

Elementary School Junior Kindergarten

Description of the Course:

The Junior Kindergarten program is designed to provide hands on experiences that will make living and learning more meaningful to the students. Children learn to do things for themselves and make decisions and choices. Within a secure and caring environment, they are able to develop positive feelings about their relationships with the school, teachers, and their classmates. The goal for each child is to become self-disciplined, self-guided, and self-directed. Through daily activities, they are encouraged to develop all aspects of their individual personalities and talents. Over the course of a year, the junior kindergarteners cover many different subjects. They learn about their bodies and how to feed and care for themselves, numbers through hands-on activities using manipulatives, phonetic sounds and the alphabet, as well as many other skills that prepare them for senior kindergarten. Students also develop fine motor skills through activities designed to help them acquire techniques needed in the future. Most importantly, every opportunity is used to foster the child's use of the English language.

General Objective:

The aim of the Junior Kindergarten curriculum, in an age of rapid change, is to develop the potential abilities of each child. Our goal is to instill in each child a sense of self-confidence and to foster a desire to continue to learn.

Reading

Due to the developmentally diverse setting in JK, our reading covers a wide gamut over the course of the year. Some of the children enter already knowing how to read, while others are still focusing on remembering the alphabet. Every week, we work with a different letter of the alphabet, through identifying words that start with that letter, handwriting, and letter to sound correspondence. We start in the beginning of the year with alphabet games, recognizing our names, and short, repetitive sight word books. As the year progresses, we match different letters of the alphabet to their sounds, and begin to work with letter blends. We learn about uppercase and lowercase letters, using pictorial clues to assist with meaning, and we begin to make predictions about what will occur next in our stories.

Writing

As we work with our different letters each week, we also work with handwriting and forming these letters correctly. We start with our names, and work with

writing numbers and colors throughout the year. We encourage the students to match letters to the sounds they hear, and to listen to the beginning and final consonants to make words. In the 2nd trimester, we begin to work with writing simple sentences, writing top to bottom, and left to right, and beginning to use full stops. We finish the year with sequencing stories, using words to express feelings, and including our sight words in our writing.

Mathematics

Starting from the first day of school, we work with the calendar and weather every morning. We start in the beginning of the year with counting by rote to 10, and as the year progresses, we learn to count on from a number, count backwards, write our numbers to 20, and count every school day throughout the year (to 180).

We also work with shapes, colors, basic patterns, size comparison, and begin to add and subtract by the end of the year.

Our math curriculum is taught in a spiral pattern, as we touch on several topics in a month, and continuously return to the same topics as the year progresses.

Theme

As Junior Kindergarten is the first step for everyone at SIS, we begin the year with a constant review of the school, policies, and procedures we must follow. We then move towards learning about ourselves, which includes our bodies, and who we are in our class and family settings. We finish the first trimester with nursery rhymes, fairy tales, and learning about the seasons.

We start our 2nd trimester with learning about our animal friends, contrasting the seasons, and learning how to eat healthily.

As we finish the year, we review many of the above topics, and learn about our clean world, and prepare ourselves to enter our 2nd year of school.

In our thematic units, we also learn about many holidays throughout the year, such as Chusok, Thanksgiving, Christmas, Lunar New Years, Easter, and many other different holidays.

Senior Kindergarten

Description of the Course:

Joyful learning takes place in Senior Kindergarten where children are allowed to explore, inquire and be creative. The Senior Kindergarten curriculum is designed to stimulate an interest in learning, assist in the formation of concepts which will serve as building blocks of thinking, understanding, and verbalizing, and to help in the development of basic skills required for entering first grade. Academically, the children will develop language abilities and basic skills in writing, speaking, reading, and listening. They will also develop skills in numbers, classification, seriation, addition, subtraction, and spatial relationships, as well as an appreciation for and understanding of the physical world and basic concepts in science and social studies. Socially, the children will learn to make decisions, problem-solve, role-play, play cooperatively, and show responsibility for their actions. Physically, the children will develop, strengthen and demonstrate gross motor and fine motor skills.

General Objective:

The aim is to help students develop as well-rounded individuals with academic ability that are capable of making decisions, socializing with others, and possessing a positive self-concept. Most importantly, the goals are to foster in each child the spirit of inquiry.

Language Arts

In Kindergarten, Language Arts is an integrated program where reading, writing, speaking, and listening are taught together. A literature rich environment enables children to have access to a wide variety of reading materials. The focus is developing emergent readers and writers, who also have confidence and a positive attitude when speaking and listening. Children are encouraged to listen attentively and talk about their experiences, employing a growing vocabulary.

Reading is a major focus within the daily classroom routine. Through daily songs, poems, stories, and discussions, students learn letter sound relationship, concepts about print, rhyming words, high frequency words and, make predictions about stories.

In writing, students write across the curriculum for a variety of purposes in a Writer's Workshop environment. SK students use their knowledge of letter sounds to communicate their thoughts and ideas using phonetic spelling when

writing in journals social studies or science logs, class books, and daily writing experiences.

Mathematics

Mathematics in senior kindergarten is inquiry based. Students are encouraged to explore multiple math manipulates. Our program is very hands-on. Students are beginning to make sense of their world through a mathematical approach.

Throughout the year we are focusing on developing Number Sense, Measurement and Geometry, Statistics, Data Analysis and Mathematical Reasoning.

Number Sense:

Understanding numbers, ways of representing numbers, relationships among numbers, and number systems.

Understanding meanings of operations and how they relate to one another

Measurement and Geometry:

Measuring objects, lengths, capacity, weight/mass

Measuring objects, temperature and time

Measuring figures, volume

Geometric ideas: concepts, solid figures, plane figures, spatial sense/visual thinking

Statistics, Data Analysis, & Probability:

Patterns: Geometric, color, numeric, rhythmic, linear number

Collecting, organizing, displaying and analyzing data

Algebra and Functions:

Represent and analyze mathematical situations and structures using algebraic symbols

Mathematical Reasoning:

Problem Solving

Explaining/Justifying reasoning or solution

Application of knowledge

Critical thinking, visual thinking and logical reasoning

Textbook:

Everyday Math/McGraw-Hill

Social Studies

The purpose of the Social Studies program is to develop the ability in students to think critically and be aware of the society and environment. Our aim is to develop inspired learners who are capable of making conscious decisions in social actions. Students are encouraged to reflect on their cultural identities and respect similarities and differences with a global perspective. The students of kindergarten will learn the following social studies areas: All About Me, Friendship and Co-operation, My Family and Community, and The World. Lessons are outcomes based and are taught in a hands-on manner where children are active participants. All assessments are done to match these outcomes and children are assessed accordingly.

Textbook:

Houghton-Mifflin

Science

Earth Science- Land, water and air
Physical Science - Objects around us
Life Science - Plants and animals.

Through hands-on and developmentally appropriate activities carefully planned by the teachers, students in Senior Kindergarten enter into a world of exploration and discovery in Science. Students are emerged in learning together both in and outside the classroom. Field trips, experiments, planting and growing a garden are but a few of the many activities of the program to enhance student learning. All lessons are outcome based and assessments of students are done to match these outcomes.

Textbook:

Harcourt Science

Health

Senior kindergarten focuses on three main areas when teaching health standards. These areas are Making Healthy Choices, Safety and Drugs.

Healthy Choices:

Students will understand characteristics of good health, identify types of food choices, and demonstrate good hygiene.

Safety:

Students will understand and practice personal safety as well as understand and practice traffic safety.

Drugs:

Students will understand and practice drug safety. They will know there are good and bad things (substances) at home and school, know not to eat, drink or touch the bad things and know the purpose of medicine and who should give it to you.

1st Grade

Language Arts

Language Arts studies in grade one at Seoul International School are based on three specific content standards: speaking and listening, reading, and writing.

For speaking and listening standards, students are observed and evaluated on their ability to orally communicate in a variety of school settings and situations. More specifically, students are asked to describe, explain, and listen to textual information as well as peer contributions.

Reading is a major focus within the daily classroom routine. The classrooms use the McGraw Hill Reading series as a component to the daily reading program. Using this series in addition to their daily classroom literacy experiences, children will develop phonemic awareness of linguistic structures. Additionally, students will increase their understanding of grade appropriate vocabulary and be able to extrapolate meaning of unfamiliar words used in context.

Throughout the school year students are exposed to a variety of written genres including, but not limited to, picture books, chapter books, poetry, fairytales, biographies, and non-fiction writing. Students are expected to read for comprehension using basic strategies for interpreting and understanding textual information and identify the differences between real and imaginary stories.

Writing is the final major component to the language arts program. There is a school wide focus on writing that is based on the 6+1 Writing Traits program. Students' writing is assessed using these specific guidelines, which provides feedback on student writing strengths and weaknesses. The content areas that are assessed are Ideas, Organization, Voice, Word Choice, Sentence Fluency, and Conventions. Over the course of the school year, students are asked to write using a variety of styles and for various purposes including: Narrative writing (fairy tales, personal recount, biographies, journal writing, and fiction stories), Poetry (acrostic, free verse, and playful poems such as pattern, shape, form, and alphabet poems), Reports (information, book review, personal letter, message writing), Procedural (instructions, directions, diagrams, timetables), Transactional (invitation, apology, thank-you note and card).

Textbook:

McGraw Hill Reading Series

Mathematics

In First Grade, we use the Everyday Math program. It is a spiral curriculum, so concepts are introduced and revisited throughout the whole year. We use a lot of manipulatives, activities and games to help students gain deeper Math understanding. By the end of Grade 1 students should be able to: calculate and compare the values of combinations of pennies, nickels, dimes and quarters, tell time to the nearest quarter of an hour, solve number stories, know the basic number facts, solve two digit addition and subtraction problems without regrouping, compare fractions less than one, find equivalent fractions, identify patterns, identify symmetrical figures and polygons, and understand place value for 10's and 1's.

Textbook:

Everyday Math/McGraw-Hill

Social Studies

During the first term, our students explore the similarities and differences of themselves now and as a baby in the emotional, intellectual and physical sense. They also have the opportunity to investigate their families' history, the different roles and responsibilities of its' members.

Throughout term two, students participate in the study of their own neighborhoods and communities. They discover the various aspects of their communities including occupations, transportations and a basic knowledge of map skills.

At the end of the year first graders create an awareness of the earth and conservation within themselves. They are exposed to other cultures through the identification of food, clothing, language, culture, customs and appearances of various countries. Mapping skills are expanded with studies of the world and local maps.

Textbook:

A Child's Place, Harcourt Brace/2000

Making a Difference, Harcourt Brace/2000

Science

Science in grade one focuses on investigation, observation, discovery, and experimentation. The standards based science curriculum is supported with the

Harcourt Science Series as a resource. It includes a plethora of hands on activities and materials for exploration. Our major themes in grade one revolve around Living vs. Nonliving, The Five Senses, Animals, Sky and Seasons, Force, Matter, Natural Resources, and Plants. Through these units we aim to instill the knowledge of the basic scientific process in our students.

Our teachers plan rotating learning centers for the students to gain access to more experiments with the current theme. We also supplement our science curriculum with out of school experiences. These real life opportunities reinforce science concepts learned in the classroom. We partake in a scavenger hunt at the local zoo and explore the city's flower markets for specific plants we've studied. With these approaches we feel confident that students exit grade one with a well rounded knowledge of age appropriate science concepts.

Textbook:

Harcourt Science

ESL

Each first grade class has in it 3 to 4 identified ESL learners. While they spend most of their day in the regular classroom, the ESL teacher is able to spend one-on-one time with these students to help them adjust to the all-English environment, as well as work on English skills in the areas of reading, writing, listening, and speaking. The year typically starts out with students becoming comfortable with "school vocabulary and phrases." Throughout the year, these students are given extra attention as they work hard to comprehend the grade one texts, as they begin to express themselves through stories and poetry, and finally, the year culminates with a staged play where these new English speakers showcase their speaking and listening skills through drama. It is an exciting year of growth for these young learners and one full of constant surprises for teachers, parents, and kids!

Health

Textbook:

Health Activity Books/ Harcourt

2nd Grade

Language Arts

Language Arts at the Grade 2 level includes instruction in reading, writing, grammar and spelling. The program is based on an integrated balanced literacy model and includes the use of the 6 + 1 Traits. Guided reading and writing at an instructional level, as well as shared and independent reading and writing opportunities are used on a daily basis. A reading specialist and ESL support teacher works with the classroom teachers to support students' language acquisition.

Textbook:

McGraw-Hill Reading Series

Mathematics

Mathematics is taught daily in every classroom in Grade 2. We use the Harcourt Math program and cover six major units of work throughout the year. These units cover the major learning areas of number sense, number operations, algebra, statistics, geometry, measurement, money, time, and fractions. All units emphasize problem solving, computation, and real-world application. Math manipulatives are an important component of our classroom instruction.

Textbook:

Macmillan/McGraw-Hill Mathematics in Action Student Workbooks

Social Studies

Social Studies at Grade 2 develops and understanding of history, geography, economics, culture, civics and government. Themes are planned out quarterly and instruction is integrated into other academic areas. Strands of Social Studies that we explore in Grade 2 are: commonality and diversity, continuity and change, conflict and cooperation, individualism and interdependence, and interaction within different environments. The program aims to challenge the students to reflect upon and appreciate themselves as members of a global community.

Textbook:

Harcourt Brace Making a Difference Student Text

Science

Science at the Grade 2 level consists of participating in activities related to life, earth, and physical science. The program aims to build students' awareness in plant and animal habitats, the earth's resources, the solar system, matter, and sound. Students will have the opportunity to investigate, learn, and develop knowledge of and the ability to use the tools and processes of scientific inquiry.

Textbook:

Science Textbooks/Harcourt

Health

Health at the Grade 2 level is taught quarterly with four topics of focus each year. The program aims to build students' awareness in issues of personal health, safety and well-being. Topics covered may include- relationships with family and friends, physical fitness, nutrition, personal safety and environmental issues.

Textbook:

McGraw-Hill

3rd Grade

Language Arts

Language Arts at Grade 3 integrates instruction in reading, writing, grammar, and spelling throughout all areas of instruction. In addition students receive daily instruction in each Language Arts area.

The Write on Track handbook and The Write Traits program to teach the six traits of writing are used to develop strong writing skills. Students do personal narratives, expository writing, imaginative writing (stories, poetry), letters, and journals.

Our elementary reading and ESL specialists work closely with teachers to support our program. Language Arts skills are reinforced in the computer lab as well, where students learn keyboarding and research skills. In class and in the elementary Library, students participate in the Accelerated Reading program, reading independently in leveled literature selections.

Textbook:

McGraw-Hill Reading Series

Mathematics

The Grade 3 Math Program covers a broad range of concepts. Areas covered include:

Numbers/concepts (addition, subtraction, multiplication, division)

Data and Probability

Geometry

Measurement

Fractions and Decimals

The program allows for diversity in skill level with challenge activities as well as the opportunity to re-visit concepts. The problem solving component encourages the application of basic skills in real-life situations.

Textbook:

Harcourt Brace Student's Edition

Social Studies

Grade 3 Social Studies overview:

Where People Start Communities

People Working Together

The Many People of a Community

Living Together in a Community, State, and Nation.

Through the study of these units our intentions are for the students to become productive contributors in the global community, to value their own contributions and those of others, and to be thoughtful and responsible citizens.

Textbook:

Communities, Student text

Science

Grade 3 students will cover these units:

Animals: characteristics, classifications by habitat and species

Weather: Recognizing weather patterns and basic terminology, the water cycle, and reading weather maps

Energy and Heat: Identifying sources of energy, describing thermal energy and heat, and how to use tools to measure energy

Force and Motion: Newton's laws of motion, observing friction, calculating pressure, and observing buoyancy of objects.

The science units covered are taught through a hands-on approach, using lab experiments and real-life observations as well as readings in the text and other books. Students are encouraged to observe the natural world and apply their knowledge from classroom activities.

Textbook:

Harcourt Brace Student Text

Health

Grade three focuses on the following health themes:

"Me" and Well-being

Prevention and Causes of Diseases

Body Systems and Basic First Aid

Students learn how to make healthy decisions, control conflicts, recognize the effects of various drugs and medicines, learn how to stay safe and apply basic first aid in an emergency, and how different body systems work. Students

engage in role-playing and experimentation, as well as completing writing and reading activities.

Textbook:

Health Focus on You

4th Grade

The Fourth Grade has five teachers with over 40 years of combined classroom experience. They know that a fourth-grader is becoming a sophisticate, a seeker of information. Although this can be a confusing time for nine- and ten-year-olds, it is an exciting period of maturation and a unique time of self-discovery. It also is a time when we ask our students to become more independent, more responsible and more accountable for their home and class assignments. The development of strong organizational and study skills is a prerequisite to academic success in fifth and sixth grades, and beyond. While we place a strong emphasis upon the academics, we also focus on accelerating the development of each student's foundation of the work/study skills necessary to become an independent learner. Our students have many opportunities to discover how they learn, as well as the time to practice various learning styles.

Language arts, mathematics, science, and social studies are the core subjects taught. We expect our students to move from the acquisition of basic skills to the application level of learning. They also meet regularly with specialists who teach art, music, physical education, technology, and library/resource.

Language Arts

Textbook:

Houghton Mifflin Reading Series 2007

Mathematics

Textbook:

Houghton Mifflin Math Series 2008

Social Studies

Textbook:

Houghton Mifflin 2005

Science

Textbook:

Harcourt 2002

5th Grade

Reading/Language Arts:

Related Literature:

Students will engage in one novel study per quarter.

Novels have been selected for age-appropriateness, genre, and connection to learning themes. Students think critically about literary form and conventions, author style, and character and plot development. Students will respond to the novel in a variety of ways, while also studying new vocabulary. Students are encouraged to make connections between novels and thematic learning themes.

Guided reading/Reader's Workshop:

This program is introduced in Grade 4 at SIS. The primary objective is to meet the needs of young readers on an individual basis. The classroom teacher observes students carefully for a period of time at the start of the year. Once sufficient reading data has been collected, students are placed into leveled reading groups. In these groups, students follow a 5-day schedule, which includes book club meetings, meetings with the teacher, word study, and letter exchanges peer-to-peer and teacher-to-peer. Upon completion of a novel, groups "present" their learning in the form of a book club project of their choosing. Students will read approximately 4 novels per year with their reading groups.

Instructional reading: Macmillan/McGraw-Hill:

The Macmillan/McGraw-Hill reading program is used to supplement and support the learning themes for each quarter.

Macmillan-McGraw-Hill Reading Gr. 5 Pupil Editions

Teacher's Resource Package

Terra Nova Test Prep & Practice Book

Terra Nova Test Prep & Practice Book TE

Teacher's Edition Package Gr. 5

Writer's Express student handbooks

Reader's Workshop notebooks

Students will read selections and practice comprehension, grammar and

vocabulary skills. Students are encouraged to make connections between the content of the reading selections and the topical work they are currently learning.

Writing:

Students in Grade 5 are expected to complete written samples from several genres throughout the year. Students write across the curriculum throughout the year. Each quarter, up to 3 different genres of writing are covered in order to develop a writer's breadth. The 7-step writing process is developed and stressed in all writing situations. Writer's Workshop allows for individualized direction in writing, as students write for a variety of purposes and audiences while strictly adhering to the writing process and 6+1 traits of writing.

Textbook:

Macmillan-McGraw-Hill Reading Gr. 5 Pupil Editions

Math:

Students in Grade 5 are expected to complete the Harcourt Math program level 5. The program is divided into 9 units and 30 chapters. Students complete approximately 1 chapter per week. Daily lessons involve a problem of the day, followed by review of previous lesson and homework. Lessons are taught and students engage in practice exercises provided by the student text. Occasionally, manipulatives are used. Once a chapter is complete, students take a chapter text, which usually consists of 20-25 short answer questions. There are reteaching and challenge activities available for students who require them.

Textbook:

Harcourt Math

Science:

As of 2004, SIS has adopted the new edition of the Harcourt Science program in the Elementary school. Students in Grade 5 will be expected to complete 3-4 of the units in the text: these will be selected by teachers and may change each year depending on the scope and sequence of the rest of the Elementary school. Students are exposed to the various fields of Science (Life Science, Earth Science and Physical Science). In addition to the 4 program units, Grade 5 students will participate in a Science Fair. They will learn and apply the Scientific Method, write a project report and research paper as well as display and discuss their results.

Textbook:

Harcourt Science

Social Studies:

Students in Grade 5 are expected to study US history. This is the major theme for the curriculum. Topics include:

Native American Life in America

Early Explorers and Settlers

Life in the 13 Colonies

Revolutionary War

The Pioneers

War of 1812

Slavery and Freedom

The Civil War

Immigration, Farming, Ranching, and Mining

The Roaring 20s

The Great Depression

World War I

World War II

Cold War, Korean War

Current Issues in US

These topics are covered over 10 chapters and 5 Units presented in the student text: United States in Modern Times.(Harcourt Brace)

Geography: topic-related geography is integrated throughout these units.

Textbook:

United States in Modern Times

Health:

Students in the 5 th Grade are taught Health lessons once a week. The Merrill Health program provides the major component of the curriculum: Health, focus on you. The Health topics are integrated with Science as much as possible. The topics covered are:

Mental Health

Family and Social Health

Diseases and Disorders

Nutrition

Pubertal Development

Safety and First Aid
Exercise and Fitness
Community and Environmental Health
Textbook:

Health: Focus on You

Middle School Art

6th-8th grade

Description of the course:

The drawing sections emphasize developing ideas through sketching and expanding these into quality drawings. A variety of media are used to explore subjects such as still life, landscapes, animal life, fantasy, figures, and portraits. Both representational and abstract styles are utilized. The painting unit introduces students to color theories and painting techniques. Students explore the use of tempera, watercolor, oil pastels, and acrylic. Printmaking skills are developed through working with stencils, relief prints, and reduction printing methods. Three-dimensional design may include paper, fiber, clay and mixed media. Graphic Design, Art History and Developmental Workbook assignments are a part of the ongoing course of study. As students progress through the middle school years, the expectations and techniques become more sophisticated. The course is supplemented by a variety of art objects, reference materials, art magazines, the internet, and audio visual materials. Ongoing displays of student art are a critical aspect of the middle school art program.

Desirable outcomes:

- Explore a basic visual vocabulary for art
- Develop technical and creative approaches for solving design problems
- Be familiar with materials and tools, art forms and processes
- Critique and develop opinions related to art works
- Be able to work from a verbal and writing process to a visual product

ESL

Middle School English as a Second Language Support Program

6th-8th grade

Recommended for: Students who are in the intermediate stages of English language acquisition.

An ESL specialist works with content teachers to develop the four language macro skills (reading, writing, listening and speaking) within the mainstream

curriculum by using a variety of second language learning strategies. Language learning is directed towards the content of classroom themes with an emphasis on vocabulary development and the widening of semantic fields, rather than focusing solely on syntactical structures. Collaboration between ESL specialists and classroom teachers in curriculum design, lesson planning, and the implementation of diverse teaching strategies, enables students to develop both academic and social discourses.

The ESL program at Seoul International School promotes student learning by helping to facilitate full and equal access to the curriculum for all students. This is achieved through a collaborative approach to in-class language learning, which is often referred to as the 'Sheltered Immersion' model.

This approach recognizes that effective instruction is student-centered and views language acquisition as an integrated, multifaceted experience within the language-rich environment of the classroom. All SIS students benefit from the language enhancing strategies that develop from the collaboration between ESL specialists and content teachers.

Special Classification:

ESL students in the Middle School are wholly integrated with the mainstream in all subject areas, and a specialist is assigned to them. In addition, students attend specialized Language Extension classes every day during the first semester and every other day in the second semester. to further develop their reading, writing, listening and speaking skills and to ensure that content language is being made accessible.

The integrated based curriculum develops reading comprehension skills, writing, speaking, and listening. Fundamental reading skills will be emphasized throughout the course with students developing reading strategies to decode, interpret, and analyze text. The course introduces different reading genres and purposes including both fiction and non-fiction. Class reading selections are designed to maximize student interest in reading for pleasure as well as for study. Vocabulary acquisition and reflective thinking skills are critical in a collaborative learning situation.

A variety of written forms are reviewed to cover the basic three genres of formal, creative, and personal writing, to ensure a balanced coverage of the different styles. Letter writing, biography, narratives, persuasive essays, note taking, and report writing are examples of some of the units offered. Students are introduced to the 6+1 writing traits program adopted by the school. Technology is an integral part of the writing curriculum for students in this course.

Middle School Literacy Support Program:

6th-8th grade

Description of the course:

Literacy support students in the Middle School are wholly integrated with the mainstream in all subject areas, and a specialist works with each Grade Level to maximize learning opportunities. In addition, students attend specialized enrichment classes several times each week to further develop their reading, writing, listening and speaking skills.

The enrichment course is designed to assist Middle School students by focusing on specific literacy skills as determined by standardized and individual test results. Instruction is aimed at developing reading strategies to increase reading comprehension for both independent and academic purposes. Students practice strategies to increase comprehension of difficult content area texts. Word analysis techniques are incorporated to increase awareness of semantic fields and vocabulary conceptualization.

Through the integration-based curriculum approach, fundamental reading skills will be emphasized throughout the year with students developing reading strategies to interpret, analyze, and respond to various texts. The course incorporates both fiction and non-fiction content texts with corresponding instruction in the various writing genres.

Computers

6th-8th grade

Computer Enrichment Program

The middle school computer program at Seoul International School focuses on the development of student competence in the operation and use of multimedia and web based software. This includes developing skills in areas such as still-media manipulation, podcasting, blogs, movie making and basic HTML. Students also learn about ethical behavior related to security, passwords and information. Students are responsible for having read and complying with the SIS Acceptable Use Policy (AUP) whenever using a computer in the school.

Integrated Computer Program:

The major focus of the integrated computer program at SIS is the development of student competence in the operation and use of essential office software as well as multimedia software. This includes the integration of word processing, spreadsheets, databases, multimedia applications and desktop publishing skills within subject areas. Students learn about online research techniques and the

evaluation of information in terms of validity, appropriateness, and usefulness. In addition, students also learn about the importance of accurate citation of copyrighted materials through projects, papers, and multimedia presentations.

General objective:

The aim of the computer programs at Seoul International School is to ensure that students can effectively and ethically use technology in preparation for more advanced learning in both all subject areas.

The student will understand important issues of a technology based society and will exhibit ethical behavior in the use of computers and other technologies.

The student will demonstrate knowledge and skills in the use of computers and other technologies.

The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.

Language Arts

6th grade

Prerequisites: Standardized test scores and teacher recommendation

Description of the course:

Reading selections represent all types of literature, from specific areas of interest to intermediate age studies. Skills include mastery of decoding, comprehension, critical-thinking, 6-trait writing, as well as reference, study, and literary skills. In addition to the basic reading series, studies also include novel study, individual book reports, plays, and poetry.

Emphasis during the first semester is on the study of grammar, the parts of speech, spelling, sentence fragments, run-on sentences, the six traits of effective composition, prepositional phrases, capitalization, punctuation, paragraphs, using the dictionary, and vocabulary.

The second semester refines those skills and helps students develop skills in structure, speaking, listening, writing exploration, reports, letter writing, and using the library.

General objective:

The aim is to improve language arts skills with emphasis on reading, writing, and oral expression.

Textbook:

The Language of Literature/McDougal Littell

Write Source 2000/ Houghton Mifflin Company

7th grade

Prerequisites: Standardized test scores and teacher recommendation

Description of the course:

The integrated based curriculum develops reading, writing, speaking, and listening skills, with the first semester focusing on study skills, the writing process, independent reading, drama, and debate. The second semester focuses on research skills, analysis of literature genres, report writing, and oral presentations. Throughout the year the students read selections from the most common types of literature.

General objective:

The aim is to improve language arts skills and to develop independence and an interest in reading.

Textbook:

The Language of Literature/McDougal Littell

8th grade

Prerequisites: Standardized test scores and teacher recommendation

Description of the course:

8th grade Language Arts in an integrated course that combines reading, writing, and speaking across the content areas. Persuasive, informative, and expressive written and speaking forms are taught, and overall fluency in writing is stressed. Special emphasis is also placed on students developing confidence and fluency in public speaking. The reading and literature program focuses on applying developmental reading strategies and the understanding of basic literary concepts. These concepts are applied to a variety of poems and short stories, as well as a variety of novels including *The Pearl* and *The Hobbit*. A Shakespearean component is introduced in 8th grade as well. Particular emphasis is also placed upon the development of vocabulary.

General Objective:

The objective is to acquaint the students with various types of literature and to improve their communication skills.

Textbook:

The Language of Literature/McDougal Littell/2001

Mathematics

6th grade

Description of the course:

This course contains an integrated approach to mathematics. Topics include computational skills involving whole numbers, decimals, and mixed numbers as they integrate into geometry, basic probability, and problem solving.

General Objective:

The objective is to prepare students for Math Level III -'prealgebra' by having the students develop and master the basic mathematical skills required at this level, and be able to use them in problem solving situations.

7th grade

Description of the course:

This 'prealgebra' course contains an integrated approach to mathematics. Topics include computational skills involving whole numbers, decimals, fractions, and mixed numbers as they integrate into algebra, geometry, basic trigonometry, statistics, and problem solving. This course help students understand the "big picture" of mathematics before going on to high school where each of these topics are studied separately.

General objective:

The objective is to prepare students to advance into Algebra I by having the students develop and master the basic mathematical skills required at this level and to be able to use them, in problem solving situations.

Textbook:

Pre-Algebra/Holt/2004

8th grade

Prerequisites: Completion of SIS Seventh grade 'pre-algebra'

Description of the course:

This pre-course is designed for students who have studied pre-algebra in the past. This rigorous course covers applications of algebraic relationships; linear equations, linear inequalities, linear systems, polynomials, radicals, and right-triangle trigonometry and prepares students for high school geometry.

General objective:

The objective is to prepare students to advance to geometry by mastering the basic algebraic skills required at this level and to be able to apply them to higher academic math classes in the future.

Textbook:

Algebra I/Holt Rinehart Winston/2003

Music

Middle School Concert Chorus

6th-8th grade

Prerequisites: At least one year of experience singing in a choir or taking voice lessons, or by recommendation of the teacher. A meeting will be scheduled to determine voice part and skill level.

Description of the course:

The Middle School Concert Choir will provide singers with the opportunity to rehearse and perform in a choral setting. The ensemble rehearses by grade level every other day and performs in at least two concerts each year. The students will have the opportunity to participate in solo performances throughout the year. Members of this choir may also have the opportunity to participate in the KAIAC Choral Festival.

General objective:

In Middle School Choir, students will improve their singing skills as members of a performing ensemble. Fundamental skills dealing with tone production, technique, and articulation will be stressed. In addition, students will improve their rhythmic literacy, knowledge of music terminology, and appreciation for

different types of choral music. All of these individual skills will be acquired within the context of a large-ensemble setting, where students will learn the importance of their contribution and cooperation with others.

Strings

6th grade

Prerequisite: At least one year of prior experience on violin, viola, cello/bass.

Description of the course:

The 6th grade strings class will provide students with the opportunity to play in a string orchestra setting. This is an elective specials course that will run the entire year. Basic playing techniques are reviewed and more advanced techniques are introduced through a variety of etudes and string orchestra repertoire.

General objective:

Emphasis will be placed on bow technique development, left hand facility, accuracy of intonation, and music reading skills. As these techniques develop, so will the student's ability to express himself/herself through music.

7th grade

Prerequisite: 6th grade strings or at least one year of prior experience on violin, viola, cello/bass.

Description of the course:

The 7th grade strings class will provide students with the opportunity to play in a string orchestra setting. This is an elective specials course that will run the entire year. With the continuation of the string curriculum, intermediate techniques will be introduced and practiced.

General objectives:

The goal of this ensemble is to aid students in experiencing creative self expressionism through the development of proficiency in playing a string instrument. Intonation accuracy, finger speed and agility, dynamic range and tonal growth, vibrato will be emphasized.

8th grade

Prerequisite: 7th grade strings or at least two years of prior experience on violin, viola, cello/bass.

Description of the course:

The 8th grade strings class will provide students with the opportunity to play in a string orchestra setting. This is an elective specials course that will run the entire year. With the continuation of the string curriculum, advanced techniques will be introduced and practiced.

General objective:

Advanced techniques such as playing in higher positions, artistic phrasing, performance style according to musical demands, and bow distribution will be emphasized in this course. Opportunities to play alone or in small groups in recital will be provided.

Middle School Orchestra

6th-8th grade

Prerequisites: By individual audition in August

Description of the course:

The Middle School Orchestra provides students the opportunity to play in a full orchestra setting. Each student benefits musically by playing with other instruments, larger works and repertoire not always addressed in band or strings alone. Orchestra meets once a week after school. A high level of commitment to the group is expected.

General objective:

Orchestral techniques such as following the conductor, balance and blend between sections. Intonation and rhythmical accuracy, as a group will be emphasized.

Band

6th grade

Prerequisites: one year of experience on a wind, brass or percussion instrument or by recommendation of the teacher.

Description of course:

The Grade 6 Band is an instrumental ensemble composed of wind, brass, and percussion instruments. The band rehearses every other day and will participate in at least two concerts a year. The students will have the opportunity to participate in solo or small ensemble performances throughout the year. Members of this band may also have the opportunity to participate in the KAIAC Band Festival.

General Objective:

In Grade 6 Band, students will improve their playing abilities as members of a performing ensemble. Fundamental skills dealing with tone production, technique, and articulation will be stressed. In addition, students will improve their rhythmic literacy and knowledge of music terminology. All of these individual skills will be acquired within the context of a large-ensemble setting, where students will learn the importance of their contribution and cooperation with others.

7th grade

Prerequisites: Two years of experience on a wind, brass, or percussion instrument, or by recommendation of the teacher.

Description of the course:

The Grade 7 Band is an instrumental ensemble composed of wind, brass, and percussion instruments. The band rehearses every other day and will participate in at least two concerts a year. The students will have the opportunity to participate in solo or small ensemble performances throughout the year. Members of this band may also have the opportunity to participate in the KAIAC Band Festival.

General Objective:

In Grade 7 Band, students will improve their playing abilities as members of a performing ensemble. Fundamental skills dealing with tone production, technique, and articulation will continue to be stressed. In addition, students will improve their rhythmic literacy and knowledge of music terminology. All of these individual skills will be acquired within the context of a large-ensemble setting, where students will learn the importance of their contribution and cooperation with others.

8th grade

Prerequisites: Three years of experience on a wind, brass, or percussion instrument, or by recommendation of the teacher.

Description of the course:

The Grade 8 Band is an instrumental ensemble composed of wind, brass, and percussion instruments. The band rehearses every other day and will participate in at least two concerts a year. The students will be expected to participate in solo or small ensemble performances throughout the year. Members of this band may also have the opportunity to participate in the KAIAC Band Festival.

General Objective:

In Grade 8 Band, students will improve their playing abilities as members of a performing ensemble. Fundamental skills dealing with tone production, technique, and articulation will continue to be stressed. In addition, students will improve their rhythmic literacy and knowledge of music terminology. All of these individual skills will be acquired within the context of a large-ensemble setting, where students will learn the importance of their contribution and cooperation with others.

MS Jazz Ensemble

6th-8th grade

Prerequisites: By recommendation of the teacher.

Description of the course:

The Middle School Jazz Ensemble will provide wind, brass, and percussion students the opportunity to rehearse and perform in a big band setting. The ensemble rehearses once a week after school and will participate in at least two concerts a year.

General Objective:

The Middle School Jazz Ensemble is an exploratory course in which students will be exposed to many different facets of the jazz idiom through the rehearsal and preparation of music from a variety of styles. Students will begin to explore improvisation, as well as other unique aspects of jazz such as articulation styles and harmonic language (blues and dominant scales).

Physical Education

6th-8th grade

Description of the course:

P.E. in the middle school at SIS involves students learning rules, skills, and strategies for various team sports and games. A big emphasis is on teamwork and positive collaboration. In addition to team sports, minor games and creative movements such as stunts, circus arts and dance, there is also a strong emphasis on physical fitness.

General Objective:

The aim is to develop in students an appreciation and understanding of team sports, their contribution to our culture and principles, as well as an understanding of the importance of personal fitness and health when becoming adults. We also emphasize working together as a group and being a positive contributor in all situations.

Science

General Science

6th grade

Description of Course:

Science 6 is an introductory course in which students will gain experience in using scientific methods, critical thinking, and personal interest in studying disciplines of basic chemistry, biology, earth science, and physics.

General Objective:

Students will develop an inquisitive nature and an innate curiosity in science. Critical thinking will motivate students to question scientific explanations and confront current issues that exist in science today.

7th grade

Description of Course:

This course provides a balance of all science disciplines and one that integrates other curriculum learning areas as well as the world outside the classroom. The course recognizes and builds on students' previous knowledge, experiences, skills and understanding. There is some emphasis on developing an awareness of the impact of human activity on the environment.

General Objective:

The aim of this course is to promote an understanding of science concepts and the development of independent thinking.

Textbook:

Glencoe Science Level Green 2005

8th grade

Description of the course:

The 8th grade science course offers the students experience in each of the three major fields of science (physics, chemistry, and biology) before they make the transition into high school. During the year students will undergo a detailed investigation of: electricity and magnetism; the physical, chemical, and reactive properties of different substances; reproduction and genetics; and a unit on earth and space science. Whenever possible, these topics are developed with a very "hands-on" approach so that the students can easily make connections between what they study in class and the world around them.

Textbook:

Glencoe Integrated Text Level Blue 2005

Blue.msscience.com

Social Studies

6th grade

Geography

The geography program is a study of the relationship between people and the land and includes how people use the earth and how the earth influences the way people live. Basic skills include the ability to read and use maps, charts and graphs and the ability to read newspapers with understanding. Students will become aware of how people live in different environments and in different ways. Regions that we address include North America, South America, Europe, and the Russian Republics.

General objective:

Students are made aware of the world around them, use maps, globes, charts, etc. with ease, understand and appreciate the people in each country we live in or visit.

Textbook:

Western World/Holt (new)

Social Studies

7th grade

Description of the course:

Grade 7 Social studies is a course with a mixture of history, geography and culture. It is a study of people and events which builds on the students' understanding of the relationship between people and their land. The Asian regions are covered at this level.

General objective:

The aim of this course is to promote understanding of key events which shaped, and continue to shape, the constantly changing world in which we live.

Textbook:

The Ancient World, Prentice Hall

Asia and the Pacific, Prentice Hall

8th grade

Description of the course:

United States History

This course is a study of the development of the United States beginning with the discovery and settlement of the New World and continues through to the events in the U.S Civil War. Emphasis is placed on the skills necessary to read and understand history. The first semester covers the explorations and colonization of the New World, the growth of the thirteen British colonies in the present-day United States, and the American Revolution. The second semester continues with westward expansion; the changes to work and society brought

on by the Industrial Revolution and the reform movements of the 1830's; sectional differences and divisions; and the Civil War.

General Objective:

The students will be able to identify significant periods in the development of the U.S from the colonial times to the present. They will acquire a basic understanding of American history. Skills center on critical thinking, writing, and interpreting document-based questions.

Textbook:

The American Nation/Prentice Hall (2003)

History Unfolding/Mindsparks (2003)

Modern Languages

Foreign language study in Mandarin Chinese and Spanish is offered in the 8th grade with the aim of preparing students for the AP Language Tests. This course offering enables students to receive four years of language instruction prior to enrolling in the AP course. Successful completion of the level one introduction will therefore place students in level two of their respective languages once they enter their freshman year of high school. The enrollment criterion for foreign language enrichment is rather stringent due to the fact that students are committing themselves to a high school level course which includes a high school level workload and high school level expectations.

Mandarin Chinese

Course Description of the course:

Chinese 1 is an introductory course to Mandarin Chinese. Though students will receive instruction in all four aspects of the language (oral, listening, reading and writing), during the early stages of their Chinese studies, class time will primarily be devoted to acquiring basic oral and listening skills. Later on, when students are more familiar with structural conventions they will be challenged with listening and reading materials that include some unknown characters in order for them to develop these skills under more authentic circumstances. In addition to gaining communicative and linguistic competence, students will be exposed to Chinese culture in order for them to better understand the cultural context in which their language skills will be used. The course will provide students with the ability to communicate interpersonally in daily life. Topics will include greetings, basic introductions, making appointments, location, countries and languages, descriptions, shopping and food.

Course Objectives by Skill:

Speaking/Listening

Accurate pronunciation and usage of pinyin (the Chinese phonetic alphabet) including the four tones

Ability to formulate and respond to questions using simple sentences to exchange information

Reading/Writing

Writing Chinese characters with the correct stroke order

Build a basic vocabulary of approximately 250-300 simplified characters (there will be some exposure to traditional characters)

Usage of basic grammar constructions and sentence patterns

Textbook:

NiHao1 Student Text/ChinaSoft

Various Supplementary Materials

Spanish

Grammar:

Conjugation of regular, irregular and stem-changing verbs in the present tense. Concepts such as subject/verb agreement and the use of statements, commands and questions in regard to the position of specific parts of speech will be emphasized

Textbook:

Ya Veras! Gold Student Edition Prentice Hall 30

Workbook for Ya Veras!

High School

Art

Seoul International School offers a variety of courses to provide opportunities for students interested in art. Studio Art, 3-D Design, Graphic Design, and Ceramic & Crafts classes are for all students interested in such courses. S.I.S. also provides Advanced Placement Drawing, 2-D design and 3D Design courses for students who are considering their future career in fine art, and design areas.

Studio Art Level 1

Recommended for: 9th-12th grades

Prerequisites: None

Credit: 1

This course offers a focus on the basic elements and principals of design. It introduces students to the precepts of two-dimensional design through drawing, painting, printmaking, collage, graphics, pen & ink, and color and composition. The program places emphasis on developing a sense of craftsmanship and creativity, which is a fusion of observation, imagination and techniques. Proper handling of tools and materials is also introduced. Students will explore both realistic and abstract styles of art. The course is supplemented by written assignments, and research on traditional and contemporary artworks. Internet, library and class based resources, such as reference books, art magazines, and audiovisual materials support learning within and about the arts. Students must maintain a developmental workbook for design, research, critical analysis and self reflection.

Textbook:

Design Basics by David A. Lauer & Stephen Pentak ISBN 0-534-62559-2

Introducing Art by Gene Mittler et. all ISBN-10 0-07-873555-6

Studio Art Level 2

Recommended for: 10th-12th grades

Prerequisites: Studio Art Level 1; portfolio review

Credit: 1

Studio Art 2 is an extension of Studio Art Level 1. This approach promotes breadth, quality, and originality while ensuring that students maintain the integrity and ownership of their work and learning. Students are encouraged to reflect upon their efforts and to critique their artwork and the work of others in verbal and written forms. Students are held to higher standards in Studio Art Level 2 - more is required both in content and in technique. Students are expected to create works with a more personalized interpretation of a theme. Students should be more independently motivated to produce high quality artwork. In addition, students are expected to be more responsible with their work habits and deadlines. Throughout the course, the content is supplemented with written assignments and students are required to research extensively about traditional and contemporary artwork. Internet, library and class based resources, such as reference books, art magazines, and audiovisual materials support learning within and about the arts. Students must maintain a developmental workbook for design, research, critical analysis and self-reflection.

Textbook:

Design Basics by David A. Lauer & Stephen Pentak ISBN 0-534-62559-2

Introducing Art by Gene Mittler et. all ISBN-10 0-07-873555-6

3D-Design (Level 1)

Recommended for: 10th-12th grades

Prerequisites: None

Credit: 1

This course will introduce students to the processes, and issues involved in creating three-dimensional sculpture. This course introduces the student to sculptural vocabulary, and material such as clay, plaster, wood, styro foam, paper-mache, metal, paper, and fiber. Additive and subtractive sculptural techniques will be covered. A general history of both classical and modern sculpture will be presented.

Students will be introduced to the processes of carving, modeling, assemblage, and casting. Students will also explore fabric and textiles. The concept of nonrepresentational, dynamic, and static sculpture will be discussed. This course will provide students with the basic skills and knowledge necessary to

work with various media, evaluate their own work, and work by master artists. Students develop an appreciation for the presence of art both in the classroom and in their everyday experiences.

3D-Design (Level 2)

Recommended for: 11th-12th grades

Prerequisites: 3-D Design Level 1

Credit: 1

Three-dimensional design two is a continuation from the introductory 3D-Design class. In this second year course students are given the opportunity to develop an in-depth, personal commitment to a particular artistic concern, specific visual idea or mode of working. This area of concentration could be a specific project in clay sculpture, architectural models, fashion design* or various other areas of interest in 3D art. All students will be expected to work independently on their specific portfolio. Due to the independent nature of this type of work, only students with diligent work habits, and a keen personal interest in 3D-Design should consider taking this course. Assistance will be provided, however it is the student's responsibility to follow course guidelines, and reach the quarterly goals set for the course. Students will be expected to work hard and maintain a high level of enthusiasm toward their work.

3D- Design II can be taken as a prep course for AP 3D- Design, or taken by students who want to further their portfolio in this area of art. Students will work in two main categories: Concentration, and Breadth. As students explore, theorize and apply the principles, and elements of design to their own work they will generate a greater appreciation and satisfying experience in the arts.

* Other art career-related units of study.

Ceramics 1 and 2

Recommended for: 9th-12th grades

Ceramics 1

Prerequisites: None

Credit: 1

This course is designed to give students experience with a variety of methods used in working with clay. These methods will include pinching,coiling, wheel, slab construction, mold making, glazing, firing and other finishing techniques.

Subject matter will range from vessels to figurative sculpture. Students will focus on skills and techniques with clay for most of the year, ending with an interpretive project of their choice.

Good design will be stressed as students are taught to critique their works in terms of the elements and principles of design. Students will be exposed to the history of ceramics, as well as to contemporary ceramic artists.

Ceramics 2

Prerequisites: None

Credit: 1

Ceramics two is a continuation from the introductory class. In this second year course students are given the opportunity to develop an in-depth, personal commitment to a particular artistic concern, specific visual idea or mode of working. This area of concentration could be a specific project in clay sculpture, or vessel making. All students will be expected to work independently on their specific portfolio. Due to the independent nature of this type of work, only students with diligent work habits, and a keen personal interest in Ceramics should consider taking this course. Assistance will be provided, however it is the student's responsibility to follow course guidelines, and reach the quarterly goals set for the course. Students will be expected to work hard and maintain a high level of enthusiasm toward their work.

Ceramics II can be taken as a prep course for AP 3D- Design, or taken by students who want to further their portfolio in this area of art.

Graphic Design 1.0

Recommended for: 9th-12th grades

Prerequisites: None

Credit: 1

This course is designed to introduce students to the ever-evolving world of print and online media that is largely computer based. Software applications such as Adobe Photoshop and Adobe Illustrator are fast replacing the drafting board and pencil of yesterday. Students looking to go into advertising, graphic design, or fine arts are encouraged to take this course and learn about the many developments in computer-generated graphics. The course will focus on developing skills within the two dominant visual paradigms: the bitmap image and the vector image. Through these different image types students will design print material, web media, and short animation.

Textbook:

Graphic Design Solutions 2nd Ed. by Robin Landa ISBN 0-7668-1360-6
Graphic Design 2.0

Recommended for: 10th-12th grades

Prerequisites: Graphic Design 1.0

Credit: 1

This course is designed to further students' knowledge and experience in graphic design. Advanced concepts using software applications such as Adobe Photoshop and Adobe Illustrator will be covered for students to develop an extensive portfolio. Students will also use Macromedia Flash MX to develop advanced interactive designs, flash animations, and integrated multimedia projects. Students will be challenged to develop a professional level of design technique and proficiency with industry standard software.

Textbook:

Graphic Design Solutions 2nd Ed. by Robin Landa ISBN 0-7668-1360-6

Advanced Placement Studio Art 2D and Drawing

Recommended for: 11th-12th grades

Prerequisites:

Completion of A.P. Art application, one hour drawing examination, portfolio review, record of meeting deadlines in art classes, and an endorsement for enrollment from Visual Art Department

Completion of two credits in art in any of the following classes: Studio Art, 3D Art, Graphic Design. Teacher recommendation and portfolio review are also required prior to enrollment.

Expressed interest in art, evident talent or potential for success, good work ethic, and motivation.

Enrollment in the course is also contingent upon completion of the summer assignment.

Credit: 1

Students are provided with a scope of work equivalent to an introductory college course in Art. Advanced Placement work focuses on the completion of a portfolio of art works that is organized into three areas of concern: quality, concentration, and breadth. The Quality section focuses on a student's technical skill and ability to create works that maintain a high level of quality and

sophistication. The Concentration section is composed of a body of work that develops a theme or focus over a series of works. This section should show artistic growth and progress as the Concentration idea is resolved through the series of works. The Breadth section is a body of work that reflects the student's knowledge and skill base in a range of media and artistic expression. Within these areas of concern the student completes specific projects assessed by criteria established by the Advanced Placement Board. Museums and art galleries are considered extensions of the school. The course is supplemented by written and oral assignments throughout the course as students are required to research widely about traditional and contemporary art works. Students are required to maintain a developmental workbook for design planning, research work, critical analysis and self-reflection. Students should be highly self-motivated, and personally committed to producing, authentic, original art works.

General requirements

To complete a body of work of 24 finished pieces of work:

12 Completed works submitted in breadth.

12 Completed works submitted in concentration.

5 actual pieces to be submitted in quality (above mentioned categories).

All work must be the authentic work of the student and completed by the student.

The majority of work to be completed during the course in class at school.

General objective

To provide students with the opportunity to develop skills, concepts and understanding within the Visual Arts discipline. Including a focus on genre, media, subject matter and technical skills.

To encourage and develop personal motivational skills and study habits within the visual arts in order to prepare students for college level work. (Quality and processes.)

To provide students with ongoing and regular critical evaluations of works in progress.

Encourage students in life long and career focus in the Visual arts.

To provide students with the opportunity to earn college credit while still in high school.

Portfolio Types (Drawing and 2D are taught in a combined class):

Drawing

This AP portfolio focuses on the concerns associated with drawing including line quality, light and shading, rendering of form, illusion of depth, and surface quality. Artistic materials used in this portfolio tend to be more traditional (pencil,

charcoal, paint, ink, etc.). Drawing portfolios focus on the mark of the human hand as opposed to mechanical processes.

2D

This AP portfolio is an investigation of the principles of design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale and figure/ground relationships) as articulated through the visual elements (line, shape, color, value, texture, and space). More traditional artistic materials can be used in this portfolio, but students are encouraged to include photography, graphic design and computer illustration.

Advanced Placement Studio Art 3D

Recommended for: 11th-12th grades

Prerequisites:

Completion of A.P. Art application portfolio review and endorsement for enrollment by the Visual Art Department

Completion of two credits in art in any of the following classes: Studio Art, 3D Art, Graphic Design. Teacher recommendation and portfolio review are also required prior to enrollment.

Expressed interest in art, evident talent or potential for success, good work ethic, and motivation.

Enrollment in the course is also contingent upon completion of the summer assignment.

Credit: 1

Students are provided with a scope of work equivalent to an introductory college course in Art. Advanced Placement work focuses on the completion of a portfolio of art works that is organized into three areas of concern: quality, concentration, and breadth. The Quality section focuses on a student's technical skill and ability to create works that maintain a high level of quality and sophistication. The Concentration section is composed of a body of work that develops a theme or focus over a series of works. This section should show artistic growth and progress as the Concentration idea is resolved through the series of works. The Breadth section is a body of work that reflects the student's knowledge and skill base in a range of media and artistic expression. Within these areas of concern the student completes specific projects assessed by criteria established by the Advanced Placement Board. Museums and art galleries are considered extensions of the school. The course is supplemented by written and oral assignments throughout the course as students are required to research widely about traditional and contemporary art works. Students are required to maintain a developmental workbook for design planning, research

work, critical analysis and self-reflection. Students should be highly self-motivated, and personally committed to producing, authentic, original art works.

General requirements

To complete a body of work of 24 finished pieces of work.

12 Completed works submitted in breadth.

12 Completed works submitted in concentration.

5 actual pieces to be submitted in quality (above mentioned categories).

All work must be the authentic work of the student and completed by the student.

The majority of work to be completed during the course in class at school.

General objective

To provide students with the opportunity to develop skills, concepts and understanding within the Visual Arts discipline. Including a focus on genre, media, subject matter and technical skills.

To encourage and develop personal motivational skills and study habits within the visual arts in order to prepare students for college level work. (Quality and processes.)

To provide students with ongoing and regular critical evaluations of works in progress.

Encourage students in life long and career focus in the Visual arts.

To provide students with the opportunity to earn college credit while still in high school.

Portfolio Types:

This AP portfolio is intended to address a broad interpretation of sculptural issues in depth and space. Theses may include mass, volume, form, plane, light, and texture. Such elements may be articulated through additive, subtractive, and / or fabrication processes. A variety of approaches to representation, abstraction and expression may be part of a students work.

World Languages

The World Languages Department at SIS strives to provide a strong program in languages, with the belief that students learning an additional language often show an increased strength in all their language studies. We currently offer Spanish and Chinese under the guidance of our international teachers. Chinese was added in the school year 2003/4 to accommodate student and parent desire for this language choice.

Spanish I

Recommended for: 8th-12th grades

Prerequisites: None

Credit: 1

A course for BEGINNERS which develops the student's ability to communicate in the language through listening and speaking, reading, and writing. Students learn to use the indicative mood to speak and write about themselves and others, and to acquire historical, cultural, and geographical information. Students acquire basic vocabulary and the present indicative and preterit (past) of regular and irregular verbs. Concepts such as subject/verb agreement, subject/adjective agreement and the formation of statements, commands and questions in regard to the position of specific parts of speech are heavily stressed.

Textbook:

Boyles, Peggy Palo, et al./Realidades 1/Boston, Ma: 2008./ISBN 0-13-134091-3

Workbook

Spanish II

Recommended for: 9th-12th grades

Prerequisite: Spanish I or equivalent

Credit: 1

In the second course students further develop the ability to communicate in the

language through listening and speaking, reading and writing. Students continue to use the indicative mood to speak and write about themselves and others, and to acquire historical, cultural, and geographical information. The preterit and imperfect tenses are fully explored and practiced.

Textbook:

Boyles, Peggy Palo, et al./Realidades 2/Boston, Ma: 2008./ISBN 0-13-134092-1

Workbook

Spanish III

Recommended for: 9th-12th grades

Prerequisite: Spanish II or equivalent

Credit: 1

A third-level course designed for reviewing grammatical concepts, introducing more advanced structures and vocabulary, and acquainting the student with historical, cultural, and geographical information about Spanish-speaking countries through listening, speaking, reading, and writing activities. Grammatical proficiency will be acquired in the use of the preterit, imperfect, future, present perfect, past perfect and conditional tenses. Considerable attention is also given to the subjunctive mood.

Textbook:

Boyles, Peggy Palo, et al./Realidades 3/Boston, Ma: 2008./ISBN 0-13-134094-8

Workbook

Spanish IV

Recommended for: 9th-12th grades

Prerequisite: Spanish III or equivalent

Credit: 1

Textbook:

Díaz, JoséM/AP Spanish Preparing for the Language Examination/Boston, Ma: 2007./ISBN 0-13-166094-2

Advanced Placement Spanish Language

Recommended for: 9th-12th grades

Prerequisite: Spanish 4 or equivalent, or Spanish 3 with approval

Credit: 1

This course is designed to provide a university-level Spanish curriculum that focuses on mastery of grammar and production of oral and written Spanish. The grammar from Spanish 4 is reviewed and mastered. Emphasis is placed in contextual speaking and listening activities such as debates and presentations as well as extensive reading, interpreting and discussing novels. Upon termination of this class, the students take the Advanced Placement examination.

Textbook:

Gordon, Ronni L and Stillman, David M./The Ultimate Spanish Review and Practice/Chicago, IL: 1999./ISBN 0-658-00075-6

Chinese I

Recommended for: 9th-12th grades

Prerequisite: None

Credit: 1

This course is an introduction to Mandarin Chinese and Chinese Culture. It provides students with the opportunity to develop communicative skills at a basic level. An interactive approach will be followed in order to give students a foundation in spoken and written Chinese.

Textbook:

Ni Hao 1/Publisher: ChinaSoft/ISBN 1-876739061

Workbook

Chinese II

Recommended for: 9th-12th grades

Prerequisite: Chinese I

Credit: 1

This course continues the approach of Chinese I, integrating the acquisition of speaking, reading, writing, and comprehensive skills. The unit present topics through which students further develop their vocabulary, repertoire, grammar and language structures to communicate with friends and people around them. Various cultural activities will be integrated into the curriculum as part of the language study.

Textbook:

Ni Hao 2/Publisher: ChinaSoft/ISBN 1-876739126

Workbook

Chinese III

Recommended for: 10th-12th grades

Prerequisite: Chinese II

Credit: 1

This course requires the learner, first of all, to be committed to become a critical thinker, risk taker and team player in all learning activities. Students will continue to extend their knowledge of the language (vocabulary and sentence structures) along with the growth of the knowledge of culture, including cuisines, main festival, customs, geography features and beliefs, etc. Students will build a solid base to develop listening and reading skills through a variety of different types of texts, for example, 3D map, restaurant online-search site, flight schedule, itinerary, recipes and many picture stories, etc. Students will further develop speaking and writing skill in different ways and practice them independently to be able to speak and write in communicative and interactive

settings.

Textbook:

Integrated Chinese Level 1 Part 2/Cheng & Tsui Publications/ISBN 0887274765

Chinese IV/AP

Recommended for: 11th-12th grades

Prerequisite: Chinese III

Credit: 1

This course requires the learner to be committed to become a critical thinker, risk taker and team player in all learning activities. Students will continue to extend their knowledge of the language with more specific and accurate word choice, more sophisticated modifiers, along with the growth of the knowledge of culture, including life styles, festivals, media influence, sportsmanship, environment issues and gender equality issues, etc. Students will build a solid base to develop listening and reading skills through a variety of different types of texts, for example, sports news, university course schedules, survey, live yoga instruction and many picture stories, etc. Students will further develop speaking and writing skill in different ways and practice them independently to be able to speak and write in communicative and interactive settings. Upon termination of this class, the students take the Advanced Placement examination.

Textbook:

Integrated Chinese Level 2/Cheng & Tsui Publications/ISBN 0887274803

Language Arts

The English program at SIS aims to improve the skills and confidence of students both in writing and orally. The students are required to write in many different formats and for a variety of purposes. They are also required to give oral speeches, debates, and presentations, which develop their public speaking skills. While developing these skills as effective and responsible communicators, students also cultivate their analytical skills and appreciation for world literature as texts from China, Africa, Korea, Japan, Britain, and the United States (among others) are studied.

The English department also offers one-on-one advice to students who seek to improve their writing. The Writing Center is open during lunch period and activity period (12:30 - 1:30) everyday of the week. Students may sign up for an appointment in outside room D331. All forms of writing including essays, stories, lab reports, activity applications, speeches, among others, are welcome!

Communications

Required for: 9th grade

Prerequisites: None

Credit: 1

Communications is a course that provides freshmen the opportunity to broaden their experience in written and oral communication. The first quarter of the year examines the essentials of communication by looking at conventions and fluency in expository writing, along with an introduction to the fundamentals of oral communication. Critical thinking is the guiding concept of the second quarter as students focus on the ideas and organization of their writing, how to give effective speeches, and how to solve problems. Word choice is the guiding writing trait of the third quarter as students work on their speaking ability, impromptu and persuasive speaking, while a unit on media literacy enables student to better understand the media around them and craft their own multimedia ad campaigns. Finally, the fourth quarter is a time to look at the importance of voice in writing and speaking as students map out their plans for the further and debate one another on a variety of topics.

Textbook:

Writers Inc/Sebranek, Kemper, Meyer

Speech for Effective Communication/Holt, Rinehart, Winston

Summer Reading:

Still Life With Rice by Helie Lee

General Literature

Required for: 9th grade

Prerequisites: None

Credit: 1

This course provides an overview of literary genres - the novel, drama, short stories, and poetry - and the elements of fiction (point of view, character, setting, and figurative language). Students will be encouraged to read analytically and interpretively. Students will learn 1) how to write clearly, precisely, and thoughtfully and (2) how to express ideas orally with clarity and coherence.

Textbooks:

12 Angry Men

Literature and Integrated Studies (short stories)

Of Mice and Men or Catcher in the Rye

Poetry of the Harlem Renaissance (and other selected poems)

A Midsummer Night's Dream

Romeo and Juliet

Summer Reading:

Lord of the Flies

American Literature

Required for: 10th grade

Prerequisites: General Literature & Communications

Credit: 1

American Literature is a survey course designed to introduce 10th grade students to the breadth of US literature. In the first semester, students examine literature from colonial times up to the Twentieth Century and will include an examination of revolutionary literature, Romanticism, Realism, and Naturalism. The second semester focuses on American literature of the past 100 years, by looking at Modernism and Postmodernism. Throughout the year students will advance their skills in analysis from multiple perspectives, discussion in both

large and small groups, and critical thinking in regards to reading, writing, and speaking.

Textbook:

The Language of Literature (American)/McDougal Littell/2006 Writers INC 2001

Novels include (but are not limited to):

The Adventures of Huckleberry Finn

Snow Falling on Cedars

Native Son

On the Road

Summer Reading:

The Crucible

How to Read Literature Like a Professor

British Literature

Required for: 11th grade

Prerequisites: None

Credit: 1

The students in English Literature survey literature of the British Isles from the medieval period through to modern times. The emphasis is on several canonical texts/authors which include Beowulf, Shakespeare, and Milton. As a literature course it also focuses on developing student's ability to analysis literature and poetry and appreciate the literature influence with its own culture as well as beyond its culture.

Textbook:

English Literature with World Masterpieces by MacMillan Literature Series 1991
(textbook is currently under review)

Beowulf

Grendel (selected readings)

Selected Medieval texts and ballads

Canterbury Tales

Macbeth and/or Hamlet

Frankenstein

An Ideal Husband and/or The Importance of Being Earnest

1984

Selected poetry

Selected non-fiction readings to augment text and provide historical context

World Literature

Required for: 12th grade

Prerequisites: British Literature and Writing 11

Credit: 1

The course includes an overview of some of the major themes relevant to World Literature such as questions of context, the nature of justice, fate and free will, and especially the question of identity. Contemporary 20th Century writers are emphasized throughout the course.

Students should approach this course with the understanding that they will be expected to synthesize many of the skills learned during previous years. Writing, reading, speaking, presentation, and technology skills will be assessed. Web 2.0 applications such as wikis, blogs, and social bookmarking utilities are tools used by students throughout the year. There is a midterm exam in the winter and a final exam in the spring.

Textbook:

The Language of Literature: World Literature, McDougal Littell

Writer's Inc. Daily Language Level 12

The Woman Warrior by Maxine Hong Kingston

The Metamorphosis by Franz Kafka

The Spirit Catches You and You Fall Down by Anne Fadiman

One Hundred Years of Solitude by Gabriel Garcia Marquez

Summer Novel:

Things Fall Apart by Chinua Achebe

Winter Novel:

A novel relevant to World Literature of the student's choosing

Recommended Supplemental Text *:

The Little Brown Handbook 10th Edition (H. Ramsey Fowler and Jane E. Aaron)
A Writer's Reference 6th Edition (Diana Hacker)

* Either of the supplemental texts above will help students with writing skill development

Advanced Placement Language And Composition

Recommended for: 11th-12th grades

Prerequisites: US Literature, Written Assessment, and Teacher Recommendation

Credit:1

The AP Language and Composition Exam places strong emphasis on the students' ability to analyze texts rhetorically and to use rhetoric effectively as they compose essay responses. It's an important question for teachers, therefore, to consider what students need to know about this often misunderstood term in order to write confidently and skillfully.

- CollegeBoard -

What students need to know about rhetoric is in many ways what they know already about the way they interact with others and with the world. Teaching the connections between the words they work with in the classroom and the world outside it can challenge and engage students in powerful ways as they find out how much they can use what they know of the available means of persuasion to learn more.

- Hepzibah Roskelly -

What do students need to know about rhetoric? It is not so much what they need to know about the study of rhetoric as it is about how they are made to feel about the task of learning itself. Students, in my experience, do not learn from what they perceive as alien, inhospitable, or foreboding. Rather, they learn from what they are stimulated to see as familiar, friendly, and accessible. The goal of AP Language and Composition is to "humanize" the face rhetoric for students. In this course, students will learn how to think and to write (in a variety of styles) critically. Students cannot write effectively unless they learn how to think intelligently about the craft of writing. They will accomplish this by learning how to analyze the work of other writers and by understanding how to assess and revise their own work and the work of their peers. Heavy emphasis will be placed on the triangular relationship between the writer, the subject, and the audience. More specifically, a good deal of class time will be devoted to the development of the following aspects of strong, persuasive writing:

Choice of diction
Choice of syntax
Voice (tone)
Stability of thesis and context
Use of rhetorical appeals: logos, pathos, ethos
Structure (emphasis on coherence and unity)
Balance between generalization and specific detail
Development of examples
Textbook:

Oryx and Crake by Margaret Atwood

The Old Man and the Sea by Ernest Hemingway

The Stranger by Albert Camus

The Great Gatsby by F. Scott Fitzgerald

essay by George Orwell

The Riverside Reader and Patterns of Exposition (essay anthologies)

Advanced Placement Literature And Composition

Recommended for: 12th grade

Prerequisites: AP Language and teacher recommendation

Credit: 1

Advanced Placement Literature is a challenging course that prepares students for the rigors of university level literature studies as they engage in the careful reading and critical analysis of imaginative literature. Students consider the larger elements of each work's structure, style, and themes as well as the finer elements of figurative language, imagery, symbolism, and tone. The literary theory, historical and cultural context of important works challenge students to think deeply as they cover diverse topics within the genres of poetry, novels, plays, and short stories from a variety of times.

The first semester breaks into units of prose, poetry and drama to allow students to focus on the essentials of each genre. The second semester is more thematically driven and diverse in the selections of literature, while allowing for more time to be devoted to direct preparation for the AP test. Writing about and discussing literature are the norm and climax in three ways: a large literary research project second semester, the AP Literature test in the spring, and the ability to feel comfortable discussing and analyzing literature for years to come.

Textbook:

Understanding Literature/Houghton Mifflin/2003

Write for College/Houghton Mifflin/1997

Novels:

House on Mango Street

Spoon River Anthology

A Gesture Life

The Awakening

Heart of Darkness

Metamorphosis

Gulliver's Travels

Summer Novels:

Kite Runner

Caprices

Three-Inch Golden Lotus

Writing

Required for: 11th graders who are not taking AP Language and Composition

Prerequisites: None

Credit: 1

This course is designed to guide students toward the development of their own writing style. The writing process will be taught and practiced throughout the year as students learn to plan, organize and develop personal and research writing. Prewriting activities, such as journal entries, will aid students in developing writing topics and themes and in expressing their feelings. Students will be led through the same revision and editing professional writers use to obtain their final paper. Sharing and analyzing writing with classmates is a major part of the revision process. This course is required for students whose

PSAT scores indicate a need for more in-depth study of language and its nuances.

Textbook:

Write for College

Supplemental texts:

MLA Handbook for Writers of Research Papers/Gibaldi, Joseph/ISBN 0-87352-565-5

On Writing Well/Zinsser, William/ISBN 0-06-000664-1

Introduction to Publications

Recommended for: 9th-12th grades

Prerequisites: None

Credit: 1

Journalism is a course designed to introduce, develop, reinforce, and further develop various skills needed in order to write news stories and other types of stylized articles. Participants have hands-on experience learning the skills essential to producing a high school newspaper. Writing, page design and photography skills are taught through a series of practical assignments. Reading comprehension, process writing, listening and speaking skills, specialized vocabulary and grammar are emphasized. Social skills and collaborative work are stressed as well.

Textbook:

Journalism Today/NTC/1993

Supplemental Texts:

The Newspaper Designer's Handbook/ISBN 0-07-240761-1

The Associated Press Stylebook and Briefing on Media Law/ISBN 0-465-00488-1

Associated Press Guide to Newswriting/ISBN 0-02-863755-0

Helpful Resources:

Microsoft Publisher 2003

Digital camera with at least 4 megapixels

USB removable storage device

Newspaper

Prerequisites: Journalism 1 and teacher recommendation

Credit: 1

Students entering this course have successfully completed Journalism 1 and are familiar with the style and format of newspaper writing, layout design and photography. Students will apply for positions with the Tiger Times, the school newspaper. While producing a monthly newspaper, students will specialize in one of several departments (layout, photography and graphics, editing, etc.) All staff members work as reporters, in addition to their departmental role. Journalism 2 develops the skills learned in Journalism 1. Journalism 2 may be taken for up to three years.

Textbook:

Journalism Today/NTC/1993

Supplemental Texts:

The Newspaper Designer's Handbook/ISBN 0-07-240761-1

The Associated Press Stylebook and Briefing on Media Law/ISBN 0-465-00488-1

Associated Press Guide to Newswriting/ISBN 0-02-863755-0

Helpful Resources:

Microsoft Publisher 2003

Digital camera with at least 4 megapixels

USB removable storage device

Yearbook

Recommended for: 9th-12th grades

Prerequisites: Teacher recommendation

Credit: 1

Yearbook is a student-led course that operates under the supervision of a teacher-advisor. Students in the course learn basic design and layout; photography; copywriting; editing; and organizational and leadership skills, with an emphasis in the areas of photography and copywriting.

Students are responsible for all aspects of page layout, as well as the checks and balances necessary for a responsible publication. Bearing in mind the philosophy and values of our school, the ultimate goal of this class is the actual publication of the annual school yearbook near the end of each school year.

Mathematics

The high school Math Department currently offers eleven math courses from Algebra 2 to A.P. BC Calculus, including Statistics and AP Statistics.

The sequence is as follows: Geometry, Algebra II, Precalculus and Calculus and/or Statistics. Most of the students take math every year, although three years are required for graduation. In general, the majority of 9th graders take Geometry, 10th graders take Algebra II, 11th graders take Precalculus, and 12th graders take Calculus and/or Statistics.

SIS students and parents understand how important math is and they emphasize doing well in it. Students score very high on SAT and A.P. Math, and do well in their college math courses later.

Geometry

Recommended for: 9th grade

Prerequisites: Algebra I

Credit: 1

Geometry is a rigorous course focusing on the concepts of point, line and plane, formal geometric proofs, congruence and similarity, polygons and circles, area, surface area and volume, and coordinate geometry.

Textbook:

Geometry/McDougal/Littell/2008

Algebra II

Recommended for: 9th-10th grades

Prerequisites: Algebra I or equivalent skills and teacher recommendation

Requirements: Graphing Calculator

Credit: 1

This course provides a comprehensive study in advanced algebraic skills and concepts. The course encompasses equations, inequalities, graphing, polynomials, functions, rational expression, linear systems, radicals, complex numbers, coordinate geometry, trigonometry, exponential and logarithmic

functions, and matrices.

Textbook:

Algebra II/McDougal/Littell/2008

Pre-Calculus

Recommended for: 10th-12th grades

Prerequisites: Geometry and Algebra II and teacher recommendation

Requirement: Graphic Calculator

Credit: 1

Pre-Calculus is an elective course that encompasses mathematical concepts and techniques in preparation for calculus. The course focuses on the development of basic mathematical skills encountered in calculus and is designed to serve as an intermediate course between Algebra II and Calculus. The TI-83 graphing calculator is an essential tool in all topics; all students are expected to have one. Topics include linear and quadratic functions, rational and polynomial functions, exponential and logarithmic functions, trigonometric functions and identities vectors, matrices, counting methods, sequences and series, and conic sections.

Textbook:

Pre-Calculus /Pearson 2007

Calculus

Recommended for: 11th-12th grades

Prerequisites: Pre-Calculus and teacher recommendation

Requirement: Graphing Calculator

Credit: 1

Calculus is a year – long course providing a broad survey of the three main areas of calculus and the fundamental analysis techniques of differentiation and integration. The first semester introduces the concepts of derivation, functions, and the analysis of graphs. Applied problems cover motion and minimum/maximum types. The second semester similar treats integration and infinite series and looking into fundamental aspects of functions that govern the use of calculus. Fundamental and advanced integration techniques are employed in determining length, area, volume, and surface area and problems

dealing with moving bodies.

Textbook:

Calculus /Pearson 2007

A.P. AB Calculus

Recommended for: 11th-12th grades

Prerequisites: Pre-Calculus and teacher recommendation

Requirement: Graphing Calculator

Credit: 1

This course is open to those who have proven their excellence in math. The AP-AB Calculus course consists of a full academic year of work in calculus. Topics that are covered include elementary functions, limits, differential calculus with applications and integral calculus with applications. The AP syllabus is equivalent to college level Calculus I. Additional topics are covered after the AP exam. Problems are approached using the “rule of four”; algebraically, verbally, graphically, and numerically. All students are required to take the AP/AB exam in May. This exam is not part of the course but a passing score (3-5) usually earns a semester course credit and placement in college

Textbook:

Calculus /Pearson 2007

A.P. BC Calculus

Recommended for: 12th grades

Prerequisites: AP-AB Calculus and teacher recommendation

Requirement: Graphing Calculator

Credit: 1

This course covers one full year of college calculus and designed for students oriented toward mathematics, science or engineering. Topics include differential and integral calculus; parametric, polar and vector, functions; sequences, infinite and power series. It emphasizes not only techniques and applications but also focuses on theory and rigorous treatment of the material. The culmination of the course is the Advanced Placement (AP/BC) Examination late in spring semester. Students who pass this examination may be eligible to receive up to one full year of credit in college.

Textbook:

Calculus /Pearson 2007

Statistics

Recommended for: 11th-12th grades

Prerequisites: Pre-Calculus

Requirements: Graphing Calculator

Credit: 1

Statistics is a year-long course designed for students who have an interest in math and who wish to obtain a background on the basic concepts of statistics. The course focuses on how to collect, organize and analyze sets of data and then make reasonable conclusions about the data. A considerable part of the course utilizes the Normal Distribution and Hypothesis testing. Elementary Probability Theory is also covered.

Textbook:

The Basic Practice of Statistics, 4th Edition/Bedford, Freeman & Worth

A.P. Statistics

Recommended for: 11th-12th grades

Prerequisites: Pre-Calculus

Requirements: Graphing Calculator

Credit: 1

A.P. Statistics introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes:

Exploring Data: observing patterns and departures from patterns

Planning a Study: deciding what and how to measure

Anticipating Patterns: producing models using probability theory and simulation

Statistical Inference: confirming models

Textbook:

Statistics in Action/Key Curriculum Press

Music

The Seoul International School Music Program consists of seven music ensembles for students grades 9 to 12. These groups include the Concert Choir, Ambassadors, Ladies' Choir, Advanced Band, Jazz Ensemble, Strings, and Symphony Orchestra.

All groups perform a variety of literature throughout the year in concerts, recitals and KAIAC music festivals.

HS Advanced Band

Recommended for: 9th-12th Grades

Prerequisites: Must have 2 years experience on a wind, brass or percussion instrument and recommendation of instructor.

Credit: 1

The Advanced Band is an instrumental ensemble composed of experienced musicians that play wind, brass, and percussion instruments. The band rehearses every other day and will participate in at least two concerts a year. The students are expected to participate in solo or small ensemble performances within the Atrium Concerts and the Chamber Recital. Members of this band will also have the opportunity to participate in the KAIAC Band Festival.

HS Jazz Ensemble

Recommended for: 9th-12th grades

Prerequisites: By individual auditions in August.

Credit: ½

The Jazz Ensemble will provide wind, brass and percussion students the opportunity to rehearse and perform in a big band setting. The ensemble rehearses once a week after school and will participate in at least two concerts a year. Students will perform repertoire representative of the stylistic trends in the history of jazz with the opportunity to develop their improvisational skills as well.

HS String Ensemble

Recommended for: 9th-12th grades

Prerequisites: Significant prior experience and recommendation of instructor.

Credit: 1

The HS String ensemble provides instruction for the most experienced instrumental players. The class will rehearse and perform music in various Western Art Music styles representative of important historical trends in music's development. Students will work individually as well as in small and large groups and are expected to prepare and perform in a variety of different chamber settings throughout the year. String Orchestra repertoire will be mainly dealt with and students are expected to participate in the KAIAC Orchestra Festival.

HS Orchestra

Recommended for: 9th-12th grades

Prerequisites: By individual auditions in August.

Credit: $\frac{1}{2}$

The orchestra provides wind, brass, string and percussion students the opportunity to perform in a large ensemble setting. Students will rehearse and perform representative works of Western Art Music with emphasis on correct playing techniques and stylistic interpretation. Orchestra meets once a week after school.

HS Concert Choir

Recommended for: 9th-12th grades

Prerequisites: A minimum of 1 year of experience singing in a choral ensemble. A meeting must be scheduled to determine voice part and vocal ability. Music reading skills are helpful.

Credit: 1

Concert Choir will provide students with the experience of singing in a polished choral group. Students will study and perform from a wide selection of standard choral repertoire in varying languages, styles, and from different time periods. Students are challenged and encouraged as they learn sight singing, proper vocal technique, polished performance skills and music appreciation. Thinking musically and listening critically fostering excellence in musicianship and

aesthetic expression are also taught. Opportunities will be given for students to perform solos or with a small ensemble. Students will also have the opportunity to participate in the KAIAC Choral Festival in the spring semester.

Ambassadors

Recommended for: 9th-12th grades

Prerequisites: A minimum of 2 years of experience singing in a choral ensemble. Audition or recommendation of instructor.

Credit: 1

The Ambassadors are an elite chorus of high school students. Through a wide range of challenging choral repertoire, students will improve their sight singing, proper vocal technique, and polished performance skills. Thinking musically and listening critically fostering excellence in musicianship and aesthetic expression are also taught. Students are challenged to make beautiful music that will move their audiences and inspire their peers and the world around them. Opportunities will be given for students to perform solos or with a small ensemble. Students will also have the opportunity to participate in the KAIAC Choral Festival in the spring semester. Singers may be expected to tour/ compete outside Korea during the spring vacation. Students are required to purchase a uniform.

Ladies Choir

Recommended for: 9th-12th grades

Prerequisites: A minimum of 2 years of experience singing in a choral ensemble. Audition or recommendation of instructor.

Credit: ½

The Ladies Choir is an elite chorus that provides high school girls the opportunity to sing in a treble ensemble, designed exclusively for sopranos and altos. Students will rehearse and perform SSA and SSAA music, both accompanied and a cappella, from a variety of styles and periods. The repertoire is intermediate advanced. Ladies in this choir are required to commit to individual practice and regular attendance. A high level of dedication, a willingness to be challenged, and a strong work ethic are keys to success in this chorus. Ladies in this group are role models and strong students. Students are required to purchase a uniform.

Physical Education

Grade 9 Physical Education

Recommended for: 9th grade

Prerequisites: None

Credit: 1

Grade 9 Physical Education is an extension of the middle school program. Skills that have been learned at the middle school level are reinforced and expanded upon through exposure to a wide variety of sports and activities. Students will focus on the concepts of fair play and game play strategies as they apply to all sporting activities, as well as total fitness. Two health units are covered that focus on mental health and well being, along with teen sexuality issues. These units give students the appropriate tools to deal with the added stress of high school life. Students will be assessed using all three domains; affective, psychomotor and cognitive.

Life Sports

Recommended for: 10th-12th grades

Prerequisites: Grade 9 Physical Education

Credit: 1

Life sports for grade 10-12 students is designed to expose students to a variety of sports, games and recreational activities in order to develop an appreciation for the pursuit of lifetime wellness and to refine motor skills. Students learn the importance of physical activity as a lifestyle choice towards achieving optimal health. A wide range of units are covered, including major team sports, minor games, fitness and aquatics. Leadership is a major component of this course. Students will have many opportunities to develop and showcase their leadership skills, such as; peer teaching & coaching, officiating, organizing events & activities, and through the sports education model. Students are required to fulfill a minimum number of Athletic Service Hours outside of class time as part of the course. Some units may be offered off campus for which there may be an additional cost to the students.

Science

The SIS science department provides a total of 10 science courses including four Advanced Placement classes. Every class provides a good opportunity to students wishing to extend their knowledge further into science. Four science teachers in High School teach the students with maximum hands-on activities in a laboratory setting using lectures, discussions, and laboratories.

Science 9

Required for: 9th grade
Prerequisites: None

Credit: 1

Science 9 is an integrated science course providing an introduction to chemistry, physics, biology, and environmental science.

Unit I: Chemistry
Unit II: Physics
Unit III: Biology
Unit IV: Global Energy

Textbook:
Science Focus 10, Gue et al, McGraw Hill, 2004

Biology

Recommended for: 10th-12th grades

Prerequisites: Science 9 and Chemistry (Chemistry may be taken concurrently with Biology)

Credit: 1

Biology lays a firm foundation for study of the life sciences. The course begins with an examination of biochemistry and enzymes, then applies learned principles to the study of the structure and function of animal systems. Students also study a variety of current health and wellness issues that relate to the individual systems.

Textbook:

Biology: Concepts and Connections 4th Ed./ Campbell, Reece, Mitchell and

Taylor. Prentice Hall, 2003

A.P. Biology

Recommended for: 11th-12th grades

Prerequisites: Prerequisites: 90% in Biology and completion of Chemistry

Credit: 1

This demanding course prepares students for taking the AP Biology exam. It examines all facets of modern biology including biochemistry, cell biology, respiration and photosynthesis, cell division, genetics, DNA and protein synthesis, plant and animal structure and function, ecology, and behavior.

Textbook:

Biology 5th Ed./Campbell, Reece and Mitchell/Addison-Wesley/1999

Biology 4th Ed./Arms and Camp/ Harcourt Publishers/1995

Chemistry

Recommended for: 10th-12th grades

Prerequisites: Science 9

Credit: 1

This is a course in general chemistry. Materials covered include:

matter and energy
atomic structure and bonding
periodic table
solids, liquids, and gases
chemical formulas and equations
calculation
kinetics, enthalpy, and equilibrium
acids and bases
redox and electrochemistry
nuclear chemistry

Textbook:

Chemistry/Addison Wesley/2003

A.P. Chemistry

Recommended for: 11th-12th grades

Prerequisites: 94% (or higher) in Chemistry: guaranteed
90%-94% in Chemistry: with teacher recommendation

Credit: 1

AP Chemistry builds on work already covered in Chemistry. Material is treated more mathematically.

Topics: Fundamentals, stoichiometry, atomic structure, bonding, chemical reactions, the periodic table, solids, liquids, and gases, solutions, kinetics, acids and bases, equilibrium, thermodynamics, electro chemistry and redox reactions, nuclear chemistry, and qualitative analysis.

Lab work: Approximately 20 labs will be performed during this course.

Textbook:

Chemistry 6th ed./Zumdall/Houghton-Mifflin/2003

Physics

Recommended for: 11th-12th grades

Prerequisites: Algebra II and Chemistry, or teacher recommendation

Credit: 1

The course follows the classical division of a general physics course of mechanics, light and sound, electricity and magnetism, and modern physics; time permitting. The study of mechanics includes distance, acceleration, vectors, gravity, forces, Newton's Law, work, energy, and power. Light and sound includes wave behavior, properties of sound waves, interference, light rays and reflection, refraction, mirrors, lenses, color, and the nature of light. Electricity and magnetism includes electrostatics, current, circuits, magnetism, electromagnetism, and electromagnetic induction. The final unit in modern physics consists of investigation of new rays, the atom, the nucleus, and nuclear energy.

Methods of instruction are primarily discussion, problem solving, and laboratory. Maximum hands-on experiences are provided for the student.

Textbook:

Physics: Principles and Problems/Glencoe/1999

A.P. Physics

Recommended for: 11th-12th grades

Prerequisites: Prerequisites: 90% in Physics and completion of Pre-calculus

Credit: 1

AP Physics course includes topics in both classical and modern physics. Knowledge of algebra and basic trigonometry is required for the course; the basic ideas of calculus may be introduced in connection with physics concepts, such as acceleration and work. Understanding of the basic principles involved and the ability to apply these principles in the solution of problems are the major goals of the course. Methods of instruction are primarily lecture/discussion and problem-solving closely following the prescribed text, Physics by Giancoli.

Textbook:

College Physics 6th Ed./Serway and Faughn/Thomson

Learning/2003

Environmental Science

Recommended for: 11th-12th grades

Prerequisites: Science 9

Credit: 1

Environmental Science is an introductory study for how human can best live within Earth's environment. Through the study of the biosphere, the Earth's structure, resources, energy, pollution and population, we will discover the relationships between humanity and the physical world.

Textbook:

Environmental Science 4 th Ed. /Raven and Berg/Harcourt/2004

A.P. Environmental Science

Recommended for: 11th-12th grades

Prerequisites: 86% in Environmental Science or completion of AP Chemistry or AP Biology

Credit: 1

This heavily lab-based course connects many of the concepts studied in previous science courses and provides students with firsthand experience in the practical application of science to real-life problems.

Unit 1: Scientific Analysis

Unit 2: Interdependence of Earth's systems

Unit 3: Human Population Dynamics

Unit 4: Renewable and Nonrenewable Resources

Unit 5: Environmental Quality

Unit 6: Global Changes and their Consequences

Unit 7: Environment and Society

Unit 8: Choices for the Future

Textbook:

Environmental Science: A Global Concern 5 th Ed./McGraw-Hill/2004

Social Studies

Social Studies in the High School at SIS brings to a conclusion a co-coordinated K-12 curriculum in the subject. The SIS curriculum is modeled on those commonly found in the United States but with a marked degree of reference to the school's international nature. In the High School, Social Studies focuses on providing students with advanced critical thinking skills and a strong ability to express themselves in different mediums. Students need a minimum of three credits in Social Studies to graduate. Two of those come from the compulsory courses in World History and United States History undertaken in Grades 9 and 10. Grade 11 and 12 students are offered a range of elective programs: United States History, European History and Psychology are offered at the Advanced Placement level; the other offerings are East Asian Studies, Government and Economics, Global Issues and Psychology.

World History

This course provides an overview study of the history of the world beginning in the first semester with the development of man in prehistoric times. We survey the development of early civilizations including Ancient Mesopotamia, Egypt, Greece, and Rome. The second semester continues with a look at more advanced societies including Ancient China, an overview of the Middle Ages, and the Renaissance period.

Textbook:

World History: Patterns of Interaction/McDougall Littell 1999

U.S. History

This course is an overview history of the United States from the end of the Civil War continuing through the present day. The first semester begins with a very brief overview and review of American history from the pre-colonial period to the Civil War. Emphasis is then placed on the Reconstruction period and U.S. emergence as a world power during the late 19th century. The second semester focuses on the 20th century including progressivism, the place of America in the international community, World War I, the depression, World War II, isolationism, foreign policy development and civil rights.

Textbook:

The Americans – Reconstruction Through the 20th Century

A.P. U.S. History

AP U.S. History is an intensive college-level study of the development of the United States covering the 400 years from the pre-colonial period to the late 20th Century. This course is designed to prepare students to take the Advanced Placement Examination in American History. The course places emphasis on developing the student's abilities to assess historical materials, weigh evidence, interpret material, arrive at conclusions, present evidence clearly, and analyze material in written presentations.

Textbook:

The American Pageant, 11 th edition/McDougal Littell

The American Spirit, Vol. 1, 9 th edition/McDougal Littell

The American Spirit, Vol. 2, 9 th edition/McDougal Littell

A.P. European History

As an intensive college-level study of European history beginning with the Renaissance and continuing to the 1990's, this course is designed to prepare students to take the Advanced Placement Examination in European History. The course places emphasis on developing the student's abilities to assess historical materials, weigh evidence, interpret material, arrive at conclusions, present evidence clearly, and analyze material in written presentations. This survey includes major themes and events in European history and their effects on the social and political structure of Europe. The major themes and events include the Renaissance, Reformation, Wars of Religion, absolutism, the Enlightenment, nationalism, realism, materialism, colonialism, World War I and its aftermath, World War II and the Cold War. Intellectual, cultural, social, economic, political and diplomatic issues will be examined.

Textbook:

A History of Western Society, 6th edition

East Asian Studies

This course concentrates on the three East Asian countries of China, Japan, and Korea. The study of China includes examination of its geography followed by the ancient Chinese world and philosophies, the Communist Revolution under Mao Tze Tung, and the development of modern China. The Japanese portion of the course begins with an introduction to ancient history and continues with Warrior rule, centralized feudalism, modernization, and contemporary Japan. Korea is covered thoroughly through the study of the land and its people, the Three Kingdoms period, Unified Shilla, Koryo, and Yi

dynasties, the Japanese occupation period, and modern Korea's economic development and journey towards democratization.

Textbook:

China/Globe Fearon

Japan and Korea/Globe Fearon

A.P. Psychology

This course is an intensive college-level course designed to prepare students to take the Advanced Placement Examination in Psychology. This course focuses on the study of individual behavior, and the psychological methods and concepts that will be applied to everyday life. The course places emphasis on the systematic and scientific study of the behavior and mental processes of human beings in a range of contexts and areas of study. Students are exposed to the psychological facts, principles and phenomena associated with each of the major sub fields within psychology. They will be required to apply their understanding of theoretical approaches and ethics to current research. The underlying objective is for students to begin to identify the impact of different approaches and how they are used in 'real-life? Students will study the major realms of current psychology, ncluding motivation, emotions, life-span psychology, abnormal psychology, therapy and social psychology.

Textbook:

Psychology, 7 th edition & 8 th edition/Prentice Hall

Global Issue

In Global Issues, students will examine the global factors that shape life in the 21st Century. Issues such as globalization, human rights, the environmental challenges, poverty, and global economics will be studied in order to gain a deeper understanding of the forces that are shaping our world. The study of current events will also play an important part in this course. Students taking this course should be willing to participate actively in class discussion, as this plays an important role in the class.

Textbook:

Annual Editions Global Issues

Annual Editions World Politics

Government and Economy

This course is divided into 3 stages. The first part of the course introduces government and economics – what they are and why they exist. The focus will be on different types of governments and economies, how governments and economies interrelate with each other, how they affect us individually and collectively (society) and how we, in turn, ultimately dictate the fate of our own governments and economies. Throughout this study, students will be expected to develop their own political and economic “positions” that will be put to test throughout the course of the year. The second part of the course is mainly a study of Government, primarily of the system as it exists in the United States of America, but with considerable reference to systems that exist currently and historically. The third phase will shift to Economics, again primarily of the capitalist, free-enterprise system of the U.S. As with the studies of Government, though, the focus will not just be on the United States; economic systems in other parts of the world will be referred to. By the end of this course, students can expect to have developed their own political-economic philosophy and use it to understand and think critically about history and current events.

Textbook:

American Government/Prentice Hall/1996

Holt Economics

World Geography: A Global Perspective/Prentice Hall

Computer Science

The Computer Science Department will have two tracks of learning that deal with technology. One track develops students who are interested in a future in Computer Science where software design and program coding is important. The Web Design 1.0 classes are designed to help students engineer user-friendly interface designs, develop and build strong programming skills, and integrate different types of code technology. The other track deals more specifically in design and using the computer as a creative tool. Students interested in art, graphic design, advertising, and multimedia should consider taking Graphic Design 1.0 and Graphic Design 2.0. These classes will focus on developing students design instincts by using industry-standard design and illustration software. Advanced students who are interested in web publications, graphic design, and developing server-side script technologies used in dynamic webpages should consider taking the Web Design 2.0 class. Below is a diagram that lays out the various class offerings.

Students are expected to read and comply with the SIS Acceptable User Computer Policy (AUP) for these courses and all computer use throughout the school.

Graphic Design 1.0

Recommended for: 9th-12th grade

Prerequisites:None

Credit: 1

Maximum Enrollment: 22

This course is designed to introduce students to the ever-evolving world of print and online media that is largely computer based. Software applications such as Adobe Photoshop and Adobe Illustrator are fast replacing the drafting board and pencil of yesterday. Students looking to go into advertising, graphic design, or fine arts are encouraged to take this course and learn about the many developments in computer-generated graphics. The course will focus on developing skills within the two dominant visual paradigms: the bitmap image and the vector image. Through these different image types students will design print material, web media, and short animation.

Graphic Design 2.0

Recommended for: 10th-12th grade

Prerequisites: Graphic Design 1.0

Credit: 1

Maximum Enrollment: 15

This course is designed to further students' knowledge and experience in graphic design. Advanced concepts using software applications such as Adobe Photoshop and Adobe Illustrator will be covered for students to develop an extensive portfolio. Students will also use Macromedia Flash MX to develop advanced interactive designs, flash animations, and integrated multimedia projects. Students will be challenged to develop a professional level of design technique and proficiency with industry standard software.

Web Design 1.0 (HTML/JavaScript)

Recommended for: 9th-12th

grades

Prerequisites: None

Credit: 1

Maximum Enrollment: 22 Students

This course is designed to continue develop and enhance student knowledge in website design. Students will learn more about the protocols of network computing, coding in HTML (Hypertext Markup Language), coding in CSS (Cascading Style Sheets), working with WYSIWYG software for the web such as Macromedia Dreamweaver, developing web graphics with Macromedia Fireworks, and introductory programming with JavaScript. Students who complete this course will be familiar with the coding and software associated with the web design industry.

Web Design 2.0

Recommended for: 11th-12th grades

Prerequisites: Web Design 1.0 and Journalism I or Graphics 1.0 and instructor recommendation. Some exceptions will be considered.

Credit: 1

Maximum Enrollment: 10

Students will learn more about Macromedia's Studio MX, continue to develop their skills as interface designers, and learn to produce large works through teamwork and organization. The class will require a wide range of growing expertise ranging from template layout, digital photography, advanced interactive design, and development of graphics. Students will continue to develop skills in a team to update, revise, and maintain website designs through Web Site Design Projects. The SIS school website will be upgraded as a living, up-to-date media production that is important to the school community.

Drama

Drama 1

Recommended for: 9th-12th grades

Prerequisites: None

Credit: 1

Students will become familiar with and use basic drama skills such as tableau, mime, movement, improvisation, story telling, script writing, rehearsal and performance. Tests and final exams are comprised of performance pieces and a research project (The History of Theater). Work in small and large groups is a major part of the course.

This course is designed to promote and develop self-confidence, communication, self-discipline, commitment, and the ability to work constructively in groups.

Drama 2

Recommended for: 10th-12th grades

Prerequisites: Drama 1 Grade of B or above, or by Drama teacher approval.

Credit: 1

Students will explore several periods and genres in theatre history (Greek and Roman; Elizabethan; Italian Comedy; Chinese Theatre). Students will also study the writings of Stanislavsky and experiment with method acting. Students will learn exercises to develop physical movement and voice projection. Individual and small group work is a major part of the course.

This course is designed to further develop the skills acquired in Drama and to encourage the student to perfect his/her acting skills. This course is excellent preparation for students intending to pursue Dramatic Arts at the university level.

Textbook:

Theater: Art In Action - McGraw Hill