

# **Secondary Course Catalog**

**2016-2017**



**BUILDING A SOLID FOUNDATION**

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## INTRODUCTION

Wuhan Yangtze International School (WYIS) educates the whole child socially, spiritually, intellectually, physically, and emotionally to become a dynamic individual of truth and excellence who positively contributes to society. WYIS is officially accredited by the North Central Association Commission of Accreditation and School Improvement (NCA-CASI), a division of AdvancED.

WYIS is a member of the International Schools Consortium (ISC) – an organization that, for over 25 years, has offered academically-excellent programs to meet the intellectual, physical, and emotional needs of students. ISC serves more than 1,400 students, most of whom are the children of foreign nationals and expatriates working for companies in China. Our schools offer an American curriculum and a college preparatory system of instruction.

Because ISC is a multi-school organization, students and teachers are able to participate in system-wide programs in which they can interact with others outside their immediate school context. Some of the extra-curricular programming offered by ISC include volleyball, basketball, and soccer tournaments; choral festival; regional science fair; Model United Nations (MUN); leadership retreat; and a senior departure seminar. Teachers participate in an annual development conference to share best professional practices with colleagues from across China. The opportunity to be a part of this larger, inter-connected community is just one of the many ways in which the WYIS experience is unique.

This course catalog is designed to provide an overview of the secondary courses offered at WYIS. 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, Religious Studies & Ethics, Art, Music, and Physical Education. (Middle school students taking high school courses will not receive high school credit for these courses.) The high school program begins in ninth grade (ages 14-15) and is administered according to a semester credit system. To graduate, 24 high school credits are required. 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.

## Placement Procedures

Admission to Wuhan Yangtze International School is open to expatriate Wuhan residents regardless of religious beliefs, nationality, race, or ethnicity.

WYIS requires adequacy in the English language and/or agreement to the Language Acquisition Policy for admission. A necessary basic level of educational aptitude and skills is determined by an entrance examination and oral interview.

WYIS adheres to the following enrollment priority policy:

1. Children of LDi staff and associates
2. Brothers and sisters of students already attending WYIS
3. Children who speak English fluently
4. Children who do not speak English fluently

In addition to the above policies, at least one parent or guardian must have full-time residency in Wuhan or a nearby community. If a student is under the supervision of a guardian, the school must be provided with complete parent contact information.

If a student has successfully passed all admissions requirements but there is no space available, he/she may be placed on a waiting list. Students will be added to this list according to the enrollment criteria. This waiting list is dissolved at the end of the school year and parents need to re-apply if they wish to be considered for enrollment for the following school year. WYIS encourages parents to look for other educational options while their child is on the waiting list.

## Special Education

WYIS supports an integrated education model in which general educators and special education staff work together to educate a wide range of student learners and address a variety of students' diverse educational needs. Teachers are encouraged to incorporate the principles of differentiation into their planning, instruction, and assessment. The school embraces a philosophy of inclusion, which provides individualized programs to students with disabilities in the least restrictive environment possible with appropriate supports. Special education staff members provide direct services to students within the general education classroom whenever possible to meet student learning needs. WYIS works to ensure a quality education for every student. In some cases, the school may not be able to meet the needs of certain students with severe learning disabilities. In these cases, the school will work with families to find the best plan for student development.

## 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 outlook. The APID challenges a student to display exceptional achievement on AP exams across multiple disciplines. Universities worldwide give 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 (some on a rotating basis):

- Calculus AB
- Statistics
- Chemistry
- Physics 2
- Comparative Government and Politics
- World History
- Chinese Language and Culture
- English Language and Composition
- English Literature and Composition
- Studio Art

## Graduation Credit Requirements

Subject	Credits Required for Graduation ††
English	4
Social Studies	3
Science	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

† MA103 will only count for high school credit if taken in high school

†† 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 accepted into WYIS will be placed into an appropriate ESOL level including:

- **Level 1** (2 hours of ESOL/day provided)
- **Level 2** (1 hour of ESOL/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 class work. 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 credits still required for Science graduation requirements). An ESOL student who enters in high school may not be able to complete the requirements for a high school diploma in four years without additional summer school or online courses.

High School Language Acquisition Courses*	Credits
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
*Courses required for English for Speakers of Other Languages (ESOL) students. Students may test out of these requirements.	

# Middle School Course Descriptions

## Art Courses: Performing Arts

### **MU101: Introduction to Music Theory 1**

**Curriculum:** Various music pieces; musical DVDs; music files

**Grade Level:** 6-8

**Length:** 1 semester (offered semester 1)

**Prerequisites:** None

**Assessments:** Final exam

The purpose of this course is to provide an overview of basic music theory and general knowledge about music, from classic to contemporary music. Music Theory includes reading, listening, and writing music. Throughout the course, students will learn about musical history and musicians. The students will practice singing by reading notes, learning about basic musical techniques, and presentation skills. Students will focus on the general and interesting aspects of the music field.

### **MU102: Introduction to Music Theory 2**

**Curriculum:** Various music pieces; musical DVDs; music files

**Grade Level:** 6-8

**Length:** 1 semester (offered semester 2)

**Prerequisites:** None (Intro to Music Theory would be helpful)

**Assessments:** Final exam; tests in music theory, history, rhythm, tonality, and vocal performance

The purpose of this course is to provide an overview of basic music theory and general knowledge about music, from classic to contemporary music. Music Theory 2 includes reading, listening, writing music, and vocal performance. Throughout the course, students will learn about musical history and musicians. The students will practice singing by reading notes, learning about basic musical techniques, and presentation skills. Students will focus on the general and interesting aspects of the music field.

### **MU103: Introduction to Theater and the Performing Arts**

**Curriculum:** Various theater and performing arts resources

**Grade Level:** 6-8

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

**Prerequisites:** None

The purpose of this course is to teach students how to create an imagined world about human beings. They will see this created world through the eyes of the playwright, actor, designer, and director. Students will also understand artistic choices and how to critique dramatic works. Students will also be introduced to plays that reach beyond their communities to national, international, and historically-represented themes.

## Art Courses: Visual Arts

### **ART101: Drawing and 2D Design**

**Curriculum:** *The Usborne Introduction to Art*; *Drawing on the Right Side of the Brain*; internet art sites

**Grade Level:** 6-7

**Length:** 1 semester

**Prerequisites:** None

**Assessments:** Projects, group critiques, sketchbook checks, quizzes, exam

This course provides an introduction to two-dimensional design and drawing skills through the creation of art and the study of art history. Students will be instructed in 2D design vocabulary, media, and processes. Color theory and color application are also explored. This course will give students an understanding of the basic elements of design and aesthetics. After studying the elements and principles of art, students will create a project (seven or eight in the semester) to reinforce their learning. Students will also learn and practice drawing skills to develop their observation skills and refine their technique and hand-eye coordination when creating artwork. Students will be asked to maintain a sketchbook on a weekly basis.

### **ART102: Media Exploration**

**Curriculum:** *The Usborne Introduction to Art*; internet art sites

**Grade Level:** 7-8

**Length:** 1 semester

**Prerequisites:** ART101: Drawing and 2D Design

**Assessments:** Projects, group critiques, sketchbook checks, quizzes, exam

In this course, students review two-dimensional design, build on the drawing skills they previously learned, and transfer these skills to new media techniques. Students will review the elements and principles of art and continue to learn about art history, creating seven or eight pieces. Students will learn new skills in painting, collage, printmaking, and ceramics. Students will be asked to maintain a sketchbook on a weekly basis.

## Chinese Language Courses

### **FL101: MS Chinese Level 1**

**Curriculum:** *Learn Chinese with Me*, Volume 1

**Grade Level:** 6, 7-8

**Length:** 1 year

**Prerequisites:** None

**Assessments:** Role play, vocabulary dictation, make posters or give speeches according to assigned topics, unit tests, final exams

The purpose of this course is for Chinese Level 1 students to begin learning Chinese as a second language. Through the year of study, students will begin oral communication in basic topics like family, weather, and jobs. Students will begin to recognize high-frequency characters and learn simple writing.

**FL102: MS Chinese Level 2****Curriculum:** *Learn Chinese with Me*, Volume 2**Grade Level:** 6, 7-8**Length:** 1 year**Prerequisites:** FL101 or equivalent**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****Curriculum:** *Learn Chinese with Me*, Book 3**Grade Level:** 6, 7-8**Length:** 1 year**Prerequisites:** FL102 or equivalent**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 proficiency. 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****Curriculum:** New Concept Chinese books 14, 15, 16**Grade Level:** 6, 7-8**Length:** 1 year**Prerequisites:** FL103 or equivalent**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****Curriculum:** G6 Yu Wen Volume 1 & 2, G7 Yu Wen Volume 1 & 2**Grade Level:** 6, 7-8**Length:** 1 year**Prerequisites:** Native Chinese speakers**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**

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

**Grade Level:** 6

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

**Prerequisites:** None

**Assessments:** Digital and print projects, research work, class presentation, and various writing assignments

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, 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. Students will be required to write comparison, research, persuasive, and fiction essays of 2-3 pages in length.

## **EN102: English 7**

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

**Grade Level:** 7

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

**Prerequisites:** None

**Assessments:** Digital and print projects, class presentation, research work, and various writing assignments

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 be to 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 demonstrated in three or four written papers. These papers will focus on, but are not limited to, a memoir, a research paper, and poetry.

**EN103: English 8****Curriculum:** *The Language of Literature: Grade Eight*, McDougall Littell**Grade Level:** 8**Length:** 1 year (offered every year)**Prerequisites:** None**Assessments:** Digital and print projects, class presentation, research work, various writing assignments, and class discussions

The purpose of this course is 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. The main reading is organized in thematic collections, each including a number of genres. The additional selections add flavor, length, and depth to the topics and issues presented in the main textbook. Throughout the class, students will write a selection of works including a personal narrative, a critical essay analyzing text, and a research project. 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****Curriculum:** *Cutting Edge: Elementary; Cutting Edge: Pre-Intermediate***Grade Level:** 6-7**Length:** 1 semester to 1 year (offered as needed)**Prerequisites:** WYIS ESOL Level Assessment and Placement testing**Assessments:** Vocabulary and grammar quizzes, unit tests, and group/individual projects

The purpose of this course is to prepare students for a rigorous secondary education. This class provides comprehensive language development for reading, writing, and grammar, as well as an academic vocabulary focus. The ESOL coordinator oversees students' language development in core subject classes including science, religious studies, social 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.

**ELA102: Middle School Language Foundations****Curriculum:** *Cutting Edge: Pre-Intermediate; Writing Matters! Introduction to Writing and Grammar***Grade Level:** 8**Length:** 1 semester to 1 year (offered as needed)**Prerequisites:** WYIS ESOL Level Assessment and Placement testing**Assessments:** Vocabulary and grammar quizzes, unit tests, and group/individual projects

The purpose of this course is to prepare students for a rigorous secondary education. 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**

**Curriculum:** *Cutting Edge: Intermediate*; Novel Study; *Writing Matters! Introduction to Writing and Grammar*

**Grade Level:** 6-8

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

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

**Assessments:** Vocabulary and grammar quizzes, unit tests, and group/individual projects

The purpose of this course is to prepare students for a rigorous secondary education. 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.

**\*Note – In some situations, middle school Level 1 students will take Science, Religious Studies & Ethics, and/or English as a Language Acquisition class before proceeding into the mainstream material.**

## Mathematics Courses

**MA101: General Math**

**Curriculum:** *Course 2*, McDougal Littell

**Grade Level:** 6-7

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

**Prerequisites:** None

**Assessments:** Chapter tests, spring and fall exams, quizzes, assignments, participation

The purpose of this course is to provide the foundation for continued study in mathematics throughout middle and high school. The first part of General Math will cover rational numbers, their operations, and their algebraic representations. Students will use various models to understand these concepts. The second half of the class will include topics such as equations and functions, geometry, square roots, and probability. Each lesson includes practice problems. The course is laid out sequentially with each lesson building on the previous, and each chapter contains a basic mathematical focus.

**MA102: Pre-Algebra**

**Curriculum:** *Pre-Algebra*, McDougal Littell

**Grade Level:** 7-8

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

**Prerequisites:** MA101

**Assessments:** Chapter tests, spring and fall exams, quizzes, assignments, participation

The purpose of this course is to provide a strong foundation in algebra while preparing students for future study of geometry, probability, and data analysis. The lessons in the book make difficult math concepts and methods understandable by providing numerous examples. Each lesson has a wide variety of exercises in a step-by-step process to help students understand. Each lesson builds on the previous lesson.

**MA103: Algebra 1****Curriculum:** *Algebra 1*, McDougal Littell**Grade Level:** 7-9**Length:** 1 year (offered every year)**Prerequisites:** MA102**Assessments:** Chapter tests, spring and fall exams, quizzes, assignments, 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.

## Physical Education and Health Courses

**PE101: Physical Education/Health 6****Curriculum:** Christian Schools International Physical Education curriculum; other sources**Grade Level:** 6**Length:** 1 year (Physical Education: 80% time, Health: 20% time) (offered every year)**Prerequisites:** None**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. These health days will include lecture, discussion, laboratory, and investigative settings. Health units include introduction to health, nutrition, the circulatory system, communication skills, healthy choices, and first aid.

**PE102: Physical Education/Health 7****Curriculum:** Christian Schools International Physical Education curriculum; other sources**Grade Level:** 7**Length:** 1 year (Physical Education: 80% time, Health: 20% time) (offered every year)**Prerequisites:** None**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. These health days will include lecture, discussion, laboratory and investigative settings. Topics include fitness, nutrition, the respiratory system, personal health, tobacco, alcohol, sports injuries, and first aid.

**PE103: Physical Education/Health 8****Curriculum:** Christian Schools International Physical Education Curriculum; other sources**Grade Level:** 8**Length:** 1 year (Physical Education: 80% time, Health: 20% time) (offered every year)**Prerequisites:** None**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 *What is health*, time management/goal-setting, communication skills, personal health, nutrition, the digestive system, and first aid.

## Religious Studies and Ethics Courses

**REL101: Israel in the Old Testament****Curriculum:** *The House of Israel 2<sup>nd</sup> Ed.*; class lecture notes**Grade Level:** 6**Length:** 1 year (offered every year)**Prerequisites:** None**Assessments:** Informal assessment: peer assessment (projects, role play, freeze frame, group discussions, Bible verses, graphic organizers); formal assessment: topic tests, presentations

The purpose of this course is to introduce basic Bible principles giving special emphasis to how God's redemptive story begins and carries through the Old Testament, specifically following the nation of Israel. This class will provide an introduction to the Bible and an overview of the Old Testament and how the stories evidence God's faithfulness and provision. With this course as a foundation, students will be better equipped to take full advantage of other Bible courses that follow.

**REL102: Life of Christ and Early Church History**

**Curriculum:** *The Life of Christ & To the Ends of the Earth: An In-Depth Study of the Book of Acts*

**Grade Level:** 7

**Length:** 1 year

**Prerequisites:** None

**Assessments:** Verse quizzes, tests, projects, group projects

The purpose of this course is to look at the life, death, and resurrection of Jesus Christ and the start of the early church. It is divided into two semesters with the first semester focusing on the life of Christ and the second semester studying the book of Acts. In studying the life of Christ, the Gospels (Matthew, Mark, Luke, and John) will be compared so that not only a complete story of the life of Christ can be communicated, but also so that the author's different purposes for writing can be seen. The book of Acts will also be examined to show the growth and expansion of the early church through the spreading of the gospel by Jesus' disciples, particularly Paul and his many missionary journeys. The overarching goal of this course is to show that the promises in the Old Testament are ultimately fulfilled in the New Testament.

**REL103: Introduction to Worldview**

**Curriculum:** *Lightbearers*

**Grade Level:** 8

**Length:** 1 year

**Prerequisites:** None

**Assessments:** Verse quizzes, quizzes, tests, projects, group projects, speaking assessments

The purpose of this course is to help students start thinking critically about ultimate questions in life: *Is there a God? What is real? What are our options for distinguishing right from wrong?* Through Introduction to Worldview, students will start to understand that ideas have consequences and their answers to these questions will have a profound impact on the way they behave and the choices they make.

## Science Courses

### **SCI101: Integrated Science 1**

**Curriculum:** *Integrated iScience, Course 1*, Glencoe 2012 Ed.

**Grade Level:** 6

**Length:** 1 year

**Prerequisites:** None

**Assessments:** Greek and Latin root word quizzes, laboratory investigations, section quizzes, unit tests, in-class projects, one research paper, lab reports, presentations, formative exit tickets, and semester examinations

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**

**Curriculum:** *Integrated iScience, Course 2*, Glencoe 2012 Ed.

**Grade Level:** 7

**Length:** 1 year

**Prerequisites:** SCI101

**Assessments:** Greek and Latin root word quizzes, laboratory investigations, section quizzes, unit tests, in-class projects, one research paper, lab reports, presentations, formative exit tickets, and semester examinations

Course 2 reviews content learned in Course 1 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.

**SCI103: Integrated Science 3****Curriculum:** *Integrated iScience, Course 3*, Glencoe 2012 Ed.**Grade Level:** 8**Length:** 1 year**Prerequisites:** SCI102**Assessments:** Greek and Latin root word quizzes, laboratory investigations, section quizzes, unit tests, in-class projects, one research paper, lab reports, presentations, formative exit tickets, and semester examinations

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****Curriculum:** *Western World*, 2012 Ed., Holt McDougall**Grade Level:** 6**Length:** 1 year**Prerequisites:** None**Assessments:** Chapter & unit tests, digital & print projects, class presentations & discussions

The purpose of this course is to provide a foundation for the study of western geography for the middle school student. Students are introduced to basic geography skills, as well as physical and human characteristics of the western world. Topics include, but are not limited to, culture and climate regions, political regions and borders as well understanding current issues within the Americas, Europe and Russia. The internet, literature sources, and projects are used to develop understanding of physical and cultural geography skills.

**SS102: Eastern World Geography****Curriculum:** *Eastern World*, 2012 Ed., Holt McDougall**Grade Level:** 7**Length:** 1 year**Prerequisites:** None**Assessments:** Discussion participation, personal interest projects, regional quizzes & unit exams

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. The internet, primary sources, news articles, class discussions, and individual projects are used to develop understanding of physical and cultural aspects of the eastern world.

**SS103: United States History****Curriculum:** *United States History*, 2012 Ed., Holt McDougall**Grade Level:** 8**Length:** 1 year**Prerequisites:** None**Assessments:** Discussion preparation and participation, four creative projects based on historical novels, a large group project, periodic quizzes, unit exams, final exam

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. Major themes will include migration, colonization, nation building, expansion, slavery, the industrial revolution, civil war, industrialization, and World Wars. More recent events such as civil rights, the Cold War, and terrorism will also be analyzed from a multifaceted perspective. The internet, primary sources, historical fiction, class discussion, and individual and group projects will be used to develop a frame of reference for the broader themes involved.

# Technology Courses

**EC103: Technology 1**

**Curriculum:** Various technology training resources

**Grade Level:** 6-8

**Length:** 1 semester

**Prerequisites:** None

**Assessments:** Observations, discussions, projects, unit tests, presentations

The purpose of this course is to introduce students to basic technology programs. Students will learn how to effectively utilize programs such as Microsoft Word, Excel, and Power Point. In addition, they will learn to select appropriate internet tools and become a discerning web user. Students will also understand and practice using appropriate e-mail tools. Students will be able to apply this knowledge to projects and assignments in other classes as well.

**EC104: Technology 2**

**Curriculum:** Various technology training resources

**Grade Level:** 6-8

**Length:** 1 Semester

**Prerequisites:** None

**Assessments:** Observations, discussions, projects, unit tests, presentations

Students will learn to practice and appreciate healthy habits and management techniques for their digital lives. Students will learn how to manage their computer use with an appropriate posture and ergonomic techniques as well as management and organization tools.

## Middle School Courses Offered by Grade Level

Subjects	MIDDLE SCHOOL		
	6	7	8
PERFORMING ARTS	MU101/201- Intro. to Music Theory 1/Intro. to Music Theory 2		
	MU102- Introduction to Theater and the Performing Arts		
VISUAL ARTS	ART101- Drawing and 2D Design		
CHINESE LANGUAGE	FL101- MS Chinese Level 1		
	FL102- MS Chinese Level 2		
	FL103- MS Chinese Level 3		
	FL104- MS Chinese Level 4		
	FL105- MS Chinese Level 5		
ENGLISH	EN101- English 6		
		EN102- English 7	
			EN103- English 8
ENGLISH LANGUAGE ACQUISITION	ELA101- MS Language Foundations		
			ELA102- MS Language Foundations
	ELA103- MS Language Development		
MATHEMATICS	MA101- General Math		
		MA102- Pre-Algebra	
			MA103- Algebra I
PHYSICAL EDUCATION & HEALTH	PE101- Physical Education/Health 6		
		PE102- Physical Education/ Health 7	
			PE103- Physical Education/ Health 8

Subjects	MIDDLE SCHOOL		
	6	7	8
RELIGIOUS STUDIES AND ETHICS	REL101- Israel in the Old Testament		
		REL102- Life of Christ & Early Church History	
			REL103- Lightbearers: Introduction to Worldview
SCIENCE	SCI101- Integrated Science 1		
		SCI102- Integrated Science 2	
			SCI103- Integrated Science 3
SOCIAL STUDIES	SS101- Western World Geography		
		SS102- Eastern World Geography	
			SS103- United States History
TECHNOLOGY	EC103- Technology 1		
	EC104- Technology 2		

# High School Course Descriptions

## Art Courses: Performing Arts

**MU201: Concert Choir****Grade Level:** 9-12**Length:** 1 year**Prerequisites:** None**Assessments:** Final exam

This is a year-long course that explores choral music from a wide variety of cultures and time periods through music theory, music history, rhythm, and tonality, along with combined performance in order to achieve the goal of music education at its fullest. The core curriculum emphasizes the basics of vocal technique, sight-reading, and performance. Students in Concert Choir are expected to participate in all choral performances throughout the school year as a major part of their grade.

**MU203: High School Drama Technology****Curriculum:** *Theatre Arts Student Handbook: A 36-Week Action***Grade Level:** 9-12**Length:** 1 semester (offered every semester)**Prerequisites:** None (Intro to Drama I and II preferred)

The course objective is to apply the skills learned in Intro Drama I and II. Students will study and practice in greater depth the skills of technical theater and production through rigorous performance. More importantly, they will apply the knowledge and skills learned from advanced theatre projects into a series of productions—monologues, dialogues, and backstage technology.

## Art Courses: Visual Arts

**ART201: Studio 2D Art; Required for Visual Arts & AP****Curriculum:** *Art in Focus*, Glencoe 5<sup>th</sup> Ed.; internet art sites**Grade Level:** 9-10**Length:** 1 semester**Prerequisites:** None**Assessments:** Projects, group critiques, sketchbook checks, quizzes, exam

For any student who may be considering the AP, this course is highly recommended. Any student wishing to develop their creative talents and manual skills will also benefit from this art learning. Here, students will specialize in a hands-on production exploring the foundation skills of drawing, painting, and printmaking through the use of different mediums and materials. Color theory and color application are also explored. This course will give students an understanding of the basic elements of design and aesthetics. Historical, contemporary, and cultural references are also an integral part of the program. Students will be asked to visit a museum during the course of the semester.

**ART203 Digital Photography & Graphic Design (Required for Yearbook)****Curriculum:** *Art in Focus*, Glencoe 5<sup>th</sup> Ed.; internet art sites**Grade Level:** 9-12**Length:** 1 semester**Prerequisites:** None**Assessments:** Projects, group critiques, sketchbook checks, quizzes, exam

This course will explore digital photography and graphic arts through the critical eye of the artist, developing a sense of visual communication and creative expression via digital imagery. Students will specialize in a 6-week unit on digital photography, followed by a 6-week unit on graphic arts software. Fields of study will include rules of composition, depth of field, resolution, color, tonal range & light management, photojournalism. Concepts of study and practice will include landscape photography, portrait photography, still photography and abstractions. Students will be introduced to the historical aspects of photography as well as the study of famous photographers. State of the art image enhancing applications such as Adobe Photoshop will be applied. Discussions on balance, elements of design, and color theory are a continual part of the course. The course will consist of the production of a digital art portfolio with images and posters based on themes provided throughout the semester. Grading is based on a set of criteria with ongoing formative assessment.

Please note: Students are encouraged but not required to provide their own compact digitals or SLRs

**ART202: 3D Design****Curriculum:** *Art in Focus*, Glencoe 5<sup>th</sup> Ed.; internet art sites**Grade Level:** 9-12**Length:** 1 semester**Prerequisites:** None**Assessments:** Projects, group critiques, sketchbook checks, quizzes, exam

This course will introduce the basic principles of three-dimensional design. Form, space, volume, texture, and surface finishes will be explored. Several mediums may be employed, such as cardboard, wire, clay, plaster, stone, papier-mâché, and wood. Students will be introduced to different sculptural elements applied within different cultures and throughout history, to include our contemporary world of art. The concept of spatial relationships, the understanding of proportions, balance, and harmony will be studied through problem-solving projects. Innovation, imagination, and motivation are encouraged.

**ART204: Art History****Curriculum:** *Art Across Time*, New York: McGraw-Hill\*; PowerPoint presentations**Grade Level:** 9-12**Length:** 1 year**Prerequisites:** None**Assessments:** Notebook checks, vocabulary quizzes, compare /contrast essay-exams

In this course, students will be given an in-depth look at art over the course of history. Students will have discussions, debates, and experimental art projects to further their understanding of major developments in art over the course of time. Time periods studied include ancient art, European art in the Middle Ages, art of the Italian Renaissance, early modern art, and 20<sup>th</sup> century/present day art. The final project of the course will be for students to discuss and determine for themselves how they personally define art.

**ART401: AP® Studio Art: Drawing Portfolio****Curriculum:** *Artforms*, 9<sup>th</sup> Ed., Pearson Prentice Hall; internet art sites**Grade Level:** 11-12**Length:** 1 year**Prerequisites:** Studio Art, Visual Art, and any other visual art elective (for a total of three semesters of art)**Assessments:** Group critiques, sketchbook checks, quizzes, Final Portfolios

This course is designed for students who have had at least one semester of Visual Art and one semester of another Visual Arts elective in high school (i.e. Ceramics, 3D Art, Digital Photography, or Folk Art) 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. 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. 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 AP examiners. Basic art materials will be provided; however, depending on the choice of projects, students need to be prepared to purchase some of their own materials.

Please 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 regardless.

**SEC201: Journalism & Media Design****Curriculum:** Lynda.com\***Grade Level:** 9-12**Length:** 1 year**Prerequisites:** Digital Photography/Graphic Art**Assessments:** Projects, group critiques, sketchbook checks, quizzes, exam

Through the production of the WYIS yearbook, students learn the skills necessary to plan, design, produce, and distribute a major publication. The curriculum includes the study and application of photography, graphic design, editing, journalism, and technology. Students in this class learn and work with Adobe In-Design - one of the most operative desktop publishing software programs used in the industry. Adobe Photoshop and digital SLR and compact camera skills are also taught and applied. Students work as a team, unify creative ideas and take on leadership roles. Requirements for this class are self-motivation, dedication to completing a large project, the ability to meet deadlines on time, and the responsibility to produce a 200+ page publication for the entire WYIS community. Students successfully completing this class earn credit in visual arts or a credit in English.

## Chinese Language Courses

### FL201: HS Chinese Level 1

**Curriculum:** *Road to Success* (Lower elementary 1); *Road to Success* (Lower elementary 2)

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** None

**Assessments:** Vocabulary dictation, worksheets, unit tests, final exam

The purpose of this course is to begin learning Chinese as a second language. Chinese level 1 students start with pinyin and basic Chinese strokes and gradually begin reading content in Chinese. Through an introduction of Chinese culture, students will have a better understanding of characters, idioms, and expressions. Students will begin oral communication in basic topics like introducing oneself, places, orientation, and time. Students will develop their communication ability by learning structures and functions.

### FL202: HS Chinese Level 2

**Curriculum:** *Road to Success* (Elementary book 1)

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** FL201 or equivalent

**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

**Curriculum:** *Road to Success* (Elementary book 2); *Road to Success* (Upper elementary book 1)

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** FL202 or equivalent

**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****Curriculum:** *Jia You!: Chinese for the Global Community***Grade Level:** 9-12**Length:** 1 year**Prerequisites:** FL301 or equivalent and teacher recommendation**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 III: Modern Chinese Literature, History, and Culture****Curriculum:** *Common Knowledge about Chinese History, Cultural Interpretations of China***Grade Level:** 9-12**Length:** 1 year (offered every other year)**Prerequisites:** Completion of AP (Score of 3+) or equivalent**Assessments:** Oral recitation, vocabulary quizzes, PowerPoint presentations, video presentations, unit tests, posters, acting, group discussions, hands-on projects, final exam

The purpose of this course is to teach students about modern Chinese literature, history and culture. 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. Students will survey the transition from ancient China into modern China. This class corresponds with Advanced Chinese III: Ancient Chinese Literature, History, and Culture, which provides students with a complete view of China and Chinese people throughout history.

## English-Language Arts Courses

**EN201: Composition and Communication****Curriculum:** *The Little, Brown Handbook*, Pearson**Grade Level:** 9**Length:** 1 year (offered every year)**Prerequisites:** None**Assessments:** Researched papers, speeches, debates, and multimedia presentations

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****Curriculum:** *Norton Anthology of World Literature*, Shorter 6<sup>th</sup> Ed.**Grade Level:** 10**Length:** 1 year**Prerequisites:** None**Assessments:** Literary critiques, research projects and papers, quizzes, exams, and a final portfolio presentation

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. The main text is organized to target reading skills. The other text varieties are to show a large selection of voices from around the world. Students will study and analyze works of literature and will use the "masters" as models for their own writing.

**EN301: American Literature****Curriculum:** *The Language of Literature: American Literature*, McDougal/Littell**Grade Level:** 11-12**Length:** 1 year (offered every other year)**Prerequisites:** EN201, EN202, or equivalent**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.

**EN302: English Literature****Curriculum:** *Norton Anthology of English Literature***Grade Level:** 11-12**Length:** 1 year (offered every other year)**Prerequisites:** EN201, EN202, or equivalent**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. The course will guide students through a chronological survey of the history of English 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.

**EN401: AP® English Language and Composition****Curriculum:** *Current Issues and Enduring Questions*, Bedford/St. Martin's**Grade Level:** 11-12**Length:** 1 year (offered every other year)**Prerequisites:** C in previous English class and teacher recommendation**Assessments:** In-class essays, research papers and projects, AP style multiple-choice tests

The purpose of this course is to engage students in becoming skilled readers of prose written in a variety of rhetorical contexts and skilled writers who compose for a variety of purposes. Both the writing and reading should make students aware of the interactions among a writer's purposes, audience expectations, subjects, and the way generic conventions and the resources of language contribute to effectiveness in writing.

The year is divided into themes, each challenging students to develop a strong rhetorical vocabulary, to vary methods of diction and syntax, and to deepen understanding of standard English grammar.

Students will grow their skill set through analyzing rhetorical models (written, spoken, and visual), and will then use the models as examples for their own writing. They will write biweekly journal entries and partner journal critiques to develop logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis. The instructor will work with students to find a balance of generalization and specific, illustrative detail. Students will work toward an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.

**EN402: AP® English Literature and Composition****Curriculum:** *Perrine's Literature: Structure, Sound, and Sense*, 12<sup>th</sup> AP Ed.**Grade Level:** 11-12**Length:** 1 year (offered every other year)**Prerequisites:** C in previous English class and teacher recommendation**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.

## English Language Acquisition Courses

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

**Curriculum:** *Cutting Edge: Advanced, Skills for Effective Writing 4*

**Grade level:** 9-12

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

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

**Assessments:** Vocabulary and grammar quizzes, unit tests, and group/individual projects

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.

**\*Note – In some situations, high school level 1 students will take Science, Religious Studies & Ethics, and/or English as a Language Acquisition (ESOL) class before proceeding into the mainstream material for high school graduation requirement credit.**

## Mathematics Courses

### **MA103: Algebra 1**

**Curriculum:** *Algebra 1*, McDougal Littell

**Grade Level:** 9

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

**Prerequisites:** MA102

**Assessments:** Chapter tests, spring & 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**

**Curriculum:** *Geometry*, Glencoe-McGraw Hill

**Grade Level:** 9-10

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

**Prerequisites:** MA103

**Assessments:** Skills check assessments, quizzes, daily practice work, and cumulative tests

The purpose of this course is to 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 coordinate 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****Curriculum:** *Algebra 2*, McDougal-Littell**Grade Level:** 9-10**Length:** 1 year (offered every year)**Prerequisites:** MA103**Assessments:** Skills check assessments, quizzes, daily practice work, and cumulative tests

The purpose of this course is focused 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****Curriculum:** *Pre-Calculus*, Houghton-Mifflin**Grade Level:** 10-12**Length:** 1 year (offered every year)**Prerequisites:** C or higher in MA202**Assessments:** Skills check assessments, quizzes, daily practice work, and cumulative tests

The purpose of this course is to prepare students for either AP Calculus or AP Statistics. Pre-Calculus combines students' prior knowledge of Algebra 1 and 2, along with Geometry, to set the platform for Calculus and Statistics. Higher level trigonometry is also integrated throughout the course. Students will be able to model every type of function. At the end of this course, students will be prepared to take Calculus at the AP level.

**MA401: AP® Calculus AB****Curriculum:** *Calculus Early Transcendental Functions*, 4th Ed., Houghton-Mifflin**Grade Level:** 11-12**Length:** 1 year (offered on a need basis)**Prerequisites:** B or higher in MA301 and teacher recommendation**Assessments:** Daily practice work, quizzes, group projects, tests, and practice AP exams

The purpose of this course is to cover the topics of a first-year college calculus course. Students will work with functions represented in a variety of ways—graphical, numerical, analytical, or verbal. They should understand the connections among these representations. They will understand the meaning of the derivative in terms of a rate of change and local linear approximation, and they should be able to use derivatives to solve a variety of problems. They will understand the meaning of integral, both as a limit of Riemann sums and as the net accumulation of change, and they should be able to use integrals to solve a variety of problems. They will understand the relationship between the derivative and the definite integral as expressed in both parts of the Fundamental Theorem of Calculus.

**MA402: AP® Statistics****Curriculum:** *Introduction to Statistics and Data Analysis*, Thomson Brook and Cole**Grade Level:** 11 or 12**Length:** 1 year (offered on a need basis)**Prerequisites:** B or higher in MA202 and teacher recommendation**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.

## Physical Education and Health Courses

**PE201: Health and Wellness 1****Curriculum:** Christian Schools International Physical Education curriculum; additional sources**Grade Level:** 9-12**Length:** 1 year (Physical Education: 80% time, Health: 20% time) (offered every year)**Prerequisites:** None**Assessments:** Participation, homework tasks, quizzes, projects, final exam

The purpose of this course is to partner with Health and Wellness 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**

**Curriculum:** Christian Schools International Physical Education curriculum; additional sources

**Grade Level:** 9-12

**Length:** 1 year (Physical Education: 80% time, Health: 20% time) (offered every year)

**Prerequisites:** None

**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.

## Religious Studies and Ethics Courses

**REL201: Introduction to the Bible**

**Curriculum:** *Stranger on the Road to Emmaus*

**Grade level:** 9<sup>th</sup> Grade, or any high school student who comes into WYIS for the first year

**Length:** 1 year

**Prerequisites:** None

**Assessments:** Quizzes, tests, group projects

Many people, including Christians, have a "Sunday School" understanding of the Bible. They know some of the major stories, characters, and have some idea of what the Bible talks about, but they do not really know how the Bible is structured, how it came together, and how all of the parts of the Bible connect together. This course will give students an overview of the Bible from Genesis to Revelation. We will explore the key themes, characters and historical periods of the Bible. We will examine how each part of the Bible should be interpreted, such as the Law, historical books, wisdom literature, prophetic books, gospels, and epistles. We will study issues of inspiration (why the Bible is considered divine in origin) and how that should affect our approach to the Bible; canonicity (how the Bible was put together); and transmission (how the Bible was translated into various languages over time). Students will also learn hermeneutics (principles for interpretation).

**REL301: Understanding the Faith: A Survey of Christian Apologetics****Curriculum:** *Understanding the Faith***Grade Level:** 10<sup>th</sup> Grade (*12<sup>th</sup> grade\**)**Length:** 1 year**Prerequisites:** Introduction to the Bible**Assessments:** Quizzes, tests, group projects

Understanding the Faith introduces students to the distinctively Christian worldview. With a special focus and emphasis on apologetic issues, tough questions and issues are raised and examined, such as *What the Bible says about God? Is there evidence of the supernatural? Is Christianity anti-science? Why Don't People Believe?*

*\*Understanding the Faith will also serve as the 12<sup>th</sup> Grade course on an interim basis for the 2016-2017 school year.*

**REL302: Understanding the Times: Worldviews****Curriculum:** *Understanding the Times***Grade Level:** 11<sup>th</sup> Grade**Length:** 1 year**Prerequisites:** Introduction to the Bible**Assessments:** Quizzes, tests, group projects, Dear Doug letters, class debates

The purpose of this course is to help students clearly understand the tenets of the Christian worldview and how it compares with the tenets of other leading worldviews of our day: Islam, Secular Humanism, Marxism, New Age, and Postmodernism. Everyone has a worldview that is shaped by the people, ideas, and culture around them. In addition, this course will consider a number of other relevant topics, including abortion, euthanasia, radical environmentalism, radical feminism, biotechnology, the arts, cults, the problem of evil, religious pluralism, scriptural reliability, and more.

## Science Courses

### **SCI201: Biology**

**Curriculum:** BSCS Biology: *A Human Approach*, 3<sup>rd</sup> Ed.

**Grade Level:** 9-10

**Length:** 1 year

**Prerequisites:** None

**Assessments:** Quizzes and tests, essay project, lab journal, Science Fair project, individual and team projects

The purpose of this course is to use human examples to engage student interest in the most important concepts of biology. The curriculum strongly emphasizes the development of problem-solving, critical thinking, and inquiry skills. A constructivist approach allows students to cooperatively conduct investigations that are meaningful. These investigations highlight experimental design, analysis, and the application of concepts, rather than the routine verification of processes about which they have already learned. This course provides students with a firm grasp of how the human body normally functions and how our human population can become more fully integrated into the biosphere. This program uses real world connections and thematic approaches that bridge the gap between familiar experiences and more abstract biology theories.

### **SCI301: Chemistry**

**Curriculum:** *Modern Chemistry*, 2012 Ed., Holt McDougal

**Grade Level:** 10-12

**Length:** 1 year

**Prerequisites:** MA103

**Assessments:** Quizzes and tests, lab reports, individual and team projects

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****Curriculum:** *Conceptual Physics*, 10<sup>th</sup> Ed, Paul Hewitt**Grade Level:** 10-12**Length:** 1 year**Prerequisites:** MA103**Assessments:** Quizzes and tests, lab reports, individual and team projects

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.

**SCI401: AP® Chemistry****Curriculum:** *Chemistry: The Central Science*, 10<sup>th</sup> Ed., Brown, Lemay, and Bursten**Grade Level:** 11-12**Length:** 1 year (offered every other year)**Prerequisites:** SCI301 (with a grade of B or higher) and teacher recommendation**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.

**SCI402: AP® Physics 2****Curriculum:** *College Physics: A Strategic Approach*, 3<sup>rd</sup> Ed., Knight, Jones, and Field**Grade Level:** 11-12**Length:** 1 year (offered every other year)**Prerequisites:** SCI302 (with a grade of B or higher) and teacher recommendation**Assessments:** Quizzes and tests, lab reports, team project

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**

**Curriculum:** Modular units

**Grade Level:** 12

**Length:** 1 year

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

**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 1**

**Curriculum:** *World History, 2016*, Pearson; *A History of World Societies, 9<sup>th</sup> Ed.*, 2012, Bedford-St. Martin's

**Grade Level:** 9

**Length:** 1 year

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

**Assessments:** Class tests, examinations, project work, assignments, discussion boards

The purpose of this course is to investigate ideas, controversies and developments in World History from the prehistoric era to the close of the European Middle Ages (roughly AD 1400-1500). Topics include theories of cosmic beginnings; ancient Egyptian, Mesopotamian, Harappan and Eastern Civilizations; the beginnings of Daoism, Confucianism, Buddhism; the Bible as a historical source; ancient Greek thought and the Roman Republic; the formation of Classical societies; the unification of China; the origins and developments of Judaism and Christianity; the rise and fall of the early American civilizations; the rise of Islam; African monarchies and empires; the Han, Tang, Song and Mongol Empires; The Silk Road and the Commonwealth of Byzantium; the origins of the Ottoman Empire; Early, and the High and Late Middle Ages. Students will also focus on building a foundation of basic research and historical writing skills in preparation for Advanced Placement and other upper-level social studies courses.

**SS202: Cultural Geography****Curriculum:** *Glencoe World Geography*, Glencoe McGraw Hill**Grade Level:** 9-12**Length:** 1 year (offered occasionally as an elective)**Prerequisites:** Successful completion of Middle School Social Studies**Assessments:** Class tests, examinations, project work, assignments, discussion boards

The purpose of this course is to guide students on in-depth investigations of population, agriculture, politics, language, religion, folk and popular culture, ethnicity, and cities; focusing on origins, processes, and patterns in both western and non-western cultures. Special emphasis throughout the course will be placed on the subcategory of human geography including the diversity of human societies, their geographic distribution, characteristics, and cultural impacts on the physical landscape of the earth.

**SS203: Introduction to Sociology****Curriculum:** *Sociology: The Study of Human Relationships*, 2010 Ed., Houghton Mifflin Harcourt**Grade Level:** 9-12**Length:** 1 year (offered occasionally as an elective)**Prerequisites:** Successful completion of Middle School Social Studies**Assessments:** Class tests, examinations, project work, assignments, discussion boards

The purpose of this course will be to examine how individuals, groups, and institutions interact to make up human societies. Students will learn about sociological perspectives, culture, social structures, social institutions, social change, and social inequality. Students will study people and the roles they play in society, both as individuals and groups. Social theory and perspectives throughout history will also be examined. Students will also be involved in individual sociological research projects under the guidance of their instructor.

**SS204: World History II****Curriculum:** *World History*, 2016, Pearson; *A History of World Societies*, 9<sup>th</sup> Ed., 2012, Bedford-St. Martin's**Grade Level:** 10**Length:** 1 year**Prerequisites:** SS201**Assessments:** Class tests, examinations, project work, assignments, discussion boards

The purpose of this course is to investigate ideas, controversies, and developments in World History from the era of the Renaissance and Protestant Reformation (roughly AD 1500) to the present. Topics include European expansion and overseas empires; the rise of Islamic Empires, Ming and Manchu China as well as the Tokugawa Shogunate; the Scientific Revolution, the Enlightenment, the American and French Revolutions, the Industrial Revolution, Latin American independence, Colonialism and Imperialism, the end of Imperial China, the Russian and Chinese Revolutions, Meiji Japan, and the World Wars. Topics will also include the post-WWII era into the 21<sup>st</sup> century. Students will also focus on building a foundation of basic research and historical writing skills in preparation for Advanced Placement and other upper-level social studies courses.

**SS301: Economics****Curriculum:** *Economics*, 2016, Pearson**Grade Level:** 11-12**Length:** 1 Semester**Prerequisites:** SS201, SS204**Assessments:** Class tests, examinations, project work, assignments, discussion boards

The purpose of this course is to investigate the main ideas, principles, philosophies, and theories concerning both micro- and macro-economics while using the tools of logical thinking, critical analysis, and intelligent inquiry. Topics include supply and demand, scarcity, free enterprise, closed and open economies, the presuppositions underlying Capitalism and Marxism, the role and structure of markets and business organizations, banking and finance, GDP and other economic indicators, inflation, unemployment and poverty, the role of taxes, fiscal policies and international trade. (*Note – this course will NOT adequately prepare students for the AP Economics exams*)

**SS302: Systems of Government****Curriculum:** *Comparative Politics Today*, 10<sup>th</sup> Ed., Longman; *Introduction to Comparative Politics*, 3rd Ed., Houghton Mifflin; *Essentials of Comparative Politics*, Norton**Grade Level:** 11-12**Length:** 1 semester**Prerequisites:** SS201, SS204**Assessments:** Class tests, examinations, project work, assignments, discussion boards

The purpose of this course is to introduce students to the fundamental concepts of government and to illustrate the diversity of the world's political systems. This involves the study of political science theory, methodology, and the study of specific world regions through recent political history into the present. Time permitting, other pertinent topics such as supranational organizations and contemporary international relations will also be analyzed. (*Note – this course will NOT adequately prepare students for the AP Comparative Government course*)

**SS401: AP® Comparative Government and Politics****Curriculum:** *Comparative Politics Today: A Worldview*, 10th Ed.**Grade Level:** 11-12**Length:** 1 year**Prerequisites:** SS201, SS204, and teacher recommendation**Assessments:** Class tests, examinations, project work, assignments, discussion boards

The purpose of this course is to illustrate the different political systems, which involve the study of political science theory, methodology, and the study of specific countries through recent history and current events. As a year-long college level course, it will introduce students to fundamental concepts of politics in a variety of political settings. The six countries, or models, that will be studied are Great Britain, Russia, China, Mexico, Nigeria, and Iran. These six models will be used to give a critical perspective of the components and interconnectedness that are inherent in the inner-workings of all political systems. This course also includes the analysis of supranational organizations and their role in the political system of various countries.

**SS402: AP® World History****Curriculum:** *Ways of the World: A Brief Global History*, Strayer**Grade Level:** 11-12**Length:** 1 year**Prerequisites:** SS201, SS204, and teacher recommendation**Assessments:** Class tests, examinations, project work, assignments, discussion boards

The purpose of this course is to provide 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 that cover 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.

## Technology Courses

**EC201: 21<sup>st</sup> Century Technology****Curriculum:** Various technology training resources**Grade Level:** 9-12**Length:** 1 year**Prerequisites:** None**Assessments:** Observations, discussions, projects, unit tests, presentations

The purpose of this course is to provide an overview of technologies used to run internet-based communications. Students will be working through projects that include websites, servers, photo collection databases, blogs, and social media programs. The class focus will be to plan, create, and manage projects that will benefit the school community, improve understanding and mastery of technology, and provide a moral base for engaging the world of the internet.

## High School Courses Offered by Grade Level

Subjects	HIGH SCHOOL			
	9	10	11	12
PERFORMING ARTS	MU201- Concert Choir			
	MU203- HS Theater Technology			
VISUAL ARTS	ART203- Digital Photography & Graphic Design			
	ART204- Art History			
	SEC201- Journalism and Media Design			
				ART401- AP Studio Art: Drawing Portfolio
CHINESE LANGUAGE	FL201- HS Chinese Level 1			
	FL202- HS Chinese Level 2			
	FL301- HS Chinese Level 3			
	FL401- AP Chinese Language and Culture			
	FL403- Advanced Chinese: Modern Chinese Literature, History & Culture			
ENGLISH	EN201- Composition & Communication			
		EN202- World Literature		
			EN302- English Literature	
			EN401- AP English Language and Composition	
ENGLISH LANGUAGE ACQUISITION	ELA201- Composition & Communication			
	ELA202- High School Language Development			
MATHEMATICS	MA103- Algebra 1			
	MA201- Geometry			
	MA202- Algebra 2			
				MA301- Pre-Calculus
				MA401- AP Calculus BC
			MA402- AP Statistics	

<b>P.E. &amp; HEALTH</b>	PE202- Health and Wellness 2		
<b>RELIGIOUS STUDIES AND ETHICS</b>	REL201- Introduction to the Bible		
	REL202- Underst. the Faith		REL202- Underst. the Faith*
		REL302- Underst. the Times	
<i>* As an interim course for 2016-2017</i>			
<b>SCIENCE</b>	SCI201- Biology		
		SCI301- Chemistry	
		SCI302- Physics	
			SCI402- AP Physics 2
<b>SENIOR COURSES</b>			SEC301- Senior Seminar
<b>SOCIAL STUDIES</b>	SS201- World History 1		
		SS204- World History 2	
		SS301- Economics	
		SS302- Systems of Government	
<b>TECHNOLOGY</b>	EC201- 21st Century Technology		