

# International Schools Group Yanbu International School



## Course Catalog Middle School/High School 2008-2009

*Empowered with academic excellence, we at Yanbu International School are lifelong learners committed to lead with integrity.*



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# WELCOME TO YANBU INTERNATIONAL SCHOOL

Accredited by the Middle States Association of Colleges and Schools, Yanbu International School offers a rigorous academic curriculum designed for college preparation. Course outcomes and performance indicators, designed to ensure that students are on course toward meeting graduation standards, require students to demonstrate what they know and can do at each level. Our students are expected to maintain grades of 'C' or higher.

Our high academic standards prepare students for the global economy and a future of increased competition on the international platform. Additionally, we strive to create an atmosphere that encourages students to develop into well-rounded human beings who can participate in any society. As an international school with an American curriculum, we enjoy a rich cultural environment that allows for the exchange of diverse ideas, while breeding acceptance and understanding. We are a small community and we take great pride in that fact that we know each student as an individual. It is our vision to provide a program that enhances all students' unique talents and abilities.

The staff of Yanbu International School is highly qualified and experienced in teaching Middle and Senior High School in their respective subjects; the majority of these teachers are sponsored from the United States and Canada. New teachers are mentored through an orientation at the beginning of their career here, and ongoing support for all teachers is provided through staff development opportunities at overseas conferences, regular inservice, and an evaluation program. Teachers work together to develop integrated lessons whenever possible. Staff members also sit on committees to assist in school and district planning.

We strongly believe in the importance of partnership in education, and we include parents and students in the culture of the school by involving them in decision making on education and discipline. The Parent Advisory Council (PAC) is a model of shared decision making, where parents are invited to participate in discussions about the issues of our school. Additionally, there are opportunities for parents to become members of the District's Board of Trustees.

## MISSION STATEMENT OF YANBU INTERNATIONAL SCHOOL

*Empowered with academic excellence, we at  
Yanbu International School are lifelong  
learners committed to lead with integrity.*

# BELIEF STATEMENTS

We believe that...

- The best education is a well-rounded education.
- Education is the shared responsibility of the school, the governing authority, student, family, government, and community.
- Meaningful assessment best occurs before, during, and after instruction.
- Continuous improvement involves risk taking and willing to change.
- Quality communication, fairness and professionalism foster harmony and understanding.
- Physical, emotional, and social safety are requisites for the learning and working environment.
- Children are individuals learning at different rates and in different ways.
- Students need to be prepared for a competitive world.

## USING THIS CATALOG

Students should be reminded to choose their classes carefully and should discuss course descriptions with their parents, teachers, and counselor before completing the course selection form. Courses must be chosen to ensure that a student will be challenged and prepared to meet graduation requirements. Students will be scheduled into the classes selected on the course selection form unless those classes are full, do not fit into their schedule, or are cancelled.

Read the course descriptions before completing your course selection form. Prerequisites are listed to help students and parents make the best educational decisions possible. Students must meet these prerequisites before they may enroll in certain courses. Some courses require teacher approval and signatures before a student will be allowed to enroll.

All students are required to complete the course selection form provided. Students should select their required courses for the entire year then list electives, including alternate elective choices. In the event that some electives are filled, students will be enrolled in their alternate choice(s) in the order listed.

# YIS HIGH SCHOOL ACADEMIC PLAN

## YIS Course of Study: 2008-2009

Yanbu International School offers a college preparatory high school program. Successful completion of this program will earn each student a high school diploma and help prepare each student for a four year college or university course of studies. The school counselor is available to assist in augmenting this usual plan if a student requires remediation, fails a course, or transfers in without having completed a required course. The usual YIS High School course enrollment/grade level plan follows:

YANBU INTERNATIONAL SCHOOL HIGH SCHOOL COURSE OF STUDY 2008-2009				
Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus
	Fundamentals of English- Literature, Grammar, Usage & Composition	World Literature, Grammar, Usage & Composition	American Literature, Grammar, Usage & Composition	British Literature, Rhetoric, Usage & Composition
	Physical Science	Biology	Chemistry	Physics
	Ancient World History	Modern World History	U.S. History	Economics Semester
				Civics Semester
	Physical Education 9	Physical Education 10	Career & Life Management CALM Semester	Model U.N. Semester
			Community Service Semester	KSA History/Geography 12 Semester
	Computer Literacy Semester	Global Language I	Global Language II	S.O.A.R. Students on Action Research
	Health 9 Semester			
	KSA History/Geography 9 Semester	Arabic Lang./Culture 10 Semester	Arabic Lang./Culture 11 Semester	H.S. Elective Semester
	H.S. Elective Semester	H.S. Elective Semester	World Geography Semester	H.S. Elective Semester
	H.S. Elective Semester	H.S. Elective Semester	H.S. Elective Semester	H.S. Elective Semester
	H.S. Elective Semester	H.S. Elective Semester	H.S. Elective Semester	H.S. Elective Semester

# GRADUATION REQUIREMENTS

<b>English</b>	<b>4 credits</b>
<b>Mathematics</b>	<b>3 credits</b>
<b>Science</b>	<b>3 credits</b>
<b>Social Studies</b>	<b>4 credits</b>
<b>Physical Education</b>	<b>2 credits</b>
<b>Health</b>	<b>½ credit</b>
<b>Fine Arts</b>	<b>1 credit</b>
<b>Global Languages</b>	<b>2 credits</b>
<b>Technology</b>	<b>1 credit</b>
<b>CALM (Career &amp; Life Management)</b>	<b>½ credit</b>
<b>SOAR (Students on Action Research)</b>	<b>1 credit</b>
<b>KSA History, Geography, Culture &amp; Language:</b>	<b>2 credits (graduating class of '10 &amp; '11)</b>
	<b>1.5 credits (graduating class of '09)</b>
	<b>1 credit (graduating class of '08)</b>

**Other electives** as needed to fulfill the diploma credit requirement and a full daily schedule.

**Community Service** **80 hours**

## **TOTAL REQUIREMENT TO EARN THE YANBU INTERNATIONAL SCHOOL**

**HIGH SCHOOL DIPLOMA:** **24 credits and  
80 Community Service Hours**

The school administration will make every effort to aid students in planning their high school programs and projecting these programs towards long-term goals. However, the ultimate responsibility for the individual program must still rest with the student and the parents. Therefore, when selecting courses, students are encouraged to consider both graduation and post-high school education requirements.

# Y.I.S. HIGH SCHOOL GRADING SYSTEM

Letter Grade	% Grade	Grade Point
A	94 - 100	4.00
A-	90 - 93	3.66
B+	87 - 89	3.33
B	84 - 86	3.00
B-	80 - 83	2.66
C+	77 - 79	2.33
C	74 - 76	2.00
C-	70 - 73	1.66
D+	67 - 69	1.33
D	64 - 66	1.00
D-	60 - 63	.66
F	0 - 59	—

## ATTENDANCE POLICY

All students are expected to be in their scheduled classrooms on time during every scheduled class period. Student presence in class is an essential part of fulfilling requirements for high school course credit. Therefore, any high school student who misses more than ten (10) days of class in one semester WILL NOT receive full credit for that course. (Please refer to Student and Parent Handbook).

# ENGLISH

## Graduation Requirement: 4 Credits (Grades 9 through 12)

The goal of the English program is to instill in our students an appreciation for literature, a love of reading and a capability for clear, expressive writing and speaking. Over the course of the school year, time is divided into the necessary instruction of skills and hands-on activities to reach our goal. Skill instruction includes grammar, writing, vocabulary, and reading comprehension. Hands-on activities include time spent in class reading and discussing literature, working in the computer lab, and drafting, revising, and peer editing activities.

Over the course of junior and senior high school, students are exposed to increasingly complex forms of literature. Novel units utilizing the classics are studied each year, frequently in conjunction with that year's social studies topics. Nonfiction, poetry, and drama are covered as well, with opportunities for students to express their growing knowledge and insights through their own writing. Students are expected to demonstrate a deep understanding of such literary terms as genre, symbolism, foreshadowing, theme, characterization, allusion, satire, etc. Additionally, students focus on the skills necessary for reading across the curriculum. Vocabulary is developed through formal programs and students' reading to enhance preparation for the college SAT's.

The writing program is based on the belief that our students need strong writing skills for future academic and career success. Emphasis is placed on expository and narrative writing, with many opportunities for cross-curricular assignments, and on literary analysis. While creativity is strongly encouraged, the conventions of the English language are also stressed. Students are coached in self-assessment, including the use of portfolios, and the 6 traits of writing. Speaking and listening skills are important components of the English program. Students are given frequent opportunities to engage in public speaking, both formally and informally. Class discussions are a strong part of the program, as are oral presentations. Additionally, students are asked to deliver formal speeches both with notecards and from memory.

### English 6

In sixth-grade English, students will focus on reading and writing in various ways. Our reading program will include novel studies, as well as, work with short stories, poetry, mythology, and drama. Using Writer's Workshop, students will continuously work on pieces to support their readings and interests. Peer conferencing and peer editing will be used to help students develop a more advanced writing style. Integrated throughout the course, vocabulary and grammar development will be consistent and challenging.

### English 7

The focus of Grade 7 English is to develop comprehension, critical thinking, creative writing, public speaking, essay writing, and research reporting. This year all grade 7 students will adopt the *Six Traits of Writing* to help develop improved writing skills through consistency and understanding. Students will be expected to apply these skills to every aspect of English, which will include units such as: short stories, fictional story writing, novel studies, poetry, book reports, mythology, drama, media and debating. An ongoing grammar and vocabulary development study as well as literary analysis are integrated aspects of the course.

## **English 8**

In eighth-grade English, students read a broad variety of literary works such as the following: short stories by Poe, Langston Hughes, and O. Henry; dramas by A.A. Milne, Edmond Rostand, and Paul Zindel; essays by Asimov, Twain, and Angelou; poetry by Longfellow, Whittier, and Whitman; and novels such as London's *The Call of the Wild* and Steinbeck's *The Pearl*. While learning to appreciate and analyze literature, the students become familiar with specialized literary terminology. By writing their own pieces, modeled after masterful exemplars, students improve both their literary appreciation and their writing skills. Students apply the six-trait model of writing assessment to their own pieces and to those of others. Then they grow in their understanding of the characteristics of good writing, and learn how to foster such good habits as they write. All the while, eighth graders are building their vocabularies, honing their editing skills, and improving their powers of reasoning.

## **English Grade 9-Introduction to Literature, Composition and Grammar**

Students build upon skills developed in our junior high program and read challenging short stories, dramas, nonfiction, poetry, and novels. Works studied in class include stories by Saki, Hemingway, and Dahl; plays such as *The Miracle Worker* and *The Tragedy of Romeo and Juliet*; poetry by Frost, Joyce, and Tennyson; and such novels as *Great Expectations* and *The Old Man and the Sea*. Students write in a variety of genres, gaining critical skills as they evaluate their own writings and those of others according to the six-trait model of assessment. A yearlong vocabulary program builds the student lexicon. The words studied date back five centuries, and so the students gain new understanding of the history of the language.

Credit 1.0

## **English Grade 10-World Literature, Composition and Grammar**

English 10 students will further develop their skills in reading, writing, listening, and speaking through numerous experiences. Various forms of essays are explored including expository, persuasive and narrative. Literature is selected to represent many periods and styles and includes classics such as *Of Mice and Men*, *A Separate Peace*, *To Kill a Mockingbird*, *Lord of the Flies*, and the Shakespearean drama *Macbeth*. The modern novel *Where the Heart Is* will be also be studied. Students will analyze the various forms of literature, including satire, allegory, comedy, and tragedy. An ongoing grammar and vocabulary development study is included.

Credit 1.0

## **English Grade 11- American Literature, Composition and Grammar**

The focus of English 11 is on American and World Literature. English 11 students will read and analyze literature spanning the history of North America. Noted American authors that will be studied include Poe, Hughes, Eliot, Steinbeck, Cummings, Hemingway, Frost, Miller, Fitzgerald, Hawthorne and Cormier. Much of this literature study will integrate with the concurrent study in Contemporary World//U.S. History. Additionally, English 11 students continue to develop their writing skills with writing portfolios containing a wide variety of assignments, including literary analysis. Grammar and vocabulary development continues.

Credit 1.0

## **English Grade 12 Advanced Literature, Composition and Rhetoric**

Seniors will explore major genres of literature from around the world and from different time periods. Selections will be analyzed through discussion, presentation, literary analysis and research. Students will write analytically and critically in various rhetorical modes. Grammar, writing and critical reading skills will be emphasized as this course prepares students for college- level English.

Credit 1.0

# MATHEMATICS

## Graduation Requirement: 3 Credits (Grades 8 through 12)

Students must be mathematically literate to function successfully in an ever-changing technological society. Yanbu International School's mathematics program strives to ensure students' competency as mathematical problem-solvers. The program focuses on mastery of computational skills, the appropriate employment of mathematical tools, and the acquisition of critical thinking skills and decision making strategies to solve problems.

### Math 6

Today's world demands that our students learn to appreciate the value of mathematics and become confident in their ability to be competent, flexible mathematical problem solvers. Grade six math will help students prepare for Pre-Algebra by focusing on number sense, patterns, geometry, measurement, probability, statistics, and electronic technology. Students will learn what it means to be a problem solver who takes intellectual risks.

### Math 7

This Pre-algebra course provides explorations of algebraic concepts and processes so students may understand the concepts of variable, expression, and equation. Students will represent situations and number patterns with tables, graphs, verbal rules, and equations while exploring the interrelationships of these representations. They will analyze tables and graphs to identify properties and relationships; develop confidence in solving linear equations using concrete, informal, and formal methods; investigate inequalities and nonlinear equations informally, and apply algebraic methods to solve a variety of real-world mathematical problems. Students will also begin to study Algebra I concepts in preparation for 8<sup>th</sup> grade.

Text: *Middle School Math, Course 3* (McDougal Littell)

### Algebra I, 8<sup>th</sup> Grade

*(Students receive 1.0 high school credit, required for graduation, upon successful completion of this course).*

Algebra provides a language that uses verbal, tabular, graphical and symbolic forms to model and describe quantitative patterns and relationships. We will be developing students' ability to examine data and describe it in a variety of ways. To do so, students will be involved in activities that incorporate open-ended problem solving, generalizing situations and patterns, and projects that make connections to previous knowledge and daily experience. These learning models will include lectures, guided discovery, group-work and classroom discussion. The main topics and concepts that will be explored, analyzed and discussed include: numeration, measurement, mathematical procedures, patterns, variables, simplifying expressions, polynomials, equation and inequality solving, linear and quadratic models, factoring, exponents, area and other geometric topics, integers, fractions, functions, graphing, probability and statistics.

Text: *Algebra I: Equations, Graphs, Applications-* (McDougal Littell)

Credit 1.0

### Geometry, 9<sup>th</sup> Grade

Geometry is the study of the three-dimensional space in which we live. Students will learn to interpret and draw three-dimensional objects, represent problem situations with geometric models and apply properties and relationships between figures from given assumptions. They will discover and develop how to place two and three-dimensional shapes on a coordinate system and discover how transformations effect these shapes. Students will be involved in activities which incorporate open-ended problem solving, projects which help develop their three-dimensional visualization and drawing skills, class discussion, and group work. The tools of this class will include their scientific calculator, compass, protractor, textbook, and straight edge.

Text: *Geometry-* (McDougal Littell)

Credit 1.0

**Algebra II, 10<sup>th</sup> Grade**

This course includes the study of systems of numbers, polynomials, rational expressions, linear and quadratic equations and inequalities, functions, systems of equations, exponents, logarithmic functions, conic sections, probability and statistics, and some trigonometry. Students will have lectures, guided practice, written assignments, and will be responsible to independently read and complete many of the lessons. At the completion of the course, students should be able to simplify expressions, solve equations, graph functions, solve problems requiring trigonometry, and apply basic problem solving skills.

Text: *Advanced Algebra*-(McDougall Littell)

Credit 1.0

**Pre-calculus , 11<sup>th</sup> Grade**

Pre-calculus topics include a review of the elementary functions, advanced properties of functions (including special attention to polynomial and rational functions), polar coordinates, and complex numbers, and introductions to the derivative and integral. Discrete mathematics topics include recursion, induction, combinatorics, vectors, graphs, and circuits. Manipulation of rational expressions is discussed here. Mathematical thinking, including specific attention to formal logic and proof and comparing structures, is a unifying theme throughout. The students will have lectures, guided practice, and written assignments.

Text: *Precalculus With Limits* – (McDougall Littell)

Credit 1.0

**Calculus, 12<sup>th</sup> Grade**

Main topics covered in this Calculus course include limits, differentiation, and integration. In particular, students will learn about the concept of limit, how to compute limits and derivatives, and how to calculate derivatives of trigonometric, exponential, and logarithmic functions. Students will also learn how to calculate antiderivatives, areas between curves, and volumes by disks, washers, and cylindrical shells. This course is structured to be a practical, application-based program and it is expected that students will use graphing calculators extensively throughout the course.

Text: *Calculus of a Single Variable* (McDougall Littell)

Credit 1.0

# SOCIAL STUDIES

## Graduation Requirement: 4 Credits (Grades 9 through 12)

“Unfurnished with historical knowledge, we remain prisoners of our milieu, ignorant of the possibilities for personal liberation that history opens to us.”

Lessons from History: Essential Understandings and Historical Perspectives Students Should Acquire

Social Studies is the combination of many humanities disciplines. History, Geography, Economics and Civics guide the 7-12<sup>th</sup> grade Social Studies program at Yanbu International School. Each course will endeavor to provide students strong content knowledge and the opportunity to think critically. Students will be challenged to use their knowledge and critical thinking skills in order to make decisions, defend positions, debate issues, and ultimately gain a better understanding of their position in time and space. The study of history is essential in the development of world citizens, who understand contemporary issues with a depth and wisdom drawn from the lessons of the past. Geography provides a perspective that is critical to understanding the location, arrangement, and interaction of people, places, and environments. The study of civics provides an understanding of the principles of democracy. As students develop the intellectual and participatory skills of civics, they can become effective citizens of the world. Finally, with a basic understanding of the principles of economics, students can participate in the global market as productive workers and knowledgeable consumers. Today’s citizens inherit complex problems. Social Studies education is essential in preparing students to meet these challenges.

### **Ancient Civilizations – 6<sup>th</sup> Grade**

The Social Studies program at grade six introduces world history and highlights world cultures utilizing the ancient civilizations of Europe, Africa, Asia and the Middle East as a foundation for understanding the development of today’s culture. Students will work cooperatively in order to learn how important teamwork is for every civilization. The emphasis on world cultures also reinforces and extends students’ skills in using research and data, as well as maps and globes. Study skills and critical thinking will be incorporated throughout the program.

### **World Geography - 7th Grade**

In this course students develop skills for viewing their world from a geographic and cultural perspective. Using the five themes of Geography (location, place, human-environment interaction, movement, region) in an issues based approach seventh-graders will explore the cultural, political, economic, and physical aspects of various regions of the world.

#### **Possible Topics include:**

- Development
- Human Rights
- Population Dynamics
- Food
- Migration
- Energy
- Supply
- Environment
- Conflict

Text: *People, Places and Change*  
(Holt, Rinehart & Winston)

**American History - 8th Grade**

Using the history of the United States as a base for understanding and content acquisition, students will explore the world politically and historically. This course is designed to survey history from the birth of the United States to the present. A focus on introducing research, note-taking, and comprehension skills will be important in this course. Students will also be challenged to utilize the information about the United States to explore the history of their home-country.

**Possible Topics Include:**

- Exploration of America
- Colonization
- Nation Building
- Comparing Constitutions
- Civil War
- Modern Decades Projects
- America in times of War

Text: *Call to Freedom*, (Holt, Rinehart & Winston)

**Ancient World History – 9<sup>th</sup> Grade**

In order to effectively compete in this global era, students need to understand the major cultures and civilizations in history. This course is designed to survey the intellectual, social, political, and economic attributes of ancient world history (pre-history to Renaissance) and provide students with the background necessary for informed historical thinking and a historical perspective.

**Possible Topics include:**

- Prehistoric People
- Islamic Empire
- Ancient Egypt
- Ancient Rome
- Ancient India
- Ancient China
- Ancient Greece
- Byzantine Empire
- Middle Ages in Europe
- Renaissance
- Middle Ages in East Asia
- Early African and the American History

Text: *World History : The Human Journey, (Ancient World)*, (Holt, Rinehart, and Winston)

Credit: 1.0

**Modern World History - 10<sup>th</sup> Grade**

The struggles, adventures and achievements of modern history provide essential wisdom that prepare students to make significant decisions about the future of the world. This course is designed to survey the intellectual, political, social and economic developments of modern world history (Enlightenment to Present) and provide the student with the background necessary for informed historical thinking and a historical perspective.

**Possible Topics Include:**

- French Revolution
- Asia in Transition
- World War I
- World War II
- Industrial Revolution
- Reforms throughout the World
- European Tensions Rise
- Imperialist Powers Compete in the World
- Great Depression
- Post War Asian Stability
- Post War Africa & Middle East Stability
- Latin America as a Focus of World Attention
- Modern World Challenges

Text: *World History : The Human Journey (Modern World)*, (Holt, Rinehart, and Winston)

Credit: 1.0

## U.S. History - 11<sup>th</sup> Grade

This course will study the major trends in the world during the twentieth century with a focus on the rise of the United States as a superpower. The course will examine the United States relations to other countries as well as global themes in a world historical context. These themes will include the causes and effects of war, independence movements and the rise of new nations, the Cold War and its impact, and race relations. Students will emerge from the course with a broad-based knowledge and understanding of significant events which have shaped 20th century America and the World, and be able to make connections and draw parallels between historical and current events and trends. Research methods, critical thinking and analysis are all part of the skills utilized in this course to create historical thinkers.

### Possible Topics Include:

- Industrialization and the Transformation of U.S. Society
- United States Territorial Expansion and Imperialism in Asia and Africa
- The Russian Revolution and the Response of the US
- Origins of the Cold War and the US Role in Europe
- The Korean War
- The Viet Nam War
- The Rise of Communist China and the Response of the US
- USA - Latin America Relations and the Cuban Missile Crisis
- Race Relations in the United States and South Africa

Texts: *Making History* (Collins)  
*American History* (Hodder Murray)  
*American Pageant* (Prentice-Hall)

Credit: 1.0

## Economics - 12<sup>th</sup> Grade (Semester 1)

Economics is an introductory course to the basic principles of this discipline. Students will explore the basic premise of economics with exposure to macro, and micro economics. An emphasis will be placed on comparing economic systems of the global market.

### Possible Topics Include:

- Scarcity and Choice - Role of Government - Economic Systems- Interdependence- Supply and Demand
- Competition- Gross Domestic Product- Unemployment- Inflation and Deflation- International Trade

Text: *Economics: Principles and Practices* (Glencoe)

Credit: 0.5

## Civics/Government - 12<sup>th</sup> Grade (Semester 2)

The semester course gives students a basic understanding of how the United States (US) governmental and political systems operate. Students begin by looking at the principle components of government, and examine questions such as: What is government? Is government necessary? What makes a government a good government? The course continues with an examination of the Constitution and its effect on the development of political instructions in the US, before looking at growth and expansion of Civil Liberties and Civil Rights. Students will also concentrate on comparative government analysis.

Credit: 0.5

# SCIENCE

## Graduation Requirement: 3 Credits (Grades 9 through 12)

Science is a natural and cumulative outgrowth of human curiosity and the need to interact with the environment. Learning science is an active process. It involves processes and problem solving skills that foster development through logical and imaginative thinking. Science is also a way to organize knowledge in the forms of concepts and content. It expands upon the attitude of inquiry and develops the ability to use scientific principles and processes appropriately in making personal decisions. The primary purpose of science education at Yanbu International School is to develop an appreciation of science by increasing the scientific and technological literacy of all students. We believe this is best accomplished through the delivery of an integrated science program consisting of six major scientific areas of study: biology; Earth and space science; ecology; health; chemistry; and physics.

### Grade 6 Science

Using the hands-on approach through the FOSS program, students in grade 6 will focus on three modules this year. Models and Designs introduce students to the everyday mysteries of how things work. Inertia and momentum are learned through activities such as go-cart building. Weather and Water will teach students to observe weather patterns and work hands-on with weather instruments such as thermometers and barometers. In the Diversity of Life module, students focus on the characteristics of life by using microscopes to view microorganisms and cells. Students will also learn about the Kingdoms of Life

### Grade 7 and Grade 8 Science:

Middle school science is based on the Full Option Science Systems learning curriculum. Each year students will be exposed to life, earth and physical science through practical hands on learning. The course is structured so that learning is progressive and concrete. FOSS is a program with investigative, hands on kits. Cooperative learning is stressed to enable students to become productive group members. Each module comes with a reading companion that stresses real life applications of the discipline that is being engaged. The modules cover a wide range of middle school sciences including, force and motion, chemical interactions and planetary science.

Web page link: <http://www.lawrencehallofscience.org/foss/>

### Physical Science - 9<sup>th</sup> Grade

The purpose of this course is to provide grade nine students with an introduction to all areas of physical science. The course is divided into six units:

Energy and Motion, Electricity and Energy Resources, Energy on the Move, The Nature of Matter, Diversity of Matter, Interactions of Matter

Throughout the course of the year students in Physical Science will use the notion of “scientific inquiry” while investigating theories, laws and properties surrounding the physical world. It is through research, investigation, lab work and communicating findings that students will attempt to understand the physical phenomena around them. The aim of this course is to give students the basic knowledge and resources to both explain the physical world and have the wherewithal to explore further.

Text: Physical Science by Glencoe Science/McGraw Hill (2005)

Credit: 1.0

**Biology - 10<sup>th</sup> Grade**

This course begins with a review of the scientific method, laboratory procedures, the characteristics of life, and the diversity of life. The student will study the basic unit of life, the cell, cell reproduction and respiration. Studies will also include the principles of basic genetics and human genetics. Students will also study the classification of living things and begin an in depth study of the five kingdoms.

Text: *The Dynamics of Life*, (Glencoe)

Credit: 1.0

**Chemistry - 11<sup>th</sup> Grade**

The purpose of this course is to provide students with the foundations needed to college level chemistry. An understanding of chemistry and the methods of science are essential to many aspects of life in modern society. This course provides a study of matter, classification of matter, and the changes it undergoes. The writing and balancing of chemical equations will lead to the topics of stoichiometry and chemical equilibrium. An in-depth study of the families of elements will lead to an understanding of the specific properties of various types of matter. Problem solving strategies and the scientific method will be emphasized throughout investigations.

Text: *Modern Chemistry*, (Holt,Rinehart and Winston, 1990)

Credit: 1.0

**Physics - 12<sup>th</sup> Grade**

The purpose of this course is to provide the students with a broad conceptual understanding of physical phenomena, including motion, forces, and energy as well as problem solving and laboratory skills. The course builds upon previous experience and aims to provide a solid foundation in physics to prepare students for a typical first-year college physics course.

Text: *Physics: Problems and Principles*, (Glencoe, 1999)

Credit 1.0

# PHYSICAL EDUCATION

## Graduation Requirement: 2 Credits (Grades 9 through 12)

Physical education is an integral component of the educational program provided at each of the schools. Essential to optimal growth and development, this is a sequential instructional program designed to promote the lifelong physical, emotional, social and cognitive development of each student. This program fosters personal wellness, rhythmic expression, risk-taking, individual accomplishment, cooperation, leadership, teamwork, responsible competition and positive self-concept.

### Physical Education 6 & 7

Students participate in a PE/ Health program that is designed around the student outcomes which are prescribed in the ISG Physical Education Curriculum Guide and the ISG Health Curriculum Guide for seventh grade. Adaptations have been made in accordance with the facilities that are available here at the Yanbu site. The Physical Education program will provide opportunities for students to obtain skills in a variety of fitness related activities, team and individual sports. In Grade 7, the Physical Education Department will cover the following health related topics: Fitness, Tobacco, Nutrition and Personal Hygiene.

### Physical Education 8

Students participate in a PE/ Health program that is designed around the student outcomes which are prescribed in the ISG Physical Education Curriculum Guide and the ISG Health Curriculum Guide for eighth grade. Adaptations have been made in accordance with the facilities that are available here at the Yanbu site. The Physical Education program will provide opportunities for students to master skills in a variety of fitness related activities, team and individual sports. The Physical Education Department will cover the following health related topics: Fitness, Alcohol, Legal/Illegal Drugs and Preventing Injuries.

### Physical Education 9

This general physical education course is based upon the ISG Physical Education Curriculum Guide's student learner outcomes for ninth grade, with a heavy emphasis on understanding and improving personal fitness. Participation, individual accomplishment, and displays of sportsmanship are encouraged and promoted. Skills that the students will acquire are based on the following team sports, individual sports, and cooperative activities: volleyball, basketball, badminton, table-tennis, cricket, soccer, softball, swimming, weight lifting, golf, cooperative games, and orienteering. It should be noted that the facilities available at this site influence these choices.

At Yanbu International School this is a compulsory yearlong course for all ninth-grade students.

### Credit 1.0

### Physical Education 10

This PE 10 program is based upon the ISG Physical Education Curriculum Guide's student learner outcomes for tenth grade. Tenth grade students must demonstrate an understanding of the components of fitness and be able to design and execute an individual exercise program that will lead to improved personal fitness. Participation with leadership, individual accomplishment, and displays of sportsmanship are encouraged and promoted. Students will master skills in the following areas: volleyball, basketball, badminton, table tennis, cricket, soccer, softball, swimming, weightlifting, golf, cooperative games and orienteering.

It should be noted that the facilities available at site influence these choices. Tenth grade students must acquire and demonstrate knowledge of all the sports that they participate in over the year. They will be required to referee or to officiate any of these sports. At Yanbu International School this is a compulsory yearlong course for all tenth grade students.

### Credit 1.0

# HEALTH

## Graduation Requirements: ½ Credit

Health education provides knowledge and skills that promote the mental, social, and physical wellness of each student. Studying health empowers us all to make informed, responsible decisions.

### Health 9

The purpose of this course is to provide an advanced knowledge of health and wellness. Topics include: making healthy choices, mental disorders, suicide, family, building healthy relationships, reproduction, heredity, pregnancy, birth, infectious diseases, AIDS, sexually transmitted diseases, adulthood, aging, death, making healthy food choices, movement, coordination, cardiovascular health, respiratory health, noninfectious diseases, and disabilities.

Textbook: *Health: Skills for Wellness*, (Prentice Hall, 1997).

Credit 0.5

# CALM/COMMUNITY SERVICE

## Graduation Requirement: ½ Credit

The purpose of Career and Life Management is to provide the students with an understanding of who they are and how they can use their values, interests, skills, aptitudes, and experiences to guide them toward college and career choices. Using the textbook and the Internet, they will do personality, interest and career assessment tests, using the results to research what is required to prepare them for the careers of their choice. Other activities will include writing essays, resumes and cover letters for college and job applications, as well as conducting mock interviews for a chosen job. The community service component of this course will encourage students to develop the attributes of responsibility, reliability, respect, initiative and citizenship. Students will volunteer their time in a variety of venues around the school and in the community.

Textbook: *Exploring Careers*, Glencoe

Credit: 0.5

# SOAR

## Graduation Requirement: 1 Credit

### Grade 12 Required

Students will complete a **Student On Actions Research Project**. A staff advisor, well versed in the area of the student interest, will provide guidance and support. Students will learn how to write a formal research proposal that includes a literature review. They will then complete and present a project that must be multi-disciplinary and focused on an area that is of keen interest to that particular student. This culminating research project will require the students to use the skills they have acquired in their prior high school years.

Credit: 1.0

# FINE ARTS

## Graduation Requirement: 1 Credit – see electives (Grades 9 through 12)

The Fine Arts program is designed to allow students the opportunity to explore their individual interests and develop their talents in the performing and visual arts. Visual arts and music are a vital part of the high school program and have a significant role in the life of the school. Student photography and artwork is displayed in the school throughout the year. The courses, as well as their related activities, encourage and strengthen the development of our students' aesthetic value and appreciation of the arts. Students must complete one credit beyond grade 8 to meet graduation requirements.

### **Art Foundations 6-8**

Building on the skills, knowledge, understandings, and attitudes developed in the elementary art classes with advanced content that integrates experiences in art history and culture, art criticism, and aesthetics with the skillful and creative production of art.

# GLOBAL LANGUAGE

## Graduation Requirement: 2 Credits (Grades 9 through 12)

The Global Languages Program endeavors to prepare students to meet the challenges of living in multi-cultural and multilingual societies, as well as to succeed in the global work environment. To learn other languages and to appreciate other cultures will not only increase future career opportunities, but also prepare students to communicate efficiently in a changing world. Critical thinking, creativity and essential skills will be fostered in our students through learning global languages. Yanbu International School's Global Languages department offers courses in French and Urdu.

**Senior high students must complete 2 years of the same Global Language to meet graduation requirements. Courses that have been completed in grades 6, 7 and 8 DO NOT work towards this requirement.**

### Grade 6 through 8

Students are required to take a minimum of two semesters of elective Global Language during their grade 7 and 8 school years.

### Arabic Language and Culture – Grade 6

This course is designed to enable students to appreciate and fully participate in our multi-cultural world. Students will learn to communicate in the Arabic language. Students will gain knowledge and understanding of Arabic speaking cultures and communities. Students will compare and develop insight into the nature of the Arabic language and other Arab cultures as compared with their own.

### Arabic Language and Culture – Grade 7

This course is designed to enable students to appreciate and fully participate in our multi-cultural world. Students will learn to communicate in the Arabic language. Students will gain knowledge and understanding of Arabic speaking cultures and communities. Students will compare and develop insight into the nature of the Arabic language and other Arab cultures as compared with their own.

### Arabic Language and Culture – Grade 8

The Eighth Grade continues with the study of Arabic language and culture by further developing and honing their oral and written Arabic Language skills. Students continue to expand their knowledge of Arabic cultures and communities.

### French I - 10<sup>th</sup> Grade

French I provides an introduction to the French Language and Culture. The acquisition of speaking skills and a familiarity with the French culture will give each student an ability to begin conversing in French. Culture includes an introduction to French authors and samples of French literature.

Credit: 1.0

### French II – 11<sup>th</sup> Grade

*(for those student who have not met their global language graduation requirement)*

French II is a continuation of French I. It provides extra study of subjects already discussed in French I. The acquisition of speaking skills and a familiarity with the French culture will give each student an ability to converse in French. Culture includes an introduction to French authors and samples of French literature.

Prerequisite: French I-passing grade in 2 semesters

Credit: 1.0

# ISLAMIC CULTURE AND ARABIC LANGUAGE; KSA HISTORY AND GEOGRAPHY

The government of KSA requires students to study these topics each year in school

## Grade 6 Kingdom History and Geography

### PHILOSOPHY

Through the study of this course, students will gain an awareness and appreciation of the host country by understanding the influence of Saudi Arabia's rich history and geography as it relates to the world in which we live.

### COURSE LEARNER OUTCOMES

- The learner will be able to identify main bodies of water and natural resources
- The learner will be able to identify physical features and climate in Saudi Arabia
- The learner will be able to explain the role of Saudi Aramco and define the economy of regions.
- The learner will be able to explain the term tribe and its structure and relationship to physical Geography
- The learner will be able to convey the challenge confronting Arab states in continuing to develop economically
- The learner will be able to compare life before and after Islam
- The learner will be able to give an overview on the beginning and expansion of Islam.
- The learner will be able to understand the historical foundations of Saudi Arabia
- The learner will be able to research the role of the King Abdul Aziz and world events in the unification of the Kingdom
- The learner will be able to recognize the two main industrial cities in the kingdom and talk about them.

### ASSESSMENTS & EVALUATIONS

The History and Geography course is designed to introduce learners to the Arabic world and culture. It aims to increase the student's knowledge and appreciation of the diverse cultures of the countries whose language they are learning. Students will develop proficiency in the four basic language skills: Listening, Speaking, Reading and Writing. The types of activities project that I do in class include: Portfolios, Oral activities, Writing activities, Homework, Quizzes, Projects and Test

### COURSE OVERVIEW

This course, which is based on the Saudi Arabia History and Geography, is designed to increase the student's knowledge about the Arabic world and the Kingdom of Saudi Arabia. Student will be able to recognize main cities, provinces, climate and major bodies of water in the Arab world. Students will be assessed on their daily participation, projects, reading and writing tests.

½ credit

## Grade 7 Islamic Culture

Scheduled for second semester 2008-09. Description pending.

## Grade 8 Islamic Culture

Scheduled for second semester 2008-09. Description pending.

## **Grade 9 History, Geography, Language of KSA**

### **PHILOSOPHY**

Through the study of this course, students will gain an awareness and appreciation of the host country by understanding the influence of Saudi Arabia's rich history and geography as it relates to the world in which we live.

### **COURSE LEARNER OUTCOMES**

- The learner will be able to use words to make simple sentences and communicate in the Arabic language.
- The learner will be able to use different expressions related to special occasions.
- The learner will be able to identify the area, location, population, regions, physical features, climate, and natural resources of the K.S.A
- The learner will be able to discuss the economic relation among the Gulf countries.
- The learner will gain knowledge and understanding of Arabic Speaking cultures and communities, and their own heritage.
- The learner will be able to compare life before and after Islam
- The learner will be able to give an overview on the beginning and expansion of Islam
- The learner will be able to understand the foundations of Saudi Arabia
- The learner will be able to research the role of the King Abdul Aziz in the unification of the Kingdom

### **ASSESSMENTS & EVALUATIONS**

The History, Geography and Arabic language course is designed to introduce learners to the Arabic world and culture. It aims to increase the student's knowledge and appreciation of the diverse cultures of the countries whose language they are learning. Students will develop proficiency in the four basic language skills: Listening, Speaking, Reading and Writing

The types of activities project that I do in class include: Portfolios, Oral activities, Writing activities, Homework, Quizzes, Projects and Test

### **COURSE OVERVIEW**

This course, which is based on the Saudi Arabia History and Geography, is designed to increase the student's knowledge about the Arabic world and Kingdom of Saudi Arabia. Students will be able to recognize main cities, provinces, climate and major bodies of water in the Arab world. Students will be assessed on their daily participation, projects, reading and writing tests.

## **Grade 11 Arabic Culture/Language 11**

½ credit

## **Grade 10 Islamic Culture and Arabic Language - HS**

### PHILOSOPHY

Through the study of the Islamic Culture and Arabic language, students will gain an awareness and appreciation of the host country and the Islamic world. Students are encouraged to reach beyond their own cultures to respect and understand the similarities and differences that exist among the peoples of our world.

### COURSE LEARNER OUTCOMES

- The learner will be able to give an overview on the beginning and expansion of Islam
- The learner will be able to identify different types and kinds of art in the Arab world.
- The learner will be able to explain Arab contributions to western civilizations
- The learner will be able to state the important events that took place in the Arab world and their impact on the Middle East.
- The learner will be able to use basic vocabulary and grammar and be able to respond to simple questions and commands and participate in basic conversations in Arabic.

### ASSESSMENTS & EVALUATIONS

The Islamic culture and Arabic language course is designed to introduce learners to the Arabic world and culture. It aims to increase the student's knowledge and appreciation of the diverse cultures of the countries whose language they are learning. Students will develop proficiency in the four basic language skills: Listening, Speaking, Reading and Writing

The types of activities project that I do in class include: Portfolios, Oral activities, Writing activities, Homework, Quizzes, Projects and Test

### COURSE OVERVIEW

This course, which is based on the Islamic and Arabic culture, is designed to increase the student's knowledge about the Arabic world and culture.

Student will be able to identify cultural traditions and celebrations that exist in the Arab world with a focus on Saudi and Islamic History. Students will be assessed on their daily participation, projects, reading and writing tests.

½ credit

## **Grade 11 Arabic Culture/Language 11**

Scheduled for second semester 2008-09. Description pending.

½ credit

## **Grade 12 KSA History/Geography 12**

Scheduled for second semester 2008-09. Description pending.

½ credit

# TECHNOLOGY

## Graduation Requirement: 1 Credit – see electives (Grades 9 through 12)

Our technology department offers a range of courses to meet both our students' needs and their interests in this popular area.

### Computer Literacy 6

This course allows for an in-depth study

#### Topics Covered:

- Type grade level appropriate text at indicated words per minute and 85% accuracy or greater.
- Know that it is illegal to make copies of copyrighted materials.
- Create a picture using a draw or paint package.
- Create a multimedia presentation using age appropriate authoring software.
- Use a desktop publishing program
- Access information from books, audio visual sources and computer software with assistance.
- Find information from observation, books, CD-Roms, computer programs and other media.
- Use simple applications for problem solving and decision making.
- Use simulation programs that present problems applicable to specific areas of the curriculum such as science, social studies, mathematics or a combination of subjects.
- Use a software package or device that requires input to produce a desired outcome.

### Computer Literacy 7

Students will work towards improving their computer based productivity skills by working primarily with Microsoft Office Suite, and Keyboarding applications.

#### Topics Covered:

- Use external input devices (video camera, digital camera, and scanner) to input information into computers and video players.
- Type grade level appropriate text at indicated words per minute and 85% accuracy or greater.
- Know that when information is used in a project or presentation, the source must be cited.
- Use technology tools to compare/contrast information obtained from multiple sources.
- Use technology tools to compare/contrast information obtained from multiple sources.

### **Computer Applications 8**

Students will be exposed to a variety of computer applications focusing on content creation through the following series of project based modules:

#### **Topics Covered:**

- Manage files and use navigation tools
- Type grade level appropriate text at indicated words per minute and 85% accuracy or greater.
- Know and use the rules for allowing the use of text, graphics, sound and movies in a multimedia presentation.
- Organize and sort information in a database by date, by numerical value and alphabetically.
- Use an outline feature in a presentation program.
- Create computer graphic to produce a product.
- Import a graphic or chart into a word processing document.
- Have experience of using where possible some or all of the following: text, digital camera, music, sound, video, laser disk, CD.
- Have awareness of an e-mail system.
- Gather information and use a database.

### **Computer Applications 9**

This course includes an in-depth investigation of the social, economical, and ethical implications of computing, including the internet. Group and individual assignments stress clear communication, both verbal and writing and advanced online research techniques and strategies.

#### **Topics Covered:**

- Demonstrate the understanding of the components and functions of a computer.
- Demonstrate knowledge of a brief history of computing.
- Manage a computer operating system.
- Type grade level appropriate text at indicated words per minute and 85% accuracy or greater.
- Know the social and ethical implications of computing.
- Understand the benefits and rules of telecommunications.
- Use and understand the key features of word processing, database, and spreadsheet programs.
- Communicate using an electronic medium.
- Identify various electronic research tools.
- Gather information from a variety of sources.
- Understand that electronic information sources vary in accuracy, appropriateness, comprehensiveness and bias.
- Organize raw data into information for analysis and evaluation.
- Investigate the result of changes in a simple spreadsheet.
- Predict the graphical outcome of an equation.
- Predict and evaluate the result of a query in a database.

1/2 credit

# YIS Electives

## High School Electives, Fall 2008-09

[Communication and Current Events](#)

[Elements of English \(EAL\)](#)

[Leadership](#)

[Marine Biology](#)

[Musical Theater](#)

[Psychology](#)

[Study Skills](#)

[World Geography](#)

[Yearbook](#)

### Communication and Current Events

A mandatory class for Grade 12, first semester.

No Text

#### Philosophy

The underlying philosophy of this course is to improve students writing so that they are better prepared for college. The course will accomplish this by providing students a lot of opportunity to write, as "practice makes perfect!" The course will focus on various types of writing, including informal journal writing, personal writing, as well as various different types of essays. There will also be a concerted effort to develop a college level vocabulary. The current events portion of the course will focus on articles that students will read and respond to in their writing.

#### Course Learner Outcomes

- A. The learner will be able to use a variety of *Prewriting* strategies.
  - 1. Select appropriate topic and focus
  - 2. Identify the purpose and audience
  - 3. Generate and brainstorm ideas for writing
- B. The learner will be able to use a variety of strategies to *Draft and Revise* in the writing process, and use them appropriately.
  - 1. Develop and evaluate ideas for appropriateness of purpose
  - 2. Develop relevant, descriptive, rich language and details to enhance ideas
  - 3. Use a logical pattern of organization with an inviting beginning, an appropriate method of development, and a satisfying conclusion
  - 4. Use a variety of transitional devices to create coherence
  - 5. Create sentences that have effective, varied, and fluent structures
  - 6. Use words that convey the message in a precise and natural way
  - 7. Use a variety of techniques to convey a personal style and voice
  - 8. Evaluate and respond to own and others' writing in terms of ideas, organization, voice, word choice, sentence fluency, and conventions
- C. The learner will be able to Edit and Publish pieces of writing and to evaluate their effectiveness as means of communication.
  - 1. The learner will be able to write compositions that are focused for different audiences and evaluate the success of the focus.
    - 1. Write comparison and contrast essays
    - 2. Write narrative and reflective accounts that use personal experience as a basis for writing and offer details which provide a personal attitude toward the subject
    - 3. Write autobiographical incidents, biographical sketches, or observational accounts
    - 4. Write persuasive and/or expository compositions about ideas, feelings, and opinions
    - 5. Write creative and imaginative pieces

6. Write in response to literature, i.e., journal entries, learning logs, and reading response logs
2. The learner will be able to write narratives and reflective compositions, evaluating them for effectiveness.
  7. Use personal experience as a basis for writing
  8. Write biographical, fictional, or observational accounts
  9. Maintain balance between describing incidents and relating them to more general ideas that illustrate personal beliefs
  10. Move from specific examples to generalizations about life
- F. The learner will be able to write persuasive and/or expository essays, evaluating them for effectiveness.

## Course Overview

Students will be given many opportunities to write, beginning with a personal narrative and essay. This will be followed by reading articles dealing with current events and developing the skills to read a complex article and formulate opinions, paraphrase and summarize the information they've read. The course will then move on to developing and writing essays based on current events. During this portion of the course, students will be required to do their own research and data collection. Deliberate vocabulary development will be ongoing throughout the course. It is assumed that students will engage in the writing process and that they will revise their work with the six traits of writing in mind.

## Assessment in Communication and Current Events

Students will be assessed in the following ways. The main thrust of the course is to write, and as a result, students will be graded on the various writing pieces that they create. Writing will be assessed using the six traits model. Students will also be developing their college level vocabulary and this will be evaluated through testing.

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# Elements of English (EAL)

## Reading, Writing, Grammar and Oral English

A required course for EAL students.

### Texts Used:

*Reading and Writing Sourcebook HS Level*, Great Source Education Group, Houghton Mifflin Company, 2001, *Day Book of Critical Reading and Writing HS Level*, Great Source Education Group, Houghton Mifflin Company, 1999, *Daily Sentence Composing HS Level*, Great Source Education Group, Houghton Mifflin Company, 1999, *Daily Analogies HS Level*, Great Source Education Group, Houghton Mifflin Company, 2000, *Grammar and Composition HS Level*, Prentice Hall, 1990, *Integrated Skills Support Scholastic Action Book Collections HS* (Literature across the curriculum), Scholastic Action, 2003.

### PHILOSOPHY

High School Students enrolled in this class have exhibited a need for assistance with the English language. They have shown some difficulty with interpersonal communication skills, as well as a lack of cognitive language awareness and proficiency. Therefore this class has been aligned with ISG District outcomes for EAL learners to improve their level of both written and oral communication in the English language. Exiting students should possess international and independent communication skills.

### COURSE LEARNER OUTCOMES

- The learner will be able to use English to participate in social interactions.
- The learner will be able to use learning strategies to extend their communicative competence.
- The learner will be able to use English to obtain, process, construct, and provide subject matter information in spoken and written form.
- The learner will be able to use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
- The learner will be able to interact in, through, and with spoken and written English for personal expression and enjoyment.
- The learner will be able to use English to interact in the classroom.
- The learner will be able to use appropriate learning strategies to construct and apply academic knowledge.
- The learner will engage in a variety of grammar techniques and practices.

## COURSE OVERVIEW

High School Students enrolled in Elements of English will learn various skills to improve their reading, vocabulary, grammar and writing skills via daily skills taught in the Great Source Series and the Scholastic Integrated Skills Support. Students will be provided with daily review and practice essential skills related to improving sentence fluency, reading comprehension, vocabulary and grammar skills. Students will integrate the three main components of the ISG Language Arts Curriculum grammar, literature and writing in a daily routine that will further enhance their communication / English Language skills. Students will be assessed on their daily participation, independent work, as well as vocabulary test, grammar test and reading comprehension and writing test.

# Leadership

## PHILOSOPHY

Leadership is designed primarily to implement student council policies and to train new student leaders. In order that we have capable student leaders, it is important to train students to interact with each other in ways that achieve solid programmatic ends. In addition, planning, implementation, and evaluation are necessary to maintain effective and sustained student leadership.

## COURSE LEARNER OUTCOMES

- I) The learner will be able to make informal and formal oral presentations.
  1. Give prepared talks from notes to support a main idea
  2. Express content with clarity, precision, and coherence
  3. Evaluate own and others' effectiveness in informal presentations
  4. Respond to questions and feedback about presentation to defend and expand on ideas
  5. Adjust message wording and delivery for a particular audience and purpose
  6. Use explicit techniques for oral presentations (i.e., modulation of voice, inflection, tempo, enunciation, physical gestures, eye contact, poise, and posture)
  7. The learner will be able to engage in small group and class discussions.
- II) Evaluate own and others' effectiveness in group discussions
  1. Ask questions and give feedback to clarify understanding
  2. Demonstrate active listening strategies (e.g., eye contact, attentiveness, involvement, and paraphrasing to confirm understanding)
- III) Participate as both a group leader and group member in discussions
  1. Plan and implement services for the student body and larger school community
  2. Students will understand citizenship and its rights and responsibilities.

## COURSE OVERVIEW AND ASSESSMENT

This is primarily a public service course. Students develop leadership skills through discussion, planning, implementation, and debriefing activities in the course of Student Council. These include both curricular and extra-curricular responsibilities as well as every Student Council activity. A final reflection based on the district's exit outcomes, along with a sample activity, will also be required.

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# Marine Biology

Text Used:

Marine Biology, McGraw-Hill, 2003

## PHILOSOPHY

Science is a natural and cumulative outgrowth of human curiosity and the need to interact with the environment. Learning science is an active and dynamic process. YIS students should have the opportunity to develop and use scientific inquiry and process skills to apply science responsibly in the natural world.

We believe that YIS students should develop the ability to think and act in ways associated with inquiry, including asking questions, planning and conducting investigations, using appropriate tools and techniques to gather data, thinking critically and logically about relationships between evidence and explanations, constructing and analyzing alternative explanations, and communicating scientific arguments.

Our program promotes an understanding of science as a personal endeavor and fosters an appreciation of our part in the world.

### COURSE LEARNER OUTCOMES

- Students will be familiar with the principles of Marine Biology.
- Students will recognize life in the Marine Environment.
- Students will understand the relationship between living and non-living parts of the Marine Environment.
- Students will be familiar with the structure of Marine Ecosystems.
- Students will be familiar with the function of Marine Ecosystems.
- Students will understand the impact of humans on the Marine Environment.

### COURSE OVERVIEW

This course is designed for all students who are headed to college, even if their strengths are not Science. It includes the solid basic science content needed in general education courses, including fundamental principles of biology, the physical sciences, and the scientific method. The main goal of this course is to integrate this basic science content with a stimulating, up-to-date overview of marine biology. The students' mastery of the material will be tested at the end of each chapter, an investigation performed off the shores of the Red Sea, and a major research project on a topic of their interest.

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## Musical Theater & Stage Tech

Texts used:

References to *An Actor Prepares* by Uta Hagen, *Gotta Sing, Gotta Dance*, by John Jacobson.

### PHILOSOPHY

Musical Theater is a culminating performance task of music students. This medium incorporates skills from the Language Arts, Physical Education, and Music curricula. Musical Theater is designed to promote the development of aesthetic values, emotional expression, social skills, and cultural awareness. Students enrolled and participating fully in this course will gain a better appreciation and broader understanding of music and life as consumers, creators, evaluators, listeners, and performers of music.

### COURSE LEARNER OUTCOMES

- The learner will be able to sing and/or play a varied repertoire of literature with expression and technical accuracy at a moderate level of difficulty.
- The learner will be able to demonstrate appropriate audience and stage behavior for the context and style of music performed.
- The learner will be able to compare and contrast roles across the arts.
- The learner will be able to compare and contrast distinctive elements across the arts.
- The learner will be able to read music that contains moderate technical demands, expanded ranges, and varied interpretive requirements.

### PHYSICAL EDUCATION OUTCOMES:

- Students will be able to demonstrate personal competency in motor skills and movement patterns needed to perform a variety of physical activities (dance movements).
- Students will be able to consistently exhibit good sportsmanship and demonstrate a positive attitude and ethical behavior while participating in physical activities.

### LANGUAGE ARTS OUTCOMES:

- The learner will be able to write with clarity, precision, and fluency in a variety of styles for personal and academic purposes.

- The learner will be able to comprehend, appreciate, analyze, and evaluate a variety of literary and informational sources.
- The learner will be able to participate in and respond to discussions, presentations, readings, and conversations as tools for learning.

## COURSE OVERVIEW

Selection of material for the course will be based on a diagnostic assessment of students' abilities and knowledge. Students will be assessed on both growth in understanding and skill attainment as well as responses to instruction in performance tasks, writing, and incorporation of new skills and knowledge. Students will be expected to

1. read and respond to written music;
2. create stylistically appropriate embellishments in singing;
3. demonstrate proficiency with dance steps of increasing difficulty;
4. to appropriately research and respond to information regarding characters, playwrights, and composers;
5. participate in discussions about musicals and stagecraft.

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# Psychology

Textbook:

None

Main Teacher Resource:

*Understanding Psychology*. Harcourt Press. 2007.

Course Description:

Psychology is a half year course that develops students' understanding of the nature and functioning of the human mind. It is taught from the perspective that we have been created with extraordinary capacity to understand our purposes in life. That, by understanding theories about how the mind works, we can make better choices which will improve our happiness and sense of fulfillment as we learn interpersonal and intrapersonal skills. Time management skills, thinking skills, and psychological research skills provide the framework of the course. Within that framework, topics in language development, learning theory, social psychology, psychological testing and leadership help students gain a better understanding of their roles as positive contributing members of a global society.

Types of Assessments:

A variety of assessments will be used in this course. The purpose of these assessments is to measure understanding of course material and to measure students ability to apply course material to life experiences. The types of assessments that will be used are unit tests, quizzes, projects, critical thinking responses, surveys, presentations, research projects.

Course Learner Outcomes:

As outlined by the APA and *National High School Psychology Standards*

- I. Methods:
  - a. Students should be able to understand the science of psychology, describe its history, identify the methods for examining behaviors and mental processes, and scientific careers available in the discipline.
- II. Biopsychological:
  - a. Biological Bases of Behavior: Students should be able to understand how the brain processes information and how the body adapts to the demands of its environment.
  - b. Sensation and Perception: Students should understand how the brain makes meaning out of the physical sensations generated by the environment.
  - c. Motivation and Emotion: Students will understand the drives and needs that direct behavior, including thirst, hunger, and social needs, as well as the range of human emotion.
  - d. Stress, Coping, and Health: Students will identify how stress reactions hinder our effectiveness and proposed alternatives that lead to a healthier existence.
- III. Cognitive:

- a. Learning: Students will demonstrate how we make changes in our behavior through experience with the environment, usually focusing on classical conditioning, instrumental conditioning, and cognitive learning.
  - b. Memory: Students will understand how we remember as well as how we can improve our memory.
  - c. Thinking and Language: Students will understand the role of language, problem-solving skills, creativity, multilingualism, and intelligence testing as primary interests of researchers in this area
  - d. States of Consciousness: Students will understand varying stages of awareness, including sleep, reactions to drugs, daydreaming, and controlled conscious processes.
- IV. Developmental:
- a. Lifespan Development: Students will understand how nature and nurture influence our development from conception until death.
- V. Sociocultural:
- a. Individual Differences: Students will understand how psychologists measure and compare individuals' abilities and characteristics. This unit emphasizes test construction, test selection appropriate to the context, and objective and fair-minded interpretation.
  - b. Personality and Assessment: Students will understand scientific explanations of personality development along with methods psychologists use to measure personality concepts.
  - c. Psychological Disorders: Students will understand patterns of behavior that are considered deviant or distressful our cultures and how psychologists diagnose these patterns.
  - d. Treatment of Psychological Disorders: Students will understand the various intervention methods, including psychotherapy and medical interventions, that mental health practitioners use in treating abnormal conditions.
  - e. Social and Cultural Dimensions of Behavior: Students will understand how we perceive the social world and how we behave in relation to other people. This unit explores how social and cultural contexts influence behavior.

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## Study Skills

### PHILOSOPHY

This course is designed to strengthen students' study skills so as to enhance their ability to achieve well; not only on classroom and achievement tests, but also in every day life.

### COURSE LEARNER OUTCOMES:

- Students will keep accurate and up-to-date agendas of homework, tests, projects and other classroom assignments.
- Students will learn how to create a learning environment and study zone at home
- Students will understand the importance of time management and various strategies for maximizing the use of available time.
- Students will understand the importance of organizing their time, materials, and assignments; and be able to use different tools and strategies for that organization.
- Students will understand the goal setting process, and be able to set long and short term goals as assigned.
- Students will know a variety of test taking strategies, and be able to apply each to the appropriate task.
- Students will understand the importance of the writing process and be able to adapt it to specific writing tasks.
- Student will understand the reading process and various reading strategies, and be able to adapt them to specific reading tasks.
- Students will learn how to be active and critical listeners and paraphrasing.

### COURSE OVERVIEW:

Students will develop organizational skills, explore various thinking and learning strategies, and engage in goal setting, time management, and other organizational skill building activities.

Within this course, issues related to self discipline, multiple intelligences, and academic persistence will be discussed. Through guided practice, student will assess their own personal strengths and weaknesses in relation to a variety of study skills and will define personal goals and action plans that help to enhance their current abilities.

Students will maintain detailed school planners with short and long term assignments. They will complete a variety of study skills and activities and projects. The emphasis of evaluation in this course will be on student improvement rather than on the attainment of a set standard of achievement on a given test or assessment activity.

## Assessment

Students will be assessed on a variety of things in this class. They will be assessed on their ability to manage their time and their organization skills such as creating calendars of their assignments and organizing their class notebooks and folders. This will hold at least 50% of the class grade. They will be also evaluated on their daily class assignments and activities which will be 25% of the class grade. They will be assigned two projects each quarter which will also be 25% of the class grade. Project topics can range from “good study habits” to “conducting good and thorough research”. These projects have to include a 30-minute detailed presentation and hands-on activity. In addition, they have to complete a reflective journal for each project which describes their learning process, and how they will apply these skills to their daily life. For each project a rubric will be provided beforehand for the students to let them know the criteria for each assessment or grade.

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# World Geography

A mandatory class for Grade 11, first semester

## PHILOSOPHY

Today’s citizens inherit complex problems, some as ancient as humanity itself. Geography is an essential part of preparing students to meet the complexities of the future. The goal is for all students is to develop a foundation of understanding so they can internalize the world around them using all available technology. The outcomes and competencies included in this curriculum deal with geography from a diverse global perspective.

## COURSE LEARNER OUTCOMES

1. The learner will gain knowledge and understanding of how geography has influenced human development and migration.
2. The learner will experience map reading and orientation to provide themselves, as global citizens, the specific information from maps to manage their daily lives.
3. The learner will study climatic zones; what causes them and how they have affected us through the ages.
4. The learner will review global physical features relating to the forces that created them as well as a timeline perspective.
5. The learner will examine the relationship between world historical sites, their geography and the United Nation criteria.

## COURSE OVERVIEW

In terms of study, World Geography comprises many parts. It includes our natural surroundings, the resources and needs of the world's nations, and the relationship between people and on the land that they live. Geography is the study of the kinds of landforms and climates that form our physical environment. Geography is the study of how these landforms are arranged, why they are there and how they influence they way people live. In this course, participants will assimilate this information of the physicality of the world and study how people are distributed over the globe and how they sustain their living from it.

The World Geography course will use strategies to encourage self directed learning through panel discussions, debate, hands on experiences, guest speakers, and research.

## Assessment

Sections of this course will assess learning through pen and paper testing. Other evaluations will be done by rubric assessment of project based learning including portfolios and power-point presentations. Students will further be assessed through a variety of means including checklists, observations, self-assessment through written reflections, peer-assessment, the development and application of the criteria of student-developed essential questions and discussions.

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# Yearbook

## Course Description

This elective course is designed to have students explore the world of yearbook setup and organization. Yearbook class is different from most other classes because the main objective of the class is to produce something tangible- a yearbook.

Assignments are not limited to those leading toward the creation of the yearbook. There will be an extensive amount of writing and research as well as assignments in layout, design and photography.

Deadlines are an extremely important part of the field of journalism and must be strictly adhered to in this class. To miss a deadline costs us money and can affect the delivery date of the yearbook in June.

## Selection of Students

In the Yearbook Class, students receive academic grades and credit based on their job/ performance and the production of various projects and assignments. Because of the unique nature of the class and its projects and responsibilities, the Yearbook teacher ultimately decides which students are admitted into the class and at any time can ask a student to leave if he/she is not producing.

In selecting students for the Yearbook Class, the teacher gives preference to those incoming students who have demonstrated honesty and self-discipline, and respectful behavior and high motivation during their previous years.

Students (except for a few grades) should expect to take this class for the year.

The successful student in this class will have demonstrated the following attributes:

- Ability to use technology effectively (A or B+ in previous technology classes or demonstrated ability)
- A minimum grade of a B in Language Arts or English classes. Writing and editing are major components of this program.
- Capability of working independently
- Good time management skills
- Leadership aptitude
- “Detail person”

## ASSESSMENT

The assessment for this class is primarily through meeting deadlines and handing in assignments on **due dates**. The student’s successful completion of assignments, active participation, teamwork, occasional quizzes on important vocabulary and concepts and written critiques will add to their grade.

## COURSE OVERVIEW

Students will:

- Learn about yearbook set up elements and principles
- Organize and create pages for the yearbook

- Understand how the fundamental principles of page layout will help organize projects so they look professional
- Students will learn how to use utilize cameras throughout a number of different situations.
- Students will learn how to edit their photography by using Photoshop.
- Students will learn how to edit and organize material they have created.
- Students will learn how to critically assess information they have gathered to accomplish a specific task.
- Students will apply conventions of grammar and language usage to correctly compose text used in the yearbook.
- Students will learn how to effectively work with others to successfully complete a project.
- Students will complete deadlines in a timely manner.
- Students will be able to efficiently employ hardware necessary for the creation of the yearbook

#### Resources for learning:

Photography

Field trips

Slide shows

Projects

Tutorials

Lectures

Written and oral critiques

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# Middle School Electives, Fall 2008-09

[Vector Animation with Flash MS](#)

[Great Reading MS](#)

[Introduction to Art MS](#)

[Journalism MS](#)

[Language Links \(EAL\) MS](#)

[Leadership MS](#)

[Lifetime Sports MS](#)

[Musical Theater MS](#)

[Photoshop MS](#)

[Hands-On Science \(Grade 6\) MS](#)

[Yearbook MS](#)

## Vector Animation with Flash- MS

Text Used:

Flash MX 2004, Hands on Training, Peachpit Press, 2004.\_

### Philosophy

This class stresses the use of technology in the development of life skills. Through multi-modal instruction and hands-on simulation technology teaches critical thinking skills and provides an opportunity for independent and collaborative learning

### Course learner outcomes

The learner will:

1. Use technology tools to increase productivity and promote creativity
2. Use productivity tools and collaborate in constructing technology-enhanced models and producing creative works
3. Use a variety of media and formats to communicate information and ideas effectively to targeted audiences
4. Employ technology in the development of strategies for solving problems in the real world
5. Know that it is illegal to make copies of copyrighted materials
6. Be able to use multimedia tools
7. Be able to communicate using an electronic medium
8. Use aesthetic values based on art elements and design principles to analyze, interpret, judge and improve personal and peer projects with respect to mood, purpose and ideas expressed

### COURSE OVERVIEW

Macromedia Flash MX is a multimedia program that allows students to create and present text, sound, music, graphics, movies and animation. It is the most popular multimedia presentation program in the world.

This course will teach how to use Flash to create interactive vector graphics and animation for web sites and CDs. Students will learn how to create basic graphic shapes and drawings; animation skills; how to create interactive buttons and menus for the Web, and how to add multimedia elements.

### Skills and objectives

Students will know how to:

1. Understand and draw vector graphic art and import bitmap files.
2. Explain the basics of Flash animation (e.g., frames, time line, motion/shape tweening, layers, motion guides).

3. Construct scenes, movie clips, and animated buttons.
4. Understand/explain audio file types and use them in an artistic manner for enhancing a visual animation.
5. Publish an animation in an HTML file for use on the WWW.
6. Use actions and interactive design concepts to construct a multilevel user interface for web site navigation.
7. Use actions to construct game-type interactive animations.

### Resources used in this class

1. Slide shows
2. Projects
3. Tutorials
4. Handouts
5. Lectures

### Homework

Most of the projects in this class are designed to be completed during class time; however, some projects may require work out of class. The lab is usually available during lunches and after school with supervision.

### Writing

Writing skills are enforced in thoughtful reflections and critiques which engage higher-level thinking. Reading and direction-following skills are emphasized through the careful reading of tutorial directions. Speaking skills are engaged as students share their thoughtful contributions to group critiques.

### Assessment

The assessment for this class is primarily through projects; however, minor assessments will also be made on the student's successful completion of tutorials, active participation, occasional quizzes on important vocabulary and concepts and written critiques.

The successful student in this class will have demonstrates the following attributes:

- Ability to use technology effectively (A or B+ in previous technology classes or demonstrated ability)
- Capability of working independently
- Good time management skills"

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## Great Reading

No text

### Philosophy

Great Reading is designed as a course that focuses on developing and improving student's reading proficiency. Students will be instructed in reading strategies that they can use to help understand and comprehend various readings. There will also be a focus on developing reading comprehension through the improvement of individual reading fluency. Aside from the continued development and growth in the area of reading comprehension, Great Reading will provide plenty of time to read, both inside and outside of the classroom. Aside from time spent reading, students will be given opportunities to make presentations to the class that make connections to the books that they are reading. Students will also engage in various projects that will act as tools for learning and representing information in creative ways. One of the central goals for this course is that students will grow to love reading. This final point is in line with the International Schools Groups philosophy which states as one of its goals a desire to foster in students a love and appreciation of the language arts and that they would become lifelong lovers of the language arts, and in this case, reading.

## Course Learner Outcomes

1. The learner will be able to use planning, monitoring, and evaluating strategies to guide the reading process.
2. Make predictions and hypothesize
3. Draw on prior experience and prior readings
4. Reflect on what has been learned after reading and formulate ideas, opinions, and personal responses to texts
5. Establish a purpose for reading
6. The learner will be able to apply reading skills and strategies to a variety of literary texts and know the defining characteristics of these genres.
7. Read novels, poems, short stories, non-fiction, fables or tall tales, myths, and plays from a variety of periods and cultures
8. The learner will be able to identify and analyze elements of literature
9. Identify setting, main characters, main events, and problems in stories
10. Make deductions regarding the order of events and possible outcomes
11. Identify the main idea or theme of a story
12. The learner will be able to respond to literature in a personal way.
13. Relate stories to personal experiences
14. Understand that people respond differently to literature
15. Select reading material based on personal criteria (i.e., of authors and genres, text difficulty, and recommendation of others)
16. See literature as an avenue for personal growth and an opportunity to better understand and relate to others
17. The learner will be able to engage in sustained silent reading.

## Course Overview:

The course will begin with reading strategies. Mini lessons will introduce concepts to students. Then students will have a chance to use that strategy and reflect on it in their Reading Response Journals. Students will also have a reading log in which they will record the reading that they do outside the classroom. The teacher will have certain expectations as to how much reading is done for homework over a given time period. This log will be signed by parents and in this way, parents will be encouraged to be an active supporter of their child as a reader. Each student will be scheduled to give "book talks" to the class. Aside from book talks, students will be doing various creative projects that will further extend their understanding of the themes, characters, settings and events from the books that they are reading.

## Assessment

Students will be assessed in the following ways. They will be required to do reading out of class and this will be recorded and verified by a parent on a Reading Log form. They will also be writing in a reading response journal that will provide a non threatening way of reflecting on the books they are engaged with. Aside from this, they will be working on a variety of projects that relate to literary themes they focus on in their novels.

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## Introduction to Art MS

- Produce two- and three-dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using appropriate art forms;
- Identify the principles of design (emphasis, rhythm, balance, unity, variety, proportion), and use them in ways appropriate for this grade when producing and responding to works of art;

- Explain how artistic choices affect the viewer, and support their conclusions with evidence from the work; use correctly vocabulary and art terminology associated with the specific expectations for this grade.

## Course Notes

- Access to a wide variety of visual, historical, and technical resources to support the curriculum is important.
- Health and safety in the classroom must be a priority when dealing with materials, equipment and routines.
- Proper ventilation and eye-wash stations are essential when using materials that pose potential health and safety concerns as well as strict adherence to other information regarding safe storage, handling, and disposal of toxic substances from the Workplace Hazardous Materials
- Environmental concerns related to the production of fine art, works in applied design, and works in craft should be discussed at the beginning of every unit to inform the students of any potential hazards and teach them to be responsible when dealing with such materials.
- Portfolio development is an important student assessment tool for visual arts. Students should document their studio development in both technique and expression using portfolios. The presentation portfolio, which showcases the student's best work, although submitted near the end of the course, should be part of an ongoing process of organization, layout decisions, documentation, and revision throughout all units.
- Students should keep a sketchbook/resource journal to document and evaluate their creative process and studio development in both technique and expression.

## Knowledge

Describe how the repetition of elements is used to **create rhythm** (e.g., the use of red both in the flowers and in the tablecloth causes the eye to move from one location in the picture to the other);

- Identify the area of emphasis (or focal point) in a work of art;
- Describe how **two-point perspective is used to create the illusion** of depth (e.g., in a drawing of a building that appears to have three dimensions);
- Distinguish between formal (**symmetrical**) and informal (**asymmetrical**) balance in compositions;
- Explain how the intent, character, and size of a work determine which tools, materials, and techniques the artist will use (e.g., fine detail may best be produced with pen and ink);
- Use the appropriate tools, materials, and techniques correctly, selecting those that will create the desired effect (e.g., use splatter painting or dry brush technique to represent the rhythms, melody, and dynamics in a piece of art).

## Creative work

- Organize their art works to communicate ideas, using at least one of the principles of design specified for this grade (e.g., use informal balance in an art work to aid in the depiction of two sides of an issue);
- Produce two- and three-dimensional works of art (i.e., works involving media and techniques used in **drawing, painting, sculpting, printmaking**) that communicate a range of thoughts, feelings, and experiences for specific purposes and to specific audiences (e.g., create a mask from “found” materials to celebrate the coming of spring);
- Describe, in their plan for a work of art, how they will research their subject matter, select the appropriate form and media, and use the elements and principles of design to solve the artistic problems in the work (e.g., **before making a sculpture of an animal**, make sketches of the animal in different poses, and experiment with a variety of tools on clay samples to create the desired textures);
- Identify strengths and areas for improvement in their own work and that of others (e.g., by analyzing the decisions they made, the methods they used, and the ways in which they dealt with unexpected problems).

## Critical thinking

- Describe how artists representing a variety of historical periods, styles, and cultures have used the elements and principles of design to create a specific effect
- Explain how the principles of design are used to organize a work, communicate feelings, and convey ideas, using appropriate vocabulary and terminology
- Explain their preference for specific art works, with reference to the artist's intentional use of the **elements and principles of design** (e.g., the smooth texture and balanced forms of Inuit soapstone carvings effectively communicate the artists' harmonious relationship with the natural world);
- Identify ways in which the visual arts affect various aspects of society and the economy.

# Teaching/Learning Strategies

- Brainstorming
- Classifying
- Journal writing (reflection)
- Lecture
- Computer assisted learning
- Model making
- Oral explanation
- Discussion
- Refinement and preparation of work for formal display.
- Exploration, experimentation with a variety of materials and techniques
- Presentation, ongoing: oral, visual and written
- Guided writing
- Research
- Homework
- Skills practice
- Visualization
- Inquiry

## Assessment & Evaluation of Student Achievement

- Quizzes
- ongoing verbal feedback
- Written and oral critiques
- Reflections
- Research project assigned artwork
- Rubrics
- Marking schemes
- final evaluations
- Drawing journal
- Formal presentations
- Assigned artwork
- Culminating task
- Self/peer assessments
- Final presentation portfolio.

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# Journalism MS

## PHILOSOPHY

Journalism is designed to educate students on the history of journalism, along with contemporary issues associated with this discipline. In addition, students will examine the criteria required of a newsworthy article. Through the use of proper journalistic research methods and writing format, students will be expected to apply the knowledge and skills to their news articles in a bi-weekly school newsletter. The learner outcomes will be based on the Middle School Language Arts writing, reading, and presenting outcomes.

## PROGRAM OUTCOMES

### WRITING

- I. The learner will be able to demonstrate increasing proficiency in the skills and strategies of the writing process.
- II. The learner will be able to write with clarity, precision, and fluency for personal and academic purposes.

- III. The learner will be able to use informational and technological resources to communicate knowledge through writing.

#### READING

- I. The learner will be able to demonstrate increasing proficiency in the skills and strategies of reading and continue to develop vocabulary and fluency.
- II. The learner will be able to comprehend, appreciate, analyze, and evaluate a variety of literary and informational sources.

#### LISTENING, SPEAKING, PRESENTING, AND VIEWING

- I. The learner will be able to participate in and respond to discussions, presentations, readings, and conversations as tools for learning.

#### COURSE OVERVIEW

This course, which is based on the Language Arts/English outcomes, examines the history of journalism, with a focus on more contemporary issues and events. Students will examine the skills and format required of journalists, which they'll apply to their own writing. The members of this course will be required to publish a bi-weekly school newsletter, which will provide a practical opportunity to write and edit news articles. Proper methods of research commonly used by newspaper will be incorporated into the newsletter research process.

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## Language Links (EAL) MS

Literature, Writing and Oral English

Required for EAL students.

Texts used:

*Reading and Writing Sourcebook MS*, Great Source Education Group, Houghton Mifflin Company, 2001, *Day Book of Critical Reading and Writing MS*, Great Source Education Group, Houghton Mifflin Company, 1999, *Daily Sentence Composing MS*, Great Source Education Group, Houghton Mifflin Company, 1999 and *Daily Spelling MS*, Great Source Education Group, Houghton Mifflin, Company, 1999, *Integrated Skills Support Scholastic Action Book Collections MS* (Literature across the curriculum), Scholastic Action, 2003.

#### PHILOSOPHY

Middle School Students enrolled in this class have exhibited a need for assistance with the English language. They have shown some difficulty with interpersonal communication skills, as well as a lack of cognitive language awareness and proficiency. Therefore this class has been aligned with ISG District outcomes for EAL learners to improve their level of both written and oral communication in the English language.

#### COURSE LEARNER OUTCOMES

- The learner will be able to use English to participate in social interactions
- The learner will be able to use learning strategies to extend their communicative competence.
- The learner will be able to interact in, through and with spoken and written English for personal expression and enjoyment
- The learner will be able to use English to interact in the classroom
- The learner will be able to use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.
- The learner will be able to use English to obtain process, construct and provide subject matter information in spoken and written form.
- The learner will be able to use appropriate learning strategies to construct and apply academic knowledge.

#### COURSE OVERVIEW

Middle School Students enrolled in Language Links II will learn various skills to improve their reading, vocabulary, grammar and writing skills via daily skills taught in the Great Source Series and the Scholastic Integrated Skills Support. Students will be provided with daily review and practice essential skills related to improving sentence fluency, reading comprehension, vocabulary and grammar skills. Students will integrate the three main components of the ISG Language Arts Curriculum grammar, literature and writing in a daily routine that will further enhance

their communication / English Language skills. Students will be assessed on their daily participation, independent work, as well as vocabulary test, grammar test and reading comprehension and writing test.

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## Leadership MS

### Philosophy

Leadership is designed primarily to implement student council policies and to train new student leaders. In order that we have capable student leaders, it is important to train students to interact with each other in ways that achieve solid programmatic ends. In addition, planning, implementation, and evaluation are necessary to maintain effective and sustained student leadership.

### Course Text:

Building Everyday Leadership in All Teens, Everyday Leadership A guidebook for teens, Mariam G. MacGregor, M.S

Today's Teens-Tomorrow's Leaders, Harriet Meyerson

### Course Learner Outcomes

- Developing a basic understanding of leadership ideas and how to lead others.
- Learning practical leadership skills through fun and challenging activities, discussion, observation, reading, writing, and goal setting.
- Building a positive attitude about leadership.
- Increasing awareness of your abilities strengths, and style of leadership.
- Acting in small or big ways to make a difference by inspiring and leading others.
- The learner will be able to make informal and formal oral presentations.
  - Express content with clarity, precision, and coherence
  - Evaluate own and others' effectiveness in informal presentations
  - Respond to questions and feedback about presentation to defend and expand on ideas
  - Adjust message wording and delivery for a particular audience and purpose
  - Use explicit techniques for oral presentations (i.e., modulation of voice, inflection, tempo, enunciation, physical gestures, eye contact, poise, and posture)
- Evaluate own and others' effectiveness in group discussions
- Ask questions and give feedback to clarify understanding
  - Demonstrate active listening strategies (e.g., eye contact, attentiveness, involvement, and paraphrasing to confirm understanding)
- Participate as both a group leader and group member in discussions
  - Plan and implement services for the student body and larger school community
- Students will understand citizenship and its rights and responsibilities.

### Course Overview

This is primarily a public service course. Students develop leadership skills through discussion, planning, implementation, and debriefing activities in the course of Student Council. These include both curricular and extra-curricular responsibilities as well as every Student Council activity.

### Reflective Writing

- Goal Setting
- Achieving personal goals
- Projects
- Completing exams

### Assessment

1. Participation and leadership skills (middle school events ) Peer/Teacher Evaluations
2. Think about it and Write about it = Reflections
3. 1<sup>st</sup> Semester Project
4. Midterm 1 Test/ Midterm 2 Test

5. 2<sup>nd</sup> Semester Project
6. Group Assignments
7. Final Exam

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## Lifetime Sport Activities MS

### PHILOSOPHY

This elective course closely resembles that of Physical Education classes and mirrors those philosophies that “physical education is essential to the optimum growth and development of the whole child” (ISG PE Philosophy Statement, 2004-05). The aim of this course is to allow students the opportunity to exceed their exposure to structured physical activity in addition to their mandatory PE classes. Since all students taking this course will be concurrently enrolled in a PE class, skill development will be taken to the next level.

### COURSE LEARNER OUTCOMES

#### **Active Participation**

*Students will be able to practice developmentally appropriate skill-related techniques that will enable them to actively participate in a variety of physical activities.*

- The learner will be able to use and combine advanced movement skills in a wide variety of physical activities.
- The learner will be able to motivate him/herself to participate regularly in physical activities.

#### **Skill and Movement Demonstration**

*Students will be able to demonstrate personal competency in motor skills and movement patterns needed to perform a variety of physical activities.*

- The learner will be able to use advanced sport-specific skills in selected physical activities.
- The learner will be able to apply skills in complex physical activities.
- The learner will be able to master the performance and application of advanced skills.

#### **Social Interaction**

*Students will be able to consistently exhibit good sportsmanship and demonstrate a positive attitude and ethical behavior while participating in physical activities.*

- The learner will be able to acknowledge good play from an opponent during competition.
- The learner will be able to encourage others to apply appropriate etiquette during physical activity settings.
- The learner will be able to take a leadership role in identifying appropriate personal and group conduct and employ techniques for dealing with disputes.
- The learner will be able to identify and demonstrate different leadership roles and techniques.
- The learner will be able to understand and participate in different roles within a group.
- The learner will be able to play to the “spirit” of the rules, demonstrating good “sportsmanship.”
- The learner will be able to display sensitivity to feelings of others during interactions and deal with conflicts that may arise without confrontations.
- The learner will be able to work with others (without guidance) in an activity to achieve a common goal.
- The learner will be able to facilitate the inclusion of persons of diverse backgrounds and physical abilities in an activity.
- The learner will be able to reinforce or support decisions made by officials in a formal competitive setting.

#### **Healthy Living**

*Students will be able to participate in physical activities that promote their social and emotional development and contribute to an active life-style throughout life.*

- The learner will be able to understand the importance of, and participate in, physical fitness enhancing activities (including individual sports) in preparation for adult life.
- The learner will be able to assess and self-monitor improvement in personal health related physical fitness.

#### **Knowledge Application**

*Students will be able to demonstrate an understanding and application of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.*

- The learner will be able to understand and demonstrate advanced knowledge of rules, techniques, and strategies while playing and officiating activities.
- The learner will be able to apply principles of training and conditioning to prepare for specific activities.
- The learner will be able to competently use basic and advanced terminology in physical activities.

### **Risk-Taking**

*Students will be able to demonstrate a willingness to accept challenges within a non-threatening environment.*

- The learner will be able to encourage peers to create a safe environment in which to participate.
- The learner will be able to foster behaviors in peers that minimize emotional and physical risk to others.
- The learner will be able to evaluate his/her contributions and effectiveness within a group.
- The learner will be able to confidently pursue new challenges and accept the level of success that accompanies them.
- The learner will be able to participate in unfamiliar activities and understand the feelings that result from the outcomes.

## COURSE OVERVIEW

Unlike a regular PE class students in LSA are given the choice of which sports and activities they wish to engage in through the course of the semester. Since the students are choosing which sports and/or activities to engage in, it is thought they will be more likely to take a personal interest in them. During the semester time will be allotted for three to four sports or activities depending on what is chosen. For each sport or activity time will be spent on developing skills, learning the rules, practicing skills, using skills in games and engaging in a tournament setting.

Since students in this course will also be enrolled in the core Physical Education course, focus will be on reinforcing basic rules and skills and taking the next step. This will involve greater appreciation for the rules and practicing skills that go beyond what is seen during PE. Class size during this course is also less than it is in PE class, so more focus and attention can be given to the individual student.

### Grading

1. Coming prepared to class (i.e. dressed in the appropriate attire for each lesson)
2. Participation in all aspects of the class (warm-ups, drills, games, etc.)
3. Sportsmanship and Attitude
4. Quizzes or other types of assessment for each sport or activity.

For the first three criteria mentioned above observations and checklists are used for assessment purposes. Quizzes and other types of assessments are used to assess knowledge acquisition and skill development for each sport or activity. Assessment is not based on physical skill level but rather participation and skill development.

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# Musical Theater MS

## and Choreographed Stage Performance

Texts used:

varies, references to *An Actor Prepares* by Uta Hagen, *Gotta Sing, Gotta Dance*, by John Jacobson.

### PHILOSOPHY

Musical Theater is a culminating performance task of music students. This medium incorporates skills from the Language Arts, Physical Education, and Music curricula. Musical Theater is designed to promote the development of aesthetic values, emotional expression, social skills, and cultural awareness. Students enrolled and participating fully in this course will gain a better appreciation and broader understanding of music and life as consumers, creators, evaluators, listeners, and performers of music.

### COURSE LEARNER OUTCOMES

#### MUSIC OUTCOMES:

- The learner will be able to sing and/or play a varied repertoire of literature with expression and technical accuracy at a moderate level of difficulty.
- The learner will be able to demonstrate appropriate audience and stage behavior for the context and style of music performed.
- The learner will be able to compare and contrast roles across the arts.
- The learner will be able to compare and contrast distinctive elements across the arts.
- The learner will be able to read music that contains moderate technical demands, expanded ranges, and varied interpretive requirements.

#### PHYSICAL EDUCATION OUTCOMES:

- Students will be able to demonstrate personal competency in motor skills and movement patterns needed to perform a variety of physical activities (dance movements).
- Students will be able to consistently exhibit good sportsmanship and demonstrate a positive attitude and ethical behavior while participating in physical activities.

#### LANGUAGE ARTS OUTCOMES:

- The learner will be able to write with clarity, precision, and fluency in a variety of styles for personal and academic purposes.
- The learner will be able to comprehend, appreciate, analyze, and evaluate a variety of literary and informational sources.
- The learner will be able to participate in and respond to discussions, presentations, readings, and conversations as tools for learning.

#### COURSE OVERVIEW

Selection of material for the course will be based on a diagnostic assessment of students' abilities and knowledge. Students will be assessed on both growth in understanding and skill attainment as well as responses to instruction in performance tasks, writing, and incorporation of new skills and knowledge. Students will be expected to

- read and respond to written music;
- create stylistically appropriate embellishments in singing;
- demonstrate proficiency with dance steps of increasing difficulty;
- to appropriately research and respond to information regarding characters, playwrights, and composers;
- participate in discussions about musicals and stagecraft.

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# Photoshop MS

## Beginning, Intermediate and Advanced

#### PHILOSOPHY

This class stresses the use of technology in the development of life skills. Through multi-modal instruction and hands-on simulation technology teaches critical thinking skills and provides an opportunity for independent and collaborative learning

#### COURSE LEARNER OUTCOMES

The learner will:

1. Use technology tools to increase productivity and promote creativity
2. Use productivity tools and collaborate in constructing technology-enhanced models and producing creative works
3. Use a variety of media and formats to communicate information and ideas effectively to targeted audiences
4. Employ technology in the development of strategies for solving problems in the real world
5. Know that it is illegal to make copies of copyrighted materials
6. Be able to use multimedia tools

7. Be able to communicate using an electronic medium
8. Use aesthetic values based on art elements and design principles to analyze, interpret, judge and improve personal and peer projects with respect to mood, purpose and ideas expressed

## COURSE OVERVIEW

Students will be using the newest version of Adobe Photoshop CS-2, the premier digital imaging application, to do interesting projects like creating Web graphics, tweaking photos and painting original works of digital art.

Students in this class, both beginning, intermediate and advanced, will complete tutorials to learn basic and more advanced skills which will enable them to design their own creative projects using Photoshop. In addition, this elective will introduce students to the Principles and Elements of Design which will be applied in creating and critiquing their final works.

Writing skills are enforced in thoughtful reflections and critiques which engage higher-level thinking. Reading and direction-following skills are emphasized through the careful reading of tutorial directions. Speaking skills are engaged as students share their thoughtful contributions to group critiques.

The assessment for this class is primarily through Projects; however, minor assessments will also be made on the student's successful completion of tutorials, active participation, occasional quizzes on important vocabulary and concepts, and written critiques.

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# Hands-on Science: Grade 6

## PHILOSOPHY

Using the hands-on approach through some of the FOSS program modules and the Everyday Science activities kits, students in grade 6 that very interested in learning more about science will have this additional opportunity to have more foundational science experiences.

Students will be exposed to life, earth and physical science through practical hands on learning. The course is structured so that learning is progressive and concrete.

Cooperative learning is stressed to enable students to become productive group members. Each module comes with a reading companion that stresses real life applications of the discipline that is being engaged. The modules cover a wide range of basic middle school sciences such as force and motion, chemical interactions and planetary science.

## COURSE LEARNER OUTCOMES

### Scientific Inquiry

1. Students will demonstrate their understanding of the importance of curiosity, honesty, open-mindedness, and skepticism in their own efforts to understand how and why universal phenomena exist and occur.
2. Students will be able to select and use tools and instruments to conduct scientific activities.
3. Students will communicate scientific ideas and activities clearly.
4. Students will understand and demonstrate the ideas of system, model, change, and scale in exploring scientific and technological matters.
5. The learner will know that there is no fixed procedure called the "scientific method", rather investigations involve systematic observations, carefully collected evidence, reasoning, and some imagination in developing hypotheses and explanations.
6. The learner will be able to identify the flaws of arguments based on the faulty, incomplete or misleading use of data.

7. The learner will be able to draw conclusion based on data and construct reasonable models.
8. The learner will be able to understand that hypotheses are valuable if they lead to fruitful investigations, even if the hypotheses turn out not to be true
9. The learner will be able to communicate using appropriate circle charts, bar and line graphs, diagrams and symbols.
10. The learner will be able to explain relationships between variables.
11. The learner will be able to explain and apply the system used to classify organisms into kingdom, phylum, class, order, family, genus, and species.
12. The learner will be able to recognize that mathematics is an important part of scientific inquiry.
13. The learner will be able to develop an attitude of respect and understanding for life.

**Additional outcomes will be made available to students based on topics chosen.**

## COURSE OVERVIEW

This course offers students in the sixth grade the opportunity to further their interest in the area of science. Topics will be chosen by the students and will be based on their interests. The structure of the class will revolve around a series of projects where students will have the opportunity to work as a class, in groups, with a partner and individually. Whatever the topic or style of project selected by the students, the students will be required to present their material to the rest of the class and if applicable to other classes. Projects will follow standard scientific practices and personal safety will be stressed.

### Assessment:

Assessments for this course will consist of assessing the various projects undertaken by the students. These include, but are not limited to, pre-project write-ups, homework, data analysis and presentations. Students will be assessed both individually and as part of a team. Since the students will be studying various topics, possibly different ones than their peers, the timing and types of assessments will vary from student to student.

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# Yearbook MS

## Course Description

This elective course is designed to have students explore the world of yearbook setup and organization. Yearbook class is different from most other classes because the main objective of the class is to produce something tangible- a yearbook.

Assignments are not limited to those leading toward the creation of the yearbook. There will be an extensive amount of writing and research as well as assignments in layout, design and photography.

Deadlines are an extremely important part of the field of journalism and must be strictly adhered to in this class. To miss a deadline costs us money and can affect the delivery date of the yearbook in June.

## Selection of Students

In the Yearbook Class, students receive academic grades and credit based on their job/ performance and the production of various projects and assignments. Because of the unique nature of the class and its projects and responsibilities, the Yearbook teacher ultimately decides which students are admitted into the class and at any time can ask a student to leave if he/she is not producing.

In selecting students for the Yearbook Class, the teacher gives preference to those incoming students who have demonstrated honesty and self-discipline, and respectful behavior and high motivation during their previous years.

Students (except for a few grades) should expect to take this class for the year.

The successful student in this class will have demonstrated the following attributes:

- Ability to use technology effectively (A or B+ in previous technology classes or demonstrated ability)
- A minimum grade of a B in Language Arts or English classes. Writing and editing are major components of this program.
- Capability of working independently
- Good time management skills
- Leadership aptitude
- “Detail person”

## ASSESSMENT

The assessment for this class is primarily through meeting deadlines and handing in assignments on **due dates**. The student’s successful completion of assignments, active participation, teamwork, occasional quizzes on important vocabulary and concepts and written critiques will add to their grade.

## COURSE OVERVIEW

Students will:

- Learn about yearbook set up elements and principles
- Organize and create pages for the yearbook
- Understand how the fundamental principles of page layout will help organize projects so they look professional
- Students will learn how to use utilize cameras throughout a number of different situations.
- Students will learn how to edit their photography by using Photoshop.
- Students will learn how to edit and organize material they have created.
- Students will learn how to critically assess information they have gathered to accomplish a specific task.
- Students will apply conventions of grammar and language usage to correctly compose text used in the yearbook.
- Students will learn how to effectively work with others to successfully complete a project.
- Students will complete deadlines in a timely manner.
- Students will be able to efficiently employ hardware necessary for the creation of the yearbook

Resources for learning:

- Photography
- Field trips
- Slide shows
- Projects
- Tutorials

- Lectures
- Written and oral critiques

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