization, punctuation, sentence structure, and parts of speech. The compositional focus will be on well-constructed and clearly expressed outlines, paragraphs, and summaries.

### **EN102: English 7**

**Grade Level:** 7

**Length:** 1 year (offered every year)

**Prerequisites:** None

**Curriculum Resources:** *The Language of Literature: Grade Seven*, McDougall Littell

**Assessments:** Quizzes, class discussion, journal entries, unit tests, essays, projects

The purpose of this course is to continue to build a solid foundation for further study of English in high school. This course will focus on in-depth analysis of the literary genres of the short story, drama, poetry, nonfiction, and the novel. The vocabulary focus of this course will further diction by increasing oral and written vocabulary, spelling, correct choices of synonyms and antonyms, recognizing denotative and connotative meanings, and correct usage of vocabulary in sentences. The grammatical focus will be on written essays that demonstrate correct grammar usage and mechanics, as well as proper capitalization, punctuation, sentence structure, and correct usage of the different parts of speech. The compositional focus will be on well-constructed and clearly expressed paragraphs.

### **EN103: English 8**

**Grade Level:** 8

**Length:** 1 year (offered every year)

**Prerequisites:** None

**Curriculum Resources:** Selections of Short Stories & Non-Fiction; Elie Wiesel's *Night*; Ray Bradbury's *Fahrenheit 451*, Shakespeare's *Romeo and Juliet*; A Beka Language Series Grammar and Composition

**Assessments:** Quizzes, class discussions, journal entries, comprehension questions, semester exams, unit tests, essays, projects

The course is fashioned to actively involve students in learning through a focus on literature, writing, and grammar. Through a student-centered approach to the study of English, students gain practical reading, writing, listening, and speaking skills. Students will write a selection of works including personal responses to literature, a critical essay analyzing text, a short story, a movie critique and analysis, a research project, and a Shakespeare adaptation. They will experiment with formal class presentations such as a multimedia project and with informal discussions while learning active listening skills.



## ***English Language Acquisition Courses***

### **ELA101: Middle School Language Foundations**

**Grade Level:** 6-8

**Length:** 1 semester to 1 year (offered as needed)

**Prerequisites:** WYIS ESOL level assessment and placement testing

**Curriculum Resources:** *Cutting Edge: Elementary, Pre-Intermediate, Intermediate*

**Assessments:** Vocabulary and grammar quizzes, writing, projects, tests, semester exams

This class provides comprehensive language development for reading, writing, and grammar. The ESOL coordinator oversees students' language development in core subject classes including science, religious studies, and English. Students attend these core classes with the goal of acquiring academic English language skills. Teachers in these classes work with the ESOL coordinator and students to provide modified curriculum, assignments, and assessments.

### **ELA103: Middle School Language Development**

**Grade Level:** 6-8

**Length:** 1 semester to 1 year (offered as needed)

**Prerequisites:** WYIS ESOL Level Assessment and Placement testing

**Curriculum Resources:** *Cutting Edge: Elementary, Pre-Intermediate, Intermediate*

**Assessments:** Vocabulary and grammar quizzes, writing, projects, tests, semester exams

This class provides comprehensive language development for reading, writing, and grammar. The ESOL coordinator oversees students' language development in core subject classes including science, religious studies, and English. Students attend these core classes with the goal of acquiring academic English language skills. Teachers in these classes work with the ESOL coordinator and students to provide modified curriculum, assignments, and assessments.

## ***Mathematics Courses***

### **MA101: Math 6**

**Grade Level:** 6

**Length:** 1 year (offered every year)

**Prerequisites:** None

**Curriculum Resources:** *GO Math! Middle School Grade 6; IXL online*

**Assessments:** Chapter test, projects, participation, IXL, teacher observations, semester exams

This Grade 6 Go Math course concentrates on a clear set of math skills and concepts. Students will learn concepts in a more organized way both during the school year and across grades. The standards encourage students to solve real-world problems.

### **MA102: Math 7**

**Grade Level:** 7-8

**Length:** 1 year (offered every year)

**Prerequisites:** MA101

**Curriculum Resources:** *GO Math! Middle School Grade 7; IXL online*

**Assessments:** Chapter test, projects, participation, IXL, teacher observations, semester exams



This Grade 7 Go Math course concentrates on a clear set of math skills and concepts. Students will learn concepts in a more organized way both during the school year and across grades. The standards encourage students to solve real-world problems.

**MA103: Algebra 1****Grade Level:** 8**Length:** 1 year (offered every year)**Prerequisites:** MA102**Curriculum Resources:** *Algebra 1 Vol. 1 & 2, HMH; IXL online***Assessments:** Bell work, mini-quizzes, section quizzes, in-class practice, concept-check questions during guided practice, unit tests and final exams

The purpose of this course is to explain families of functions, with special emphasis on linear and quadratic functions. As students learn about each family of functions, they will learn to represent them as verbal descriptions, equations, tables, and graphs. They will also learn to model real-world situations using functions in order to solve problems arising from those situations.

## ***Physical Education and Health Courses***

**PE101: Physical Education/Health 6****Grade Level:** 6**Length:** 1 year (Physical Education: 75% time, Health: 25% time) (offered every year)**Prerequisites:** None**Curriculum Resources:** *SPARK Middle School PE, SPARK Healthy Lifestyle Choices***Assessments:** Tests, presentations, projects, writing assignments/journals, classwork, etc.

The purpose of this course is to teach students the necessary physical skills, knowledge, and personal-social attributes needed to maintain a healthy and active lifestyle. Times of skill development are used to make students more successful at a variety of physical activities including volleyball, basketball, Ultimate Frisbee, badminton, tumbling, recreational sports (ping pong, four square, and aerobics), flag football, tennis, soccer, and possibly swimming. The course also includes one health day every week, which is intended to give students the necessary skills to make healthy choices.

**PE102: Physical Education/Health 7****Grade Level:** 7**Length:** 1 year (Physical Education: 75% time, Health: 25% time) (offered every year)**Prerequisites:** None**Curriculum Resources:** *SPARK Middle School PE, SPARK Healthy Lifestyle Choices***Assessments:** Tests, presentations, projects, writing assignments/journals, classwork, etc.

The purpose of this course is to teach students the necessary physical skills, knowledge, and personal-social attributes needed to maintain a healthy and active lifestyle. Times of skill development are used to make students more successful at a variety of physical activities including volleyball, basketball, jogging, weight training, fitness activities, flag football, handball, tennis or badminton, and soccer. The course also includes one health day every week, which is intended to give students the necessary skills to make healthy choices.

**PE103: Physical Education/Health 8****Grade Level:** 8**Length:** 1 year (Physical Education: 75% time, Health: 25% time) (offered every year)**Prerequisites:** None**Curriculum Resources:** *SPARK Middle School PE, SPARK Healthy Lifestyle Choices***Assessments:** Tests, presentations, projects, writing assignments/journals, classwork, etc.

The purpose of this course is to teach students the necessary physical skills, knowledge, and personal-social attributes needed to maintain a healthy and active lifestyle. Times of skill development are used to make students more successful at a variety of physical activities including volleyball, basketball, Ultimate Frisbee, tumbling, recreational sports (ping pong, four square, and aerobics), flag football, tennis, soccer, rowing, and hand ball. The course also includes one health day every week, which is intended to give students the necessary skills to make healthy choices. These health days will include lecture, discussion, laboratory, and investigative settings. Health units include time management/goal-setting, communication skills, personal health, nutrition, the digestive system, and first aid.

## ***Character Development Courses***

### **CHD 101: Learning to Learn**

**Grade Level:** 6th

**Length:** 1 year

**Prerequisites:** None

**Curriculum Resources:** N/A

**Assessments:** Projects, verse quizzes, class discussions, semester exam

This multidisciplinary course emphasizes character development and understanding the nature of truth and knowledge. It introduces students to the concept of worldviews and how they shape the world we live in and our understanding of it.

### **CHD 201: Learning to Love**

**Grade Level:** 7th

**Length:** 1 year

**Prerequisites:** None

**Curriculum Resources:** N/A

**Assessments:** Projects, verse quizzes, class discussions, semester exam

This multidisciplinary course emphasizes character development and understanding the nature of relationships. This class will allow students to examine how relationships influence them and their worldview as well as give students tools to have and maintain healthy relationships with their peers and teachers.

### **CHD 301: Learning to Lead**

**Grade Level:** 8th

**Length:** 1 year

**Prerequisites:** None

**Curriculum Resources:** N/A

**Assessments:** Projects, verse quizzes, class discussions, semester exam

This multidisciplinary course emphasizes character development and understanding the nature of leadership. In this class students will examine examples of leaders throughout history and apply the concepts they are discovering through project-based service learning.

## ***Science Courses***

**SCI101: Integrated Science 1****Grade Level:** 6**Length:** 1 year**Prerequisites:** None**Curriculum Resources:** *Integrated iScience, Course 1*, Glencoe McGraw-Hill**Assessments:** Root word quizzes, research paper, laboratory investigations, section quizzes, in-class projects, lab reports, presentations, exit tickets, unit tests, final exams, and the final science fair product

The Integrated iScience program starts off its first course with an introduction into many of the concepts from earth, life, and physical sciences. Course 1 builds a strong foundation of skills, vocabulary, and content that is necessary as students continue through the Integrated iScience program and even into high school. The Integrated iScience program allows students to be hands-on and experience science in real-world applications in three different branches of science. In addition to core content, students will be exposed to a wide range of supplementary materials such as BrainPop, sections of FOSS modules, virtual labs, interactive websites, and inquiry-based laboratory activities.

## **SCI102: Integrated Science 2**

**Grade Level:** 7

**Length:** 1 year

**Prerequisites:** SCI101

**Curriculum Resources:** *Integrated iScience, Course 2*, Glencoe McGraw-Hill

**Assessments:** Root word quizzes, research paper, laboratory investigations, section quizzes, in-class projects, lab reports, presentations, exit tickets, unit tests, final exams, and the final science fair product

The second Integrated iScience course reviews introductory concepts from earth, life and physical sciences and continues to build a strong foundation of skills, vocabulary, and content. iScience Course 2 digs deeper into the concepts previously learned to match students' growing intellectual level. The Integrated iScience program allows students to be hands-on and experience science in real-world applications in earth, life, and physical sciences.

## **SCI103: Integrated Science 3**

**Grade Level:** 8

**Length:** 1 year

**Prerequisites:** SCI102

**Curriculum Resources:** *Integrated iScience, Course 3*, Glencoe McGraw-Hill

**Assessments:** Root word quizzes, research paper, laboratory investigations, section quizzes, in-class projects, lab reports, presentations, exit tickets, unit tests, final exams, and the final science fair product

Course 3 reviews content learned in Courses 1 and 2, but also continues to build upon and dig deeper into the concepts previously learned to match students' growing intellectual level. The Integrated iScience program allows students to be hands-on and experience science in real-world applications in earth, life, and physical sciences. In addition to core content, students will be exposed to a wide range of supplementary materials such as BrainPop, sections of FOSS modules, virtual labs, interactive websites, and inquiry-based laboratory activities.

## ***Social Studies Courses***

### **SS101: Western World Geography**

**Grade Level:** 6

**Length:** 1 year

**Prerequisites:** None

**Curriculum Resources:** *Western World*, HMH

**Assessments:** Section quizzes, map quizzes, class discussion, review questions, unit and chapter tests, projects

The purpose of this course is to provide a foundation of the study of world geography for the middle school student. Students are introduced to basic geography skills, as well as physical and human characteristics of the world. Topics shall include, but not be limited to: culture and climate regions, North America, Central and South America, the European Nations, Russia, and the Eurasian Republics.

### **SS102: Eastern World Geography**

**Grade Level:** 7

**Length:** 1 year

**Prerequisites:** None

**Curriculum Resources:** *Eastern World*, HMH

**Assessments:** Know/want to know assessment, learned charts, vocabulary checklists, map identification surveys, fact quizzes, unit tests, concept/skills exams, projects, and discussions

The purpose for the study of Eastern World Geography for the middle school student is to create a better perspective of the broader eastern world, its foundations, characteristics, cultures and current issues. Students will review basic geography skills within the five themes of geography. Topics include, but are not limited to: political regions and borders; historical and current events; and culture and food within Africa, Middle East, Asia, and the Pacific, including Oceania.

### **SS103: United States History**

**Grade Level:** 8

**Length:** 1 year

**Prerequisites:** None

**Curriculum Resources:** *United States History*, HMH

**Assessments:** Class discussion and individual and group projects will be used to develop a frame of reference for the broader themes involved; quizzes, unit tests, second semester final exam, quarter projects

The purpose of this course is to provide students with a foundational knowledge of US History so they may acquire the necessary skills to analyze and understand the major events, trends, and ideas that shaped the history of the American people and other nations within the US sphere of influence. Comparisons will be made with other nations to capture an open, more international vision.

## ***Technology Courses***

### **EC103: Middle School Technology**

**Grade Level:** 6-8

**Length:** 1 year

**Prerequisites:** None

**Curriculum Resources:** CommonSenseMedia.org, various technology training resources

**Assessments:** Quizzes, projects, discussion boards/collaboration page, blogs, semester tests

This course is designed with a dual focus: digital citizenship and computer applications.

The first semester of this course is designed to study the impact of digital media on the lives of students, their communities, and their culture. Students will learn online values and ethics, internet safety, and online responsibilities. Students are given opportunities to discuss the positive and negative aspects of digital life and are introduced to the concept of digital citizenship.

The second semester of this course is designed to teach students various computer skills such as Microsoft Office Applications, Website Designs, 3D Drawings, Video Editing, Game Design, and a lot more. This course will give students regular opportunities to use technology to develop skills that encourage personal productivity, creativity, critical thinking, and collaboration in the classroom and in daily life. These 21<sup>st</sup> century skills are essential for students to harness the full potential of technology for learning.

### **EC104: Middle School Robotics**

**Grade Level:** 6 – 8

**Length:** 1 year

**Prerequisites:** None

**Curriculum Resources:** VEX Robotics kit, journals

**Assessments:** Quizzes, projects

This course is designed to expose students to the fundamentals of robotics and engineering design processes. Students will use the VEX™ Robotics Kits to design and build a robot for use in a game simulation. Through this process, students will learn key STEM (Science, Technology, Engineering, Math) principles as well as robotics concepts. At the end of the course, students will build a robot to compete against their classmates.

# High School Course Descriptions

## *Art Courses: Performing Arts*

### **MU201: High School Choir**

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** None

**Curriculum Resources:** Bach Chorales, music folders, various octavos

**Assessments:** Solfege Assessments, Part Learning Assessments, Written Performance Reviews, Concert Etiquette, Practice Charts

High School choir is a performance-based course designed to give students the experience of choral singing. The course is founded upon the premise that talent is real but hard work can achieve more than lazy talent. Students will be encouraged to develop confidence in their own voice by singing alone and with others. The course is centered around choral and vocal technique and will therefore involve mostly ear training as opposed to music theory training. Students will learn to sing solfege scales, intervals, and chords without aid from a piano. They will learn to engage with the conductor on entrances, cut-offs, tempo changes, and dynamics by following the conductor's gestures. Students will have performance opportunities both in and out of class. They will learn basic concert etiquette by rehearsal behavior as well as performance opportunities. Through performances, students will gain the opportunity to share their music with others as well as demonstrate their musical growth.

### **MU202: High School Concert Band**

**Grade Level:** 9-12

**Course Length:** 4 quarters (full year)

**Prerequisites:** 1 year of band at WYIS or pass a playing audition

**Curriculum Resources:** Standards of Excellence Band Methods book, appropriate skill-level sheet music

**Assessments:** Playing Quizzes; Practice Charts; Performance Assessments

Building upon a foundation of basic instrumental skill, students will continue to develop techniques on one concert band instrument while learning to use those skills within the context of a full band setting.

### **DR201: High School Drama**

**Grade Level:** 9-12

**Course Length:** 1 year (2 semesters)

**Prerequisites:** None

**Curriculum Resources:** Script; various theater arts resources

**Assessments:** The majority of assessments in this course are performance-based. Students will be assessed on accuracy and proficiency in facial, physical, and vocal characterization, as well as vocal technique (volume, diction, etc.). Students will demonstrate these skills in a variety of individual, small-group, and large-group performances for a variety of audience types. Additionally, students will be assessed on their script memorization, performance responsibility, and performance etiquette. Additional assessments may include performance analysis and character studies.

High school drama students will grow in their analytical, interpersonal, and public speaking skills as they study, analyze, create, and perform! Students will work individually and collectively to prepare for several smaller performances throughout the year while also working towards a major performance during Semester 2. This course is for students of all abilities (no prior theater experience is necessary) who are responsible, who enjoy



working as a team, and who are excited to grow in their creativity and performance skills. High school students should be prepared to perform various roles that incorporate theater, music, and dancing (again, no prior experience is necessary). Major focus will be placed on physical and vocal technique, characterization technique, and performance responsibility. Students will use in-depth character analysis to make artistic choices as they prepare for various performances. Students will participate in, analyze, and critique a variety of theatrical performances and genres, including comedy, tragedy, satire, and musical theatre. These skills will ultimately be applied in our major Semester 2 performance.

## ***Art Courses: Visual Arts***

### **ART201: HS Fashion Design**

**Grade Level:** G9-G12

**Course Length:** twice a week, one year long

**Prerequisites:** basic drawing skills, sewing and cutting skills

**Curriculum Resources:**

1. Fashion Illustration: Inspiration and Technique, March 1, 2011 by Anna Kiper
2. Singer Complete Photo Guide to Sewing - Revised + Expanded Edition: 1200 Full-Color How-To Photos Paperback – January 1, 2009 by [Editors of Creative Publishing](#) (Author)
3. Chinese Dress Paperback – October 1, 2001 by [Verity Wilson](#) (Author)
4. Hand-Made Master Classroom-A Beautiful Bag Everyday (Chinese Edition) (Chinese) Paperback – July 1, 2011 by [ben she](#) (Author)

**Assessments:**

1. Fashion Journal: fashion sketches drawing once a week
2. Fashion illustration
  - Fashion drawing
  - Theme design
  - Collection design
3. Sewing and cutting project
  - Fabric portfolio, fabric pencil case, etc.
  - Sample outfits sewing, patterns provided by the teacher.
4. Final project: collection design and making.

Fashion design is functional art. The purpose of this course is to help the students find their own style in fashion. Students will learn that every design and idea is unique. They will learn about the elements of fashion design, drawing techniques, digital design techniques, printing/dyeing skills, sewing and cutting skills, etc. to fulfill the learning objectives. They are going to do different projects to figure out how to apply their own ideas into different products. By the end of the course, they are expected to master the skills/techniques of fashion design and design their own collection (make a presentation board and performance piece).

### **ART202: Intro to Art**

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** none

**Curriculum Resources:** Internet art sites

**Assessments:** Sketchbook with journal, sketchbook notes that include journaling, sketches and inspirations

This course is an overview of art and introduction to visual literacy with lecture and studio time. Students will create artworks using variety of media to illustrate understanding of the following concepts: Elements of Art, Principles of Design, Function & Purpose of Art, Art History & Styles. Students will be asked to visit a museum during the course of the semester. This course is a pre-requisite for AP Art



**ART401: AP® Studio Art****Grade Level:** 11-12**Length:** 1 year**Prerequisites:** ART201 and any other Visual Arts course (for a total of two credits of art)**Curriculum Resources:** *The Visual Experience*, Davis Publications; *Design Basics*, Wadsworth; Internet art sites**Assessments:** Online portfolios, group critiques, sketchbook checks, final portfolios assessed by AP® examiners

This course is designed for students who have had at one semester of Visual Art and one semester of another Visual Arts elective, in high school, and who are seriously interested in the visual arts, as to continue at an advanced level creating college level portfolio of art of at least 24 finished pieces of art. For the first semester of the year, students are given specific assignments and themes to develop. (The breadth section consists of 12 pieces.) By second semester the students will be expected to find their personal direction and theme(s), as well as choosing the media with which they wish to work (The concentration section consists of 12 pieces of art created around the student's central idea). The quality section consists of the five pieces of art that is a best representation of the student's artistic ability. This personal work will lead to developing a portfolio and presentation of artwork in an exhibition at the end of the course. Along with the studio work the students will be expected to keep an on-going series of written and visual art journals (Investigation Workbooks) to plan, record progress, and critique their studio projects, research other artists, cultures and periods of art history that relate to the themes, and record gallery and museum visits focusing on specific works that interest them. For evaluation, students will be required to photograph and digitally upload their studio artwork to the AP website as part of their exam. The studio art photos and scanned work are all assessed externally by an AP examiners. Basic art materials will be provided, however depending on the choice of projects students will need to be prepared to purchase some of their own materials.

\*Note – Students enrolled in this course will have summer homework to complete before the start of the school year. Any students with the forethought of enrolling, even with doubts, should complete the assignments. In the end, if the student decides not to enroll in the course, the art exercises will benefit the artist's creative process.

## ***Chinese Language Courses***

**FL201: HS Chinese Level 1****Grade Level:** 9-12**Length:** 1 year**Prerequisites:** None**Curriculum Resources:** *Encounters: Chinese Language and Culture, Level 1***Assessments:** Episode acting, unit rap singing, vocabulary applications, cultural presentations, authentic materials reading and analysis, Chinese characters tracing and writing, unit check points

The High School Chinese Level 1 class is designed for students from beginner to low-intermediate level. The *Encounters* program used in this course embodies a communicative, task-based approach, using authentic materials both in the textbook and the media that focuses students to learn by doing and not by rote memorization.

The course enables and reinforces what students can accomplish using Chinese (e.g. can-do's) and continually stretches their abilities through additional activities, vocabulary, and increasingly complex language use. The dramatic series establishes a reference point for each unit, and provides ample opportunities to develop listening and speaking skills while introducing authentic Chinese culture. Relevant grammatical points and topics are then introduced and developed in context so students can accomplish their tasks and learning objectives. The focus of each unit then shifts to reading and writing to develop students' full range of communication abilities. This

communicative approach to language instruction is supported across integrated textbooks, workbooks, and other audio-visual and web media.

**FL202: HS Chinese Level 2****Grade Level:** 9-12**Length:** 1 year**Prerequisites:** FL201 or equivalent**Curriculum Resources:** *Road to Success* (Elementary book 1)**Assessments:** Vocabulary quizzes, journals, worksheets, projects, unit tests, final exams

The purpose of this course is fulfilled through the comprehensive training of writing, reading, listening, and speaking. Students will be able to interpret and respond to oral and written Chinese. The course emphasizes the communication function and the language structure. The content relates to everyday experiences which allow students to engage Chinese culture and society. Students will gain preliminary knowledge of learning, communicative, resource, and interdisciplinary strategies they will use in guided situations.

**FL301: HS Chinese Level 3****Grade Level:** 9-12**Length:** 1 year**Prerequisites:** FL202 or equivalent**Curriculum Resources:** *Road to Success* (Elementary book 2); *Road to Success* (Upper Elementary book 1)**Assessments:** Vocabulary quizzes, journals, worksheets, oral recitations, projects, unit tests, final exams

The purpose of this course is to refine and further develop students' capabilities in Chinese oral and formal written communication. It aims to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills within a cultural frame of reference, reflective of the richness of Chinese language and culture. This course is specifically designed for upper-intermediate to rising-advanced level students, i.e., students with 250-300 college Chinese contact hours (approximately four semesters of college Chinese courses) and who have acquired approximately 1000-1200 words. It is also suitable for native Chinese speakers who are fluent in Mandarin and have completed basic literacy training, as well as learners who wish to achieve advanced proficiency in a short time.

**FL401: AP® Chinese Language and Culture****Grade Level:** 9-12**Length:** 1 year**Prerequisites:** FL301 or equivalent and teacher recommendation**Curriculum Resources:** *Jia You!: Chinese for the Global Community***Assessments:** Vocabulary quizzes, journals, worksheets, oral recitations, projects, unit tests, PowerPoint presentations, essays, final exams

The purpose of this course is to provide students with training for the AP® Chinese exam. Students will refine and develop their capabilities in Chinese oral and formal written communication. The class aims to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills within a cultural frame of reference, reflective of the richness of Chinese language and culture. This class may receive university credit with an AP® test score of a 4 or 5.

**FL403: Advanced Chinese: Modern Chinese Literature, History, and Culture****Grade Level:** 9-12**Length:** 1 year (offered every other year)**Prerequisites:** Completion of AP® (Score of 3+) or equivalent**Curriculum Resources:** *Common Knowledge about Chinese History; Cultural Interpretations of China*

**Assessments:** Essays, projects, posters and presentations, historical background quizzes, table discussions, chapter tests, chapter questions, semester exams

This course explores the historical transformations that have led to the development of modern China. In this highly-advanced course, students will examine historical facts, politics, economy, culture, art, science, religion, philosophy, and societal life during different eras in China.

# ***English Language Arts Courses***

## **EN201: Composition and Communication**

**Grade Level:** 9

**Length:** 1 year

**Prerequisites:** None

**Curriculum Resources:** *The Little, Brown Handbook*, Pearson

**Assessments:** Quizzes, journals, essay drafts, critiques, projects, semester exams, essays, and speeches

The purpose of this course is to provide an overview of basic composition and communication skills. Through a student-centered approach to the study of English, students will gain practical reading, writing, listening, and speaking skills. The main text is organized to target the grammar, mechanics, and style in communication. Students will develop skills in research and academic writing across multiple disciplines, as well as hone oral communication and presentation skills.

## **EN202: World Literature**

**Grade Level:** 10

**Length:** 1 year

**Prerequisites:** None

**Curriculum Resources:** *Norton Anthology of World Literature*

**Assessments:** Quizzes, literary critiques, essays, journals, and projects, semester exams, research papers

The purpose of this course is to consider large world questions answered through the eyes of multicultural writers. Students will gain practical reading, writing, listening, and speaking skills. Students will study and analyze works of literature and will use the “masters” as models for their own writing.

## **EN302: British Literature**

**Grade Level:** 11-12

**Length:** 1 year (offered every other year)

**Prerequisites:** EN201, EN202, or equivalent

**Curriculum Resources:** *The Norton Anthology of English Literature*

**Assessments:** Quizzes, literary critiques, essays, journals, projects, semester exams, and research papers

The purpose of this course is to actively involve students in learning through literary analysis and writing. The course will guide students through a chronological survey of the history of British literature. Students will gain practical reading, writing, listening, and speaking skills. The main text is organized by time and literary periods. Students will study and analyze works of literature and will use the “masters” as models for their own writing.

## **EN301: American Literature**

**Grade Level:** 11-12

**Length:** 1 year (offered every other year)

**Prerequisites:** EN201, EN202, or equivalent

**Curriculum Resources:** *The Language of Literature: American Literature*, McDougal/Littell

**Assessments:** Literary critiques, research projects and papers, quizzes, exams, and a final portfolio presentation

The purpose of this course is to actively involve students in learning through literary analysis and writing. Through a student-centered approach to the study of English, students will gain practical reading, writing, listening, and speaking skills. The main text is organized around literary periods. Students will study and analyze

works of literature to learn about American history, thought processes, and cultural ideas. They will use the “masters” as models for their own writing.



## **EN402: AP® English Literature and Composition**

**Grade Level:** 11-12

**Length:** 1 year (offered every other year)

**Prerequisites:** C in previous English class and teacher recommendation

**Curriculum Resources:** Perrine's Literature: Structure, Sound, and Sense , 12th AP Ed.

**Assessments:** Analytical and evaluative papers, research projects, AP-style tests, weekly essays, and a creative writing portfolio

This course is designed to enhance students' ability to comprehend, analyze, interpret, and evaluate complex literature across various genres and historical and cultural contexts. The course also aims to improve students' proficiency in composing analytical, evaluative, and interpretive essays discussing this literature. Students will be challenged to read actively, to think critically, and to write logically and effectively.

Students will develop strategies for active, critical reading of a wide variety of complex texts. In writing, they will learn to incorporate close observation of textual details in interpretation of an author's use of figurative language, imagery, symbolism, and tone. They will analyze literary works for structural, stylistic, and thematic significance, as well as artistry and quality and to interpret a work's social, cultural, and historical values. In addition, students will be challenged to cultivate a rich, extensive vocabulary and develop appropriate diction and effective word choice in writing and develop effective rhetorical skills, demonstrating sophisticated, varied sentence structure, logical organization, a balance of generalization and illustrative detail, and use of appropriate tone and voice.

## **EN401: AP® English Language and Composition**

**Grade Level:** 11-12

**Length:** 1 year (offered every other year)

**Prerequisites:** Composition and Communication, World Literature, British/American Literature and Teacher Recommendation

**Curriculum Resources:** *Perrine's Literature: Structure, Sound, and Sense*, AP Ed.

**Assessments:** Quizzes, Journals, Reflective Writings, Rhetorical Precis

An AP® course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Through the course, students will be required to write in several forms, from narratives to argumentative essays about a variety of subjects. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

# ***English Language Acquisition Courses***

## **ELA201: High School Language Development**

**Grade level:** 9-12

**Length:** 1 semester to 1 year (offered as needed)

**Prerequisites:** WYIS ESOL Level Assessment and Placement testing

**Curriculum Resources:** Cunningham, Sarah, Peter Moor, and Jonathon Bygrave. *Cutting edge: advanced. New ed.* Harlow, Eng., Pearson Education, 2013

**Assessments:** Vocabulary and grammar quizzes, paragraph and essay writing, quarter projects, tests and, semester exams

The purpose of this course is to enable students to be successful in mainstream secondary education. Students will be expected to apply class skills to their secondary core classes. Teachers in these classes work with the ESOL

coordinator and students to provide accommodations for enhancing students' acquisition of academic language proficiency in the subject areas.

## ***Mathematics Courses***

### **MA200: Algebra 1**

**Grade Level:** 9

**Length:** 1 year

**Prerequisites:** MA102

**Curriculum Resources:** *Algebra 1 Vol. 1 & 2*, HMH; *IXL online*

**Assessments:** Chapter tests, spring and fall finals, chapter quizzes, assignments, class participation

The purpose of this course is to explain families of functions, with special emphasis on linear and quadratic functions. As students learn about each family of functions, they will learn to represent them as verbal descriptions, equations, tables, and graphs. They will also learn to model real-world situations using functions in order to solve problems arising from those situations.

### **MA201: Geometry**

**Grade Level:** 9-10

**Length:** 1 year

**Prerequisites:** MA103

**Curriculum Resources:** *Geometry Vol. 1 & 2*, HMH; *IXL online*

**Assessments:** Quizzes, activities, homework assignments, semester exams

Geometry implements the shift from geometry as a course in proof to geometry as a representation of the world around us. The study of geometry also encompasses its close relationship with algebra by using coordinates and algebraic means to verify the synthetic representations. In each chapter, students use algebraic tools to verify properties of figures presented on a coordinate plane.

### **MA202: Algebra 2**

**Grade Level:** 10-11

**Length:** 1 year

**Prerequisites:** MA103 or MA200

**Curriculum Resources:** *Algebra 2 Vol. 1 & 2*, HMH; *IXL online*

**Assessments:** Quizzes, activities, homework assignments, semester exams

This course is organized around families of functions, including linear, quadratic, exponential, logarithmic, radical, and rational functions. As students study each family of functions, students will learn to represent them in multiple ways – as verbal descriptions, equations, tables, and graphs. Students will also learn to model real-world situations using functions in order to solve problems arising from those situations.

### **MA301: Pre-Calculus**

**Grade Level:** 10-12

**Length:** 1 year (offered every year)

**Prerequisites:** C or higher in MA202

**Curriculum Resources:** *Pre-Calculus*, Houghton-Mifflin; *IXL online*

**Assessments:** Quizzes, activities, homework assignments, semester exams

This course is primarily designed to prepare students for AP<sup>®</sup> Calculus. Pre-Calculus combines students' prior knowledge of Algebra 1 and 2 along with Geometry to set the platform for Calculus. Students are required to have a graphing calculator (TI-84 or higher is recommended). Higher-level trigonometry is also integrated throughout the course. At the end of this course, students will be prepared to take AP<sup>®</sup> Calculus. Students will also be able to model many different types of functions.



**MA402: AP® Statistics****Grade Level:** 11 or 12**Length:** 1 year (offered on a need basis)**Prerequisites:** B or higher in MA202 and teacher recommendation**Curriculum Resources:** Introduction to Statistics and Data Analysis , Thomson Brook and Cole**Assessments:** Daily practice work, quizzes, group projects, tests, and practice AP exams

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. In this college level course, students are exposed to four broad conceptual themes: Exploring Data: describing patterns and departures from patterns; Sampling and Experimentation: planning and conducting a study; Anticipating Patterns: exploring random phenomena using probability and simulation; and Statistical Inference: estimating population parameters and testing hypotheses.

**MA401: AP® Calculus AB****Grade Level:** 11-12**Length:** 1 year (offered every other year)**Prerequisites:** B or higher in MA202 and teacher recommendation**Curriculum Resources:** Larson, Ron and Bruce H. Edwards. *Calculus: Early Transcendental Functions*. AP Edition. 6th ed. Boston: Brooks/Cole, 2015, Graphical Calculator**Assessments:** Quizzes, activities, homework assignments, semester exams, and practice AP® exams

The AP® Calculus AB Curriculum Framework specifies the curriculum – what students must know, be able to do, and understand. Calculus AB is structured around three big ideas: limits, derivatives, and integrals and the Fundamental Theorem of Calculus. The concept of limits is foundational and the understanding of this fundamental tool leads to the development of more advanced tools and concepts that prepare students to grasp the Fundamental Theorem of Calculus, a central idea of AP® Calculus.

## ***Physical Education and Health Courses***

**PE201: Health and Wellness 1****Grade Level:** 9-12**Length:** 1 year (Physical Education: 75% time, Health: 25% time) (offered every year)**Prerequisites:** None**Curriculum Resources:** SPARK *High School PE*; additional PE and health resources**Assessments:** Participation, homework tasks, quizzes, projects, final exam

The purpose of this course is to partner with Health and Wellness 2 to teach students the necessary physical skills, knowledge and personal-social attributes needed to maintain a healthy and active lifestyle. Times of skill development are used to make students more successful at a variety of physical activities. Activities include volleyball, team handball, flag rugby, jogging, badminton, weight training, and fitness activities. These skills are intended to help students discover activities they wish to pursue after high school. The course also includes one health day every week, which is intended to give students the necessary skills to make healthy choices. These health days will include lecture, discussion, laboratory, and investigative settings. Topics include fitness, sports participation, methods of training, spiritual health, health and skill-related fitness, tobacco, drugs, alcohol, skeletal and muscular system, and sports injuries/first aid. Students will also undertake a personal exercise program during the 2<sup>nd</sup> quarter, which requires researching, planning, and undertaking a program to improve an aspect of either their physical or skill-related fitness.

## **PE202: Health and Wellness 2**

**Grade Level:** 9-12

**Length:** 1 year (Physical Education: 75% time, Health: 25% time) (offered every year)

**Prerequisites:** None

**Curriculum Resources:** SPARK *High School PE*; additional PE and health resources

**Assessments:** Participation, homework tasks, quizzes, projects, final exam

The purpose of this course is to partner with Health and Wellness 1 to teach students the necessary physical skills, knowledge, and personal-social attributes needed to maintain a healthy and active lifestyle. Times of skill development are used to make students more successful at a variety of physical activities. Activities include volleyball, badminton, Ultimate Frisbee, soccer, weight training, fitness activities, football, and flag rugby. These skills are intended to help students discover activities they wish to pursue after high school. The course also includes one health day every week, which is intended to give students the necessary skills to make healthy choices. These health days will include lecture, discussion, laboratory, and investigative settings. Topics include wellness, fitness, cardiovascular system, respiratory system, nutrition, weight management, sexual health, psychological health, environmental health, spiritual health, infectious diseases, and cancer.

## ***Philosophy and Ethics Courses***

### **PHI 101: Introduction to Philosophy**

**Grade Level:** 9th and 10th

**Length:** 1 year

**Prerequisites:** None

**Curriculum Resources:** *The Philosophy Book: Big Ideas Simply Explained*

**Assessments:** Projects, verse quizzes, class discussions, semester exam

Students will develop an understanding of basic philosophical methods and ideas, including their origins and relevance. They will solve philosophical problems and explore the philosophy expressed in ancient wisdom literature.

### **PHI 203: Service and Leadership**

**Grade Level:** 11th

**Length:** 1 semester

**Prerequisites:** None

**Curriculum Resources:** *Standing with the Vulnerable, Do Hard Things*

**Assessments:** Projects (especially service projects), verse quizzes, class discussions, semester exam

Service & Leadership is a one-semester Philosophy elective course for upper level high school students operating on two parallel tracks. The first engages students with relevant materials that will inform and challenge their worldviews. The second requires students to participate in practical service projects at multiple levels to gain insight into service and leadership.

### **PHI 201: Applied Ethics**

**Grade Level:** 11th

**Length:** 1 semester

**Prerequisites:** None

**Curriculum Resources:** Online resources and library books and articles

**Assessments:** Projects (especially service projects), verse quizzes, class discussions, semester exam

Service & Leadership is a one-semester Philosophy elective course for upper level high school students operating on two parallel tracks. The first engages students with relevant materials that will inform and challenge their worldviews. The second requires students to participate in practical service projects at multiple levels to gain insight into service and leadership.

## **PHI 401: Worldview Survey and Development**

**Grade Level:** 12th

**Length:** 1 year

**Prerequisites:** None

**Curriculum Resources:** *Understanding the Times*, online resources

**Assessments:** Projects, verse quizzes, class discussions, semester exam

Students will analyze major worldviews and religions using a critical and comprehensive approach. The goal is to seek truth and evaluate for internal logical consistency. Ultimately, students will fully explore their own personal worldview, articulate it clearly, and defend it before an audience.

## ***Science Courses***

### **SCI201: Biology**

**Grade Level:** 9-10

**Length:** 1 year

**Prerequisites:** None

**Curriculum Resources:** Openstax Concepts of Biology, *Explore Evolution: The Arguments For and Against Neo-Darwinism* by Stephen C. Meyer, et al.

**Assessments:** Quizzes, projects, lab journal, essays, science fair project, end-of-unit exams, semester exams

The purpose of this course is to engage student interest in the most important concepts of biology. This course begins on the molecular level, moving up the chain of biological complexity all the way to the ecosystem level of biological interactions. Special attention is given to building a foundation for understanding current issues and research. Students will have the opportunity to think, integrate, and apply biological principles into their daily lives as they become aware of the biological aspects of their surroundings. Throughout the course, students will apply critical thinking skills and develop their problem-solving strategies. A student who completes the course in Biology should have a foundational knowledge for either further studies in the field at the college level or broad application of concepts to other fields of inquiry.

### **SCI301: Chemistry**

**Grade Level:** 10-12

**Length:** 1 year

**Prerequisites:** MA103 or MA200

**Curriculum Resources:** Pearson Chemistry (Prentice Hall Publishers, 2017)

**Assessments:** Quizzes, projects, lab journal, essays, end-of-unit exams, semester exams

The purpose of this course is to study the chemical nature of matter, including its composition, structure, properties, and changes. Designed as a year-long course for college-bound students, the course focuses on a wide range of chemistry topics, including atomic theory, electron configurations, the periodic table, different types of chemical reactions, states of matter, gases, and solutions. In addition to gaining a solid conceptual understanding of chemistry, students will be challenged to apply their chemistry knowledge to solve problems. This course relies heavily on laboratory-based learning experiences, as well as individual and team problem-solving exercises.

### **SCI302: Physics**

**Grade Level:** 10-12

**Length:** 1 year

**Prerequisites:** MA103 or MA200



**Curriculum Resources:** *Conceptual Physics*, Paul Hewitt

**Assessments:** Quizzes, tests, projects, lab journal, end-of-unit exams, semester exams

The purpose of this course is to study the physical properties of matter and energy, including kinematics, forces, rotational motion, fluids, heat, electricity, light, and sound. This course relies heavily on laboratory-based learning experiences, as well as individual and team problem solving exercises. Significant emphasis is placed on communicating results clearly and effectively. This course uses a variety of instructional methods to provide students with a solid conceptual foundation in Physics. Additionally, students will complete a large number of practice problems to gain skills in technical problem solving.

**SCI402: AP® Biology****Grade Level:** 11- 12**Course Length:** 1 year (offered every other year)**Prerequisites:** SCI201 (with a grade B or higher) and teacher recommendation**Curriculum Resources:** Biology: A Global Approach by Campbell et.al (Pearson, 2017, 11<sup>th</sup> edition)**Assessments:** Chapter quizzes, Unit exams, Labs, Lab journals, Daily homework

AP Biology is the equivalent of a one-year college or university course in biology, taught within the parameters of high school. Students explore the question, *How do we know what we know?* by investigating eight topic areas: the role of chemistry in biology, cell biology, genetic basis of life, evolution, biodiversity, Plants: the structure and function, Animals: structure and function, and the ecology of life. Integrated into the eight topic areas are big ideas, enduring understandings, and learning objectives from the *AP Biology Curriculum Framework* that merge concepts with science practices at the molecular, cellular, organism, population, and ecosystem levels. Laboratory work is heavily integrated throughout the course and students are required to maintain a lab portfolio. This is a rigorous, university level biology course and will require the highest commitment from participants

**SCI401: AP® Chemistry****Grade Level:** 11-12**Course Length:** 1 year (offered every other year)**Prerequisites:** SCI301 (with a grade of B or higher) and teacher recommendation**Curriculum Resources:** Chemistry: The Central Science , 10th Ed., Brown, Lemay, and Bursten**Assessments:** Quizzes and tests, lab reports

AP Chemistry is a university-level chemistry course. For most students, this course enables them to undertake, as a college freshman, second-year work in the chemistry sequence at their institution. This course is structured around the six big ideas of Chemistry: Structure of Matter, Properties of Matter, Chemical Reactions, Rates of Chemical Reactions, Thermodynamics, and Equilibrium. This course adheres to the curricular requirements of Advanced Placement Chemistry put forth by the College Board, and as such moves at an extremely rapid pace. AP Chemistry relies heavily on laboratory-based learning experiences with a combination of directed and guided-inquiry methods. Students are required to maintain a laboratory portfolio. AP Chemistry is a rigorous course that will require the highest commitment from participants.

**SCI403: AP® Physics 2****Grade Level:** 11-12**Length:** 1 year (offered every other year)**Prerequisites:** SCI301 (with a grade of B or higher) and teacher recommendation**Curriculum Resources:** *College Physics: A Strategic Approach* by Knight, Jones, & Field (Pearson, 2015, 3<sup>rd</sup> Edition)**Assessments:** Chapter quizzes, unit exams (always cumulative), lab journal, semester exams

AP Physics 2 is an algebra-based course in physics, designed for students taking their second year of high school Physics. This course is taught over one full academic year, and is equivalent to the second semester of college physics taken by most non-engineering students. In this course, students develop rigorous problem-solving skills in a wide range of areas, including: thermodynamics, fluid statics and dynamics, electrostatics, electric circuits, magnetism, optics, quantum physics, and nuclear physics. Laboratory work is heavily integrated throughout the course and students are required to maintain a lab portfolio. This is a rigorous, university level physics course and will require the highest commitment from participants.



## ***Senior Courses***

### **SEC301: Senior Seminar**

**Grade Level:** 12

**Length:** 1 year

**Prerequisites:** None, required course for seniors

**Curriculum Resources:** Modular units

**Assessments:** Journal entries, quick-writes, quizzes, impromptu discussions, debates, the examination of peer works, essays, service project analyses, public speeches, mock interviews, digital media products

Senior Seminar challenges students to understand and develop personal responsibility and to enter adulthood as people who think critically, make principled decisions, and effectively influence the communities where they live.

The College and Career units help students research and match their interests with universities, write personal statements, submit applications and financial aid forms, apply for scholarships, explore careers and other post-secondary options, and consider internships. In Life Skills units, students develop competency in communication, personal finance, safety, public speaking, job search, interviewing, and self-care. They also learn about the legal obligations and civic responsibilities of adulthood. Service Learning units help students take ownership of their civic responsibilities by analyzing current events and participating in hands-on opportunities to serve their local and worldwide communities.

## ***Social Studies Courses***

### **SS201: World History I**

**Grade Level:** 9

**Length:** 1 year (2 semesters)

**Prerequisites:** Successful completion of Middle School Social Studies

**Curriculum Resources:** *World History* (Pearson, 2016); *Pearson Realize*® e-textbook; various primary and secondary sources.

**Assessments:** Most assignments are written and occur through a variety of assessments, including homework, quizzes, tests, essays, projects, and activities. Students will explore a variety of primary sources, such as foundational governmental documents, visual arts, and architecture to further their understanding of history and to apply core course skills.

Where do our political ideas come from? How did religions develop? What role does economics play in our day-to-day life? What does culture tell me about a society? These are just a few of the core questions students will explore in World History I. World History I is a year-long course which provides an overview of early history, spanning from pre-historic times to the Middle Ages. The course will first focus on the rise of the first civilizations and carry on into the formation of major ancient societies and their governments. Students will compare and contrast patterns recurring across time and places, analyze government structure and efficacy, and discuss the role of cultural elements, including religion, gender roles, education, and values, in the creation of a society. Major skills focuses include analysis, evaluation, evidenced-based reasoning, academic research, and academic writing. The ultimate goal of this course is to apply these skills to understand the historical foundations of our modern political, social, cultural, and economic systems.

## **SS204: World History II**

**Grade Level:** 10

**Course Length:** 1 year (2 semesters)

**Prerequisites:** World History I (Grade 9)

**Curriculum Resources:** *World History* (Pearson, 2016) textbook and corresponding *PearsonRealize* e-textbook; various primary and secondary sources

**Assessments:** Most assignments are written and occur through a variety of assessments, including homework, quizzes, tests, essays, projects, and activities. Students will explore a variety of primary sources, such as foundational governmental documents, visual arts, literature, drama, music, and architecture to further their understanding of history and to apply core course skills.

Why study history? How does the past influence my life today? How can I use history to make good decisions for myself and my community? These are major questions that are embedded in World History II. 10<sup>th</sup> grade students will hone their analytical, evaluative, and overall reading and writing skills as we take an in-depth look at major civilizations, eras, and movements in modern history (approximately 1450 ACE-present times). Major units include Islamic Empires, Renaissance Europe, African Civilizations, Exploration and Colonization, Absolutism and Revolution, the Industrial Revolution, World War I and World War II. Specific attention will be given to the role of religion in politics, the causes and effects of revolution, ideological change, social revolutions, and international relations in their struggle for balance of power. Major skills focuses include analysis, evaluation, evidenced-based reasoning, academic research, and academic writing. Our ultimate objective is to apply these skills to the course's historical content to understand the connection and relevance of history with our lives today.

## **SS301: Economics**

**Grade Level:** 11-12

**Course Length:** 1 Semester (offered during Semester 1 every year)

**Prerequisites:** Completion of World History I and World History II is recommended

**Curriculum Resources:** *Economics* (Pearson, 2016) textbook; various readings and news articles

**Assessments:** Reading analysis and concepts questions, quizzes, chapter tests, semester exams

This introductory course will focus on the foundational elements of economics, including supply and demand, market types, market influences, and advertising strategies. Through the utilization of current events and real-world scenarios, students will practice applying this skills to understand global economics as well as personal finance.

**\*Note:** – this course will NOT adequately prepare students for the AP® Microeconomics or AP® Macroeconomics exams.

## **SS302: Systems of Government**

**Grade Level:** 11-12

**Course Length:** 1 Semester (offered during Semester 2 every year)

**Prerequisites:** World History I and World History II are recommended

**Curriculum Resources:** *Essentials of Comparative Politics, 2<sup>nd</sup> ed.* (Patrick O'Neil); various primary and secondary sources; regular news articles relating to current events

**Assessments:** Most assignments are written and occur through a variety of assessments, including homework,

Systems of Government allows students to study the various components of government, including selection of leaders, policy-making processes, and the creation of national identity and political culture. Students will study the impact of these various components in different governmental systems and regime types. This course is especially helpful to students considering taking AP® Comparative Government in the future.

**\*Note** - this course will NOT adequately prepare students for the AP® Comparative Government and Politics exam.

**SS402: AP® World History****Grade Level:** 11-12**Length:** 1 year**Prerequisites:** World History I and World History II, and teacher recommendation**Curriculum Resources:** *Ways of the World: A Brief Global History*, Bedford/St. Martin's; *Sources of World Societies, Volumes 1 & 2*, Bedford/St. Martin's**Assessments:** Concepts quizzes, discussion board, essays, class presentations, semester exams

The AP® World History course is a rigorous college-level survey course investigating the ideas, controversies, and developments in world history from the dawn of time to the present age. The course is structured around the investigation of five themes, woven into 19 key concepts covering six distinct chronological periods. This course will give students an opportunity to expand and sharpen their historical thinking skills by offering training in historical argumentation, use of historical evidence, historical causation, analysis of continuity and change over time, periodization, comparison, contextualization, interpretation, and synthesis of historical data. AP® World History is an excellent academic opportunity for students who enjoy history and who want to challenge themselves academically.

## ***Technology Courses***

**EC201: HS Robotics****Grade Level:** Grades 9-12**Course Length:** 1 year**Prerequisites:** Computer Science Principles**Curriculum Resources:** Autodesk VEX Robotics Curriculum, AutoDesk TinkerCAD Resources, Auto Desk Inventor**Assessments:** Projects, Presentation, Quiz, Test, Discussion Boards

This course is a 1-year program which is divided into two parts: the VEX Robotics Curriculum (twelve primary units) and Special Project using Arduino/Raspberry Pi platforms to create prototype projects. In a flexible format, students learn about engineering and engineering problem solving. They will be given introductions to the VEX Robotics Design System and Autodesk® Inventor® while learning key STEM principles through a process that captures the excitement and engagement of robotics competition. The curriculum is heavily focused on mechatronic principles; as such, programming is NOT required. However this course is structured in such a way that teachers and students who want to include a more Computer Science heavy layer with the course can do so.

**EC401: AP® Computer Science A****Grade Level:** 10 - 12**Course Length:** 1 year**Prerequisites:** MA103 (Please note AP® Computer Science Principles is not a pre-requisite for this course)**Assessments:** Chapter quizzes, unit exams, lab works, projects

The purpose of this course is to engage student interest in designing and implementing computer programs that solve problems relevant to today's society, including art, media and engineering. The course relies heavily on laboratory-based learning experiences and team problem solving exercises. The course introduces students to fundamental topics that include problem solving, design strategies and methodologies, data structures, algorithms, object-orientation, abstraction and encapsulation. These concepts are introduced through the Java programming language, one of the most popular programming languages used in the software industry.