yantai international academy

Yantai International Academy Planning Guide

2021-2022

GENERAL INFORMATION

This high school program planning guide explains the opportunities that the high school offers each student. These opportunities are designed in alignment with the school's purpose statement of providing a transformative holistic education to develop globally-minded individuals who learn, love, and lead. The high school schedule, activities, curriculum, and learning environment are all designed around the things that make high school students special. This guide also contains information about the minimum YIA high school graduation requirements and course offerings for students to meet their academic and college goals. As students begin choosing courses for next year and beyond, keep in mind that students will perform best when a program is selected that includes courses that are personally interesting and at an appropriate level of challenge. All students are responsible for taking the time to fully understand the high school program and what a course will cover, the prerequisites.

All members of the YIA team are available to assist students and parents as courses are selected for the next academic year. Feel free to contact us.

HEAD PRINCIPAL
Mr. Samuel Goh
Principal-office@yhischina.com

OPERATIONS PRINCIPAL
Mrs. Amanda Deng
Amanda.Deng@yhischina.com

ACADEMIC PRINCIPAL
Dr. Tobin Holden
Tobin.Holden@yia-china.com

DIRECTOR OF STUDENT SERVICES
Dr. Diana Holden
Diana.Holden@yhischina.com

COLLEGE COUNSELOR
Mrs. Susan Tseng
Susan.Tseng@yia-china.com

SCHOOL REGISTRAR
Ms. Yolanda Zhang
Yolanda.Zhang@yia-china.com

EXTERNAL TESTING COORDINATOR
Mrs. Sophie Zhang
Sophie.Zhang@yia-china.com

Table of Contents

Purpose Statement

Yantai International Academy is committed to preparing students for college and beyond. YIA is committed to providing transformative, holistic education to develop globally-minded individuals who learn, love, and lead.

Curriculum

YIA offers an American-based curriculum that follows the AERO standards. The curriculum has an international focus and provides a solid foundation in both education and character. Our curriculum prepares students to achieve their goals and to impact their communities around the world. English is the main language of instruction. Core courses include English Language, Science, Math, Social Studies and Fine Arts and a strong character development and student Leadership Program. Students are also required to take electives as part of a broad-based international education.

At the High School level, students meet challenges and drive changes. The focus of the High School program is engaging them in authentic learning activities that equip them with the knowledge, skills, and creative and innovative thinking. The 2021–22 school year will bring several changes to YIA. YIA is excited to offer new courses, new programs for students. This includes new AP® courses, electives, iSC programs that are designed to prepare students for the opportunities and challenges of the 21st Century.

Curriculum Review

As part of the iSC system of schools, subject is reviewed on a five-year cycle, to ensure that the standards are current, relevant and meaningful for college and career readiness. A thorough review process is conducted over a period of time in five stages. Each school year, two to three subject areas are reviewed at the iSC-China level. Selected individuals from all iSC- China schools participate in the curriculum review.

Accreditation and Association

YIA received accreditation by AdvancED (Cognia) in June of 2021. AdvancED (Cognia) is a merger of three U.S. regional accreditation association recognized by the U.S. Department of Education. The three accreditation associations are the North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and the Northwest Accreditation Commission (NWAC).

YIA is also proud to be a member of the International Schools Consortium (iSC). iSC has served the multinational community in China since 1986 and is a system of six schools in China and one school in UAE: Chengdu, Qingdao, Tianjin, Wuhan, Wuxi, Yantai, and Ras Al Khaimah.

International Schools Consortium

As part of the iSC network of schools, our High School students have a variety of opportunities to travel around China and beyond for various tournaments, performances and competitions. For example, YIA provide opportunities for students to take part in sports tournaments in

basketball, volleyball and soccer. In terms of competitions, we provide opportunities for students to take part in Science Fairs, Model United Nations, etc. We believe that these opportunities are invaluable towards a full High School experience.

Secondary School Daily Schedule

A secondary school life at YIA is enriching and vibrant. Below is a sample schedule of a typical day in high school. Actual schedule will vary across grades.

TIME	CLASS/ACTIVITY
7:50 – 8:00	Advisory check-in
8:00 – 9:30	1st Class (meets every other day)
9:34 –-11:04	2nd Class (meets every other day)
11:08 – 11:51	3rd Class (meets daily)
11:55 – 12:15	Advisory
12:19 – 12:59	Lunch
1:03 – 2:33	4th Class (meets every other day)
2:37 – 3:20	5th Class (meets daily)
3:30 - 4:45	After-School Activities/Athletics
5:30 - 8:45	Evening Study Program

Advisory Program

The Advisory program is a daily part of the schedule. The program seeks to ensure that every student is cared for and guided as well as build relationships with a consistent set of peers and an advisor. The advisory group is made up of students within the same grade level, so that students constantly have a group which they build connection and grow together. Students check in for 20 minutes with one of their advisors every day. Furthermore, advisors meet with students in the middle of the day to work on personal growth topics. Students are also encouraged to set personal goals for themselves, and the advisor checks in on those goals to ensure that students are on track.

House Program

The House program is a weekly part of the schedule. The program seeks to ensure that every student has opportunities to connect with students of different grade levels and develop leadership qualities. Students have a chance to shine in front of their peers during house competitions such as as soccer matches, debates, and creative problem solving. Every Friday, students meet for 20 minutes with their houses, and they organize themselves for the next competition or house activity.

Technology in Learning

Secondary students are provided with an email account, Microsoft Office365 account, and access to Canvas, a Learning Management System in which students are assigned work and in which they use to submit their work electronically. Parents will have access to courses via observer accounts in Canvas. We desire for our students to be prepared not only for High School but also for the world. As such, our learning environment is centered around authentic real-world tasks and requires a high degree of critical thinking and collaboration, together with high technological competence.

Microsoft Outlook serves as the predominant means for communication between educators,

parents/guardians, and students; other Office® tools included in students' Microsoft 365 accounts provide the software needed for students to interact with Canvas. In addition, Zoom serves as the software for synchronous classes and interactions.

These tools help students organize their time, interact with learning materials, communicate their learning, connect with classmates and educators, check their grades, and participate in social activities.

Students are expected to use all technology resources in a responsible and ethical manner, consistent with the purpose, vision, and values of iSC, and in compliance with the students' internet service providers and with the appropriate national and local laws. All students are required to agree to the acceptable use of technology document, before their first day of school.

Co–Curriculars

An important part of any secondary school experience is the co-curricular activities. At YIA, we seek to develop well-rounded students through a wide range of academic and extracurricular activities. Through the iSC system of schools, students compete in basketball, volleyball, and soccer tournaments, as well as music and choral festivals, and Model United Nations (MUN) conventions. The school also offers activities such as athletics, ceramics club, newspaper/yearbook club, band club, and student council.

Co-curricular activities can play a big part in distinguishing a student from other applicants, with quality and commitment being much more important than quantity. Colleges are pleased to see students who are passionately committed to a few activities. Leadership positions demonstrate commitment and say something positive about the student.

College Preparation

At YIA, we see college as an important next step for our students as they move toward becoming global influencers. We provide career counseling services to all secondary students (middle and high school) to help them evaluate their strengths, aptitudes, and interests as they consider their future career path. We hold an annual Career Fair where experts from a variety of fields come and share about their career experiences with our students. Students go on field trips to local businesses to help students explore a variety of careers and experience what the workplace is like.
As students move from middle school into high school, career counseling shifts to college counseling as students begin to consider attending a university. With college admission officers visiting YIA each year, the college counselors are well versed on what students need to do to maximize their chances of admission. A sequential plan of activities has been put in place to help both parents and students to navigate the selection and application process. YIA also offer one-on-one college counseling, seminar classes for high school juniors and seniors, and SAT/ACT and TOEFL/IELTS preparation to assist them in that process. We also monitor student progress in both academics and standardized testing to provide support as needed.

As a PSAT and AP® testing center, YIA offers a full suite of assessments by the College Board.

Our goal is for all students to decide a field of study that suits their future career goals and for them to be well-prepared university candidates.

Colleges want to admit students who are happy and successful in high school because that predicts they will be equally happy and successful when they arrive on campus. To improve the chances of college admission, high school students should focus on having a great high school experience.

Standardized Testing

Students in Pre 9-10 will participate in the Measures of Academic Progress (MAP) Growth testing in the fall and spring. These tests have no bearing on a student's GPA or academic standing. They simply allow the school to see where all students are academically in Math, Reading, Language Use, and Science. MAP Growth is the most trusted and innovative assessment for measuring achievement and growth in K–12 subject areas. It provides our teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level. It also connects to the largest set of instructional content providers, giving educators flexibility in curriculum choices.

Using MAP Growth insights, teachers can tailor instruction to challenge every student, whether they are below, at, or above grade level. MAP Growth student reports (given to all students and parents) also present realistic learning goals by subject areas so that, through a teacher's guidance, students can individually see their progress and be inspired to take charge of their own learning.

Students set personal goals to meet before MAP testing begins. Those who reach their goals are awarded with a certificate at the end of each semester.

Student Achievement and Recognition Program
YIA is a place where future leaders are nurtured and developed. Each student is challenged to grow deeper in their academic progress and character through various classes and extra-curricular activities offered.

This document serves to outline student recognition at YIA.

ADVISORY	STUDENT COUNCIL	CLUBS	SPORTS	STEM (SCIENCE FAIR)	CHARACTER AWARDS	MAP AWARDS
Advisory group leaders	President Vice-President Treasurer Public Relations Director Service Director Secretary Grade Reps House Captains	Club President, Club Vice-President	Captain, Co-Captain	HS: 1st, 2nd, 3rd place, Honorable Mentions	iSC9 Qualities for Life Award across HS	Excellence Award (Met 3/4 Goals AND 90% or higher on 2 categories) Commendation Award (Met 3/4 Goals OR 90% or higher on 2 categories)

Criteria for Secondary Awards:

- Principal's Excellence Award – Given by Principal to one student per grade for excellence in academics, leadership, and volunteering.
- Subject Excellence Award – Given to all students who obtain a 98% (A+) or above in any non-AP class. Students in AP classes need to obtain a 93% (A-) or above; Given in every subject area.
- Student Leadership Excellence Award – Given to one member of Student Council, or to a student who leads others as a positive role model
- Athletic Excellence Award – MVP, Most-Improved, Most-Dedicated
- iSC9 Qualities for Life Excellence Award – Given to one student who has received a monthly iSC9 award in the current year; decided by secondary team.
- Volunteer Service Excellence Award – Only given in Service & Leadership, or student has clearly demonstrated completed volunteer hours.
- Progress Excellence Award – Given to student(s) who have displayed tremendous growth in English, academics, or socially.
- PSAT/NMSQT Award - Excellence: In the top 90%; Commendation: In the top 75%
- Art Excellence Award – Given to a High School student who showcased exceptional ability in their semester's artwork.
- Accelerated Reader Challenge Award – Given for each AR Challenge that takes place throughout the year; Given when students meet their reading goal for quiz points.

YIA Excellence Awards

	FALL		SPRING	
TYPES OF EXCELLENCE AWARD	**Pre-9**	**HIGH SCHOOL**	**Pre-9**	**HIGH SCHOOL**
Principal's Excellence Award	Yes	Yes	Yes	Yes
Subject Excellence Award	Yes	Yes	Yes	Yes
Student Leadership Excellence Award	Yes	Yes	Yes	Yes
Athletic Excellence Award (Girls/Boys)	Soccer	Volleyball	Basketball	Soccer/ Basketball
iSC9 Qualities for Life Excellence Award	Yes	Yes	Yes	Yes
Volunteer Service Excellence Award	Yes	Yes	Yes	Yes
Progress Excellence Award	Yes	Yes	Yes	Yes
PSAT/NMSQT Award (Excellence and Commendation)	N/A	No	N/A	Yes
Art Excellence Award	Yes	Yes	Yes	Yes
Accelerated Reader Challenge Award	Yes	Yes	Yes	Yes

Student Recognition – Honor Roll

- At YIA, we value all-around academic excellence and recognize students that have displayed an outstanding set of results. Each semester, high school students who achieve excellent grades will be placed on the High Honor Roll or Honor Roll.
- For High School students: to be placed on the High Honor Roll, a student must receive a GPA of 3.8 or higher. To be placed on the Honor Roll, a student must obtain a GPA of between 3.4 to 3.79.
- For High School, students can only qualify for the honor roll if they have not obtained a "D" grade or an "F" grade in any course throughout that semester.

YIA Scholar Awards

Students may qualify for the scholars program from the start of their 11th grade year and is valid for juniors and seniors. The Scholars Award is intended to honor students that have and continue to maintain a high level of academic excellence and contributions to the school. The expectations on the recipient are purposeful in ensuring that students continue to grow throughout the process of High School. The Scholars Award can be terminated if the following criteria are not met:

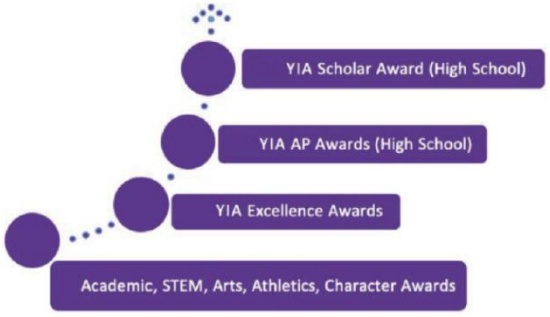
- Falling below a 3.8 Cumulative GPA at the end of the junior year of High School
- Serious disciplinary issues

College Board AP Scholar Award
The AP Scholar Award is earned by students who receive scores of three or higher in three or more AP exams.

College Board AP Scholar with Honor Award
The AP Scholar with Honor Award is earned by students who receive an average score of at least 3.25 on all AP Exams taken and a score of three or higher on four or more of these exams.

College Board AP Scholar with Distinction Award
The AP Scholar with Distinction Award is for students who earn an average score of at least 3.5 on all AP exams taken and scores of three or higher on five or more of these exams.

YIA Scholar Awards
- Actively involved in leadership roles
- Display our iSC9 Qualities for Life
- Maintain a High GPA of at least 3.8
- Demonstrate excellence in written and oral English
- Pass an interview with a select committee



Locker System

High school students are assigned a locker in the Secondary hallway and are given a 3-digit combination. The locker information is given to students when they receive their class schedule each year. This combination should not be shared with any other student. If a student forgets their locker combination, they can email or speak with their advisor or Mrs. Holden. The school keeps a record of assigned lockers in the Student Services office and a list of lock combinations.

The lockers remain the property of the school and may be inspected at any time. Any damage, except for ordinary wear, may be charged to the student. The school is not responsible for any items lost or stolen from a student's locker. All personal items go in the locker, not on the floor or in the hallway.

While we understand that students want to be close to their friends, we cannot re-assign lockers to accommodate these sorts of changes. We will, however, always accommodate students in special circumstances. Students, or their parents, are asked to contact the Director of Student Services for these requests.

Students are:

- expected to only use the locker that has been assigned to them
- NOT to share their lock combination with anyone
- responsible for keeping their locker clean and neat
- expected to report any damage
- NOT to write or draw on the inside of the locker
- responsible for the contents of the locker assigned to them
- NOT to use any locker that has not been assigned to them

Hallway

Hallways can be crowded during peak times. For the safety and comfort of others, you should not run, shout, or play in the hallways. There are designed spaces for being active and playing games. Also, work with those that have a locker around you so everyone can get what they need and get to their next class.

Lunchtime

Our specially crafted, three menu options provide students and staff with a variety of fresh and nutritious lunch choices. The school created a set of food guidelines following the Dietary Guidelines, and used multiple stakeholders' feedback to redesign the Korean, Western, and Chinese menu options. Today, signature dishes such as beef burgers, bibimbap, and spaghetti bolognese incorporate whole grains, more vegetables, healthier oils, and authentic ingredients.

The lunchtime is yours to keep by being polite to your peers and staff, calmly enjoying your food at a table, and cleaning up after yourself when finished. Unless you have permission from an adult, all food should remain in the cafeteria. You also have free time during the forty-five-minute lunch period. Please remain in the supervised areas (courtyard, level three collaboration space, library, café, and cafeteria) during this time.

Counseling Services

We want you to feel safe and supported as you journey through your time at YIA. Our socio-emotional and guidance counselors are here to support you. The counselors help with a variety of issues, including college applications, preparation for the transition to middle/high school, and are also resources for assistance on growing as an adolescence. Whether it's a disagreement with friends, anxiety over schoolwork, or a problem at home, the school counselor can provide guidance, and you are always welcome to make an appointment.

School Supplies

The teachers will provide classroom supplies, though students can also bring from home. The StuCo Store is a one-place center where students can buy additional supplies. The store is open before school during lunch and after school until 3:20 p.m.

Parent–Student Handbook

Please refer to the 2021-2022 Parent-Student Handbook and the Transportation Handbook for more school-wide information about after school campus hours, language policy, cellphones and other personal belongings, and transportation.

Time Management Tips

1. **Make a "to do" list every day.** Put things that are most important at the top of your list and do them first. Use your agenda to track all of your tasks. And don't forget to recognize and reward your accomplishments.

2. **Use time wisely.** Taking time to think and plan is time well spent. If you can get some reading done while waiting for an appointment, for example, you'll kill two birds with one stone.

3. **Know that it's okay to say "no."** If your friends ask you to go out on a Sunday night and you have an assignment due for class the next morning, realize that it's okay to say "no." Keep your short- and long-term priorities in mind, and don't feel pressured to drop your plans to please your friends. Planning in advance to spend time with friends and family can help, but first you must be convinced that your priorities are important. Once you are convinced of that saying "no" gets easier.

4. **Work smarter, not harder.** You'll study more efficiently if you figure out when you do your best work. For example, if your brain handles math better in the afternoon, don't wait to do it until late at night.

5. **Review your notes daily.** You'll reinforce what you've learned, so you need less time to study. You'll also be ready the next day if your teacher calls on you or gives a pop quiz.

6. **Get a good night's sleep and eat healthy.** Running on empty makes the day seem longer and tasks seem more difficult.

7. **Are text messages, calls, computer usage or video games proving to be a distraction from homework or time wasters?** If so, manage your time so electronics don't undermine your academics.

8. **Don't sweat the small stuff!** Have you ever wasted an entire evening by worrying about something you're supposed to be doing? Was it worth it? Instead of agonizing and procrastinating, just do it. If a project seems daunting and you find yourself avoiding it, try the "Swiss cheese method": break it into smaller tasks and just do one, or set a timer and work on the big task for just 15 minutes. By doing a little at a time, eventually you'll reach a point where you'll want to finish.

9. **Keep things in perspective.** Setting goals that are unrealistic sets you up for failure. While it's good to set high goals for yourself to achieve, be sure not to overdo it. Set goals that are challenging yet reachable.

Adapted from www.collegeboard.com

HIGH SCHOOL
CURRICULUM & ASSESSMENT

Graduation Requirements

24 units of high school credit are required for graduation. One-half credit is given for each full semester of a course successfully completed in grades 9 through 12. A failing grade does not earn any credit. The following credits must be earned towards graduation:

Course	Number of Credits Required
English	4
Social Studies	3
Science	3
Math	3
Foreign Language	2
Physical Education/Health	2
Fine Arts	1
Philosophy	3
Electives	As desired

Grading Scale

The standard grading scale for academic work in grades 6-12 is as follows:

A+	98-100	B+	88-89	C+	78-79	D+	68-69	F	Below 60
A	93-97	B	83-87	C	73-77	D	63-67		
A-	90-92	B-	80-82	C-	70-72	D-	60-62		

Grade Point Average & Grading Scales

A grade point average (GPA) is derived for high school students by ascribing a point value to a letter grade as follows:

A+	4.0	B+	3.33	C+	2.33	D+	1.33	F	0.00
A	4.0	B	3.0	C	2.0	D	1.0		
A-	3.66	B-	2.66	C-	1.66	D-	0.66		

Students enrolled in AP® courses will receive a weighted GPA of 0.66 points more for their letter grade of C- or above each semester they are enrolled.

Assessments

All assessments, assignments, and instruction throughout the school are created to ensure that each student is progressing towards mastery of these learning standards. In this way, the school as a whole is able to keep track of the learning progress of every student in every classroom and respond well to individual student learning needs.

High school students are given cumulative semester exams at the end of each semester during final exam week for Math, English, Philosophy, Science, Social Studies, Foreign Language, and Physical Education and Health. All students are expected to sit for these exams. Additional subjects will have a summative assessment, but it may take the form of a skill assessment, project or portfolio. All of these assessments (written or other) will be weighted 20% of the semester grade.

Grade	Fall Exams	Spring Exams
9th – 12th	All exams semester-cumulative	All exams semester-cumulative
High School Grading	Exam 1 = 20% of Semester	Exam 2 = 20% of Semester Grade

Progress Reports

Parents of secondary students may access student progress reports online at any time via PowerSchool throughout the academic year. Teachers update student progress on a regular basis.

Incomplete Grades

A student may be awarded an "incomplete" if work for a specific course has not been completed. A student must make up the work within a time period set by the teacher, up to two (2) weeks. Otherwise, the missing work will receive an "F." No incomplete grades may be given for the fourth quarter.

AP® (Advanced Placement) Classes

The AP® Program gives students a chance to pursue college-level work in high school and gain valuable study habits. If a student scores a qualifying grade on an AP® Exam, there are thousands of colleges worldwide that will give him credit or advanced placement for his/her efforts. YIA offers a broad range of certified AP® courses. For more information about the AP® program and college credits, please refer to http://apcentral.collegeboard.com/home. Students in AP® courses will receive a semester final exam in the fall during the regularly scheduled exam time and a spring semester exam one month prior to the AP® exam in preparation for the AP® exam. The remaining time in the semester will be used to complete a final project determined by the teacher that will summarize the course.

2021–2022 AP® Program

Our AP course selection for this school year taught on campus includes AP Chinese Language and Culture, AP English Literature and Composition, AP Physics C: Mechanics, AP Physics 1, AP Biology, AP Chemistry, AP Psychology, AP Environmental Science, AP Macroeconomics, and AP Calculus BC. Additional AP courses are often available to take online that will be count toward a student's earned credits. These include AP Statistics, AP Physics C: Electricity & Magnetism, AP Computer Science A, and AP Calculus AB. Advanced Placement courses have been designed to provide an additional challenge for students wishing to learn more about a specific subject area.

Courses are taught at the level of a university freshman course. Students will receive a weighted GPA of an additional 0.66 credits for grades of C or above each semester they are enrolled.

Students in AP® classes will receive more homework than they would receive in an honors course. Students who are enrolled in an AP® course are strongly encouraged to sit for the exam in May. Charges for this test will be paid by the school. However, if a student chooses to take an AP® test but is not in that AP® course, he/she must pay the exam fee.

Due to the rigorous requirements, students are encouraged to take no more than three AP® classes simultaneously. If students are involved in athletics or other extracurricular activities, fewer than three AP® courses may be appropriate.

Independent Studies

Students are only eligible for independent studies if they have completed all the coursework offered by the school in that subject area. Independent studies must be approved by the Head Principal.

High school students are eligible for independent studies if they have completed all the coursework offered by the school in that subject area. Independent studies must be approved by the Administration. Independent study courses must include a minimum of 50 hours of documented work per quarter.

academic Grade 9 and 10 students must take a full academic load (8 credits). Grade 11 and Grade 12 students must take a minimum of 6 credits per year. In total, students need to acquire at least 24 credits for graduation in addition to the subject requirements.

High School Course Plan 2021–2022

SUBJECTS	HIGH SCHOOL 9–12			
	9	10	11	12
ENGLISH LANGUAGE ARTS	English I	English II	English III	English IV
			AP English Literature and Composition	
	Creative Writing / Research Writing			
MATHEMATICS	Algebra 1	Geometry	Algebra 2	Pre-Calculus
			AP Calculus AB	AP Calculus BC
		AP Statistics		
		AP Computer Science A		
SCIENCE	Physical Science	Chemistry/Biology	Chemistry/Physics	Biology
				AP Biology
		AP Physics C: Mechanics		
			AP Chemistry	
		AP Physics 1		
		AP Environmental Science		
SOCIAL STUDIES	Modern World History	Contemporary World	Government /	
			AP Microeconomics (or another AP SS)	
		AP Psychology		
PHILOSOPHY AND ETHICS	Character Education	Introduction to	Applied Ethics	Service and
PHYSICAL EDUCATION	Health and Wellness 1			
	Health and Wellness 2			
LANGUAGE	Chinese Language and Literature			
	Chinese History and Literature			
	AP Chinese Language and Culture			
	Spanish I			
Performing & Fine Arts	HS Band			
	HS Choir			
	HS Beginning Art			
	HS Advanced Art			
	AP Art			
ELECTIVES	Junior Seminar	Senior Seminar		
	Computer Language			
	Food Science and Technology			
	Business Entrepreneurship			

High School Course Descriptions

English Language Arts

English I
Grade Level: 9
Length: 1 year
Prerequisites: None
Curriculum Resources: Drop Everything and Read (DEAR) books; McGraw–Hill Study Sync PLUS 2017; Institute for Excellence in Writing; Shurley Grammar; Prestwick Vocabulary
Assessments: Quizzes, Tests, Discussions, Essays, Class Presentations, Projects

English I exposes students to a blend of contemporary and classic literature and informational texts that help them to gain an understanding of the importance of feeling empathy for others, assuming the responsibilities of leadership, pursuing dreams, and distinguishing between different types of love. Exploration of these thematic concepts is paired with instruction and learning opportunities designed to help students demonstrate proficiency of Grade 9–10 AERO standards, which are divided into four strands (Reading, Writing, Listening and Speaking, and Language Foundations) and advocates 21st Century college and career readiness.

English II: World Literature
Grade Level: 10
Length: 1 year
Prerequisites: English I or equivalent
Curriculum Resources: Drop Everything and Read (DEAR) books; McGraw–Hill Study Sync PLUS 2017; Institute for Excellence in Writing; Shurley Grammar; Prestwick Vocabulary
Assessments: Quizzes, Tests, Discussions, Essays, Debates, Class Presentations, Projects

English II exposes students to a blend of contemporary and classic literature and informational texts that help them to consider how much control we, as well as technology, exert over our lives as well as what we share and gain through interaction with others. Exploration of these thematic concepts is paired with instruction and learning opportunities

designed to help students demonstrate mastery of Grade 9–10 AERO standards, which are divided into four strands (Reading, Writing, Listening and Speaking, and Language Foundations) and advocates 21st Century college and career readiness.

English III: American literature

Grade Level(s): 11

Length: 1 year

Prerequisites: English II or equivalent

Curriculum Resources: Drop Everything and Read (DEAR) books; McGraw–Hill Study Sync PLUS 2017; Institute for Excellence in Writing; Shurley Grammar; Prestwick Vocabulary

Assessments: Quizzes, Tests, Discussions, Essays, Debates, Class Presentations

English III exposes students provide students (just go with whatever the others choose to be consistent) with a blend of contemporary and classic literature and informational texts in which students contemplate various themes including courage, curiosity, humility and discernment. Exploration of these thematic concepts is paired with instruction and learning opportunities designed to help students demonstrate proficiency of Grade 11–12 AERO standards, which are divided into four strands (Reading, Writing, Listening and Speaking, and Language Foundations) and advocates 21st Century college and career readiness.

Creative Writing

Grade Level: 10

Length: 1 semester

Prerequisites: None

Curriculum Resources: McGraw–Hill Study Sync PLUS 2017; Institute for Excellence in Writing; Shurley Grammar; Prestwick Vocabulary

Assessments: Projects/Presentations, Essays, Participation, Homework, Quizzes, Exams

This course will challenge each student to become better writers. They will learn to research topics and then put that research into an essay or paper form. Students will learn to develop stories by studying character and plot development as they focus on producing writing that others will want to read.

AP English Language and Composition
Grade Level: 11–12
Length: 1 year
Prerequisites: English II or AP English Literature
Curriculum Resources: Course and Exam Description Unit Book, College Board

From the AP English Language and Composition Course and Exam Description, this college–level course focuses on the development and revision of evidence–based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects primarily in nonfiction texts—including images as forms of text— from a range of disciplines and historical periods. This course aligns to an introductory college–level rhetoric and writing curriculum.

Note: Offered in even–odd (e.g. 2020–2021) school years

AP English Literature and Composition
Grade Level: 11–12
Length: 1 year
Prerequisites: Communication and Composition, World Literature
Curriculum Resources: Course and Exam Description Unit Book, College Board

From the AP English Literature and Composition Course and Exam Description, this college–level course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. This course aligns to an introductory college–level literature and writing curriculum.

Note: Offered in odd–even (e.g. 2021–2022) school years

Mathematics

Algebra 1
Grade Level: 8–9
Length: 1 year
Prerequisites: None
Curriculum Resources: Glencoe Algebra 1 Common core edition, IXL online
Assessment: Concepts Quizzes, Writing Essays, Class Participation,

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

Geometry
Grade Level: 9–10
Length: 1 year
Prerequisites: None
Curriculum Resources: Geometry Textbook, IXL online
Assessments: Homework, Participation, Cumulative Assessment, and Projects

Geometry focuses on the recognition, understanding and use of geometric properties and relationships among points, lines, planes, angles, triangles, quadrilaterals, and other polygons of Euclidean Geometry. Students complete algebraic, coordinate, and deductive proofs of these relationships and study measurements of both two and three–dimensional figures. Students will also be introduced to advanced topics such as right triangle trigonometry, which will prepare them for Algebra 2 and beyond.

Algebra II
Grade Level: 9–10
Length: 1 year
Prerequisites: None

Curriculum Resources: Glencoe Algebra 2, Common Core Edition, McGraw–Hill.
Assessments: Chapter Tests, Mid–Term and Final Exams, Strategic Questioning, Daily Homework, Mid–Chapter Quizzes

Algebra II expands on the topics started in Algebra I. Students learn how to work with and graph functions, solve linear equations and systems, quadratic functions, and exponential and logarithmic functions. The course introduces students to series, conic sections, introductory probability and statistics, matrices, and trigonometric functions.

Pre–calculus
Grade Level: 10/11
Length: 1 year
Prerequisites: None
Curriculum Resources: Carter et al. Glencoe Precalculus, McGraw–Hill.
Assessments: Worksheets, tests, end–of–semester exams

Pre–Calculus focuses on the development of the student's ability to understand and apply functions and advanced mathematics concepts to solve problems. The course includes a rigorous, in–depth study of polynomial, rational, exponential, logarithmic, and trigonometric functions. It also covers conic sections, polar coordinates, sequences and series, an introduction to limits, derivatives, and integrals as well as probability and functions of random variables. The course provides the necessary skills and background for both AP Calculus and AP Statistics. Emphasis is placed on active participation through modeling, experiments, technology lab activities, group activities, and communication in mathematics.

AP Calculus AB
Grade Level: 11/12
Length: 1 year
Prerequisites: Pre–Calculus
Assessments: Chapter Tests, Mid–Term and Final Exams, Strategic Questioning, Daily Homework, Mid–Chapter Quizzes

AP Calculus AB covers topics in differential and integral calculus these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. You'll learn how to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and how to make

connections amongst these representations. You will learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. Description from AP College Board.

AP® Calculus BC
Grade Level: 11–12
Length: 1 year
Prerequisites: Pre-Calculus
Assessments: Worksheets, tests, end-of-semester exams

AP Calculus BC extends the content learned in AB to different types of equations and introduces the topic of sequences and series. This course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. You will learn how to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. You will also learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. Description from AP College Board.

AP® Statistics
Grade Level: 11–12
Length: 1 year
Prerequisites: Pre-Calculus or concurrent enrollment in Pre-Calculus
Assessments: Worksheets, tests, end-of-semester exams

From the AP Statistics Course and Exam Description, this college-level course introduces students to the concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing to reveal understanding.

Science

Physical Science
Grade Level: 9
Length: 1 year
Prerequisites: None
Assessments: Journal, Laboratories Reports, Essays, Posters, Quizzes, Tests and Exams

These ideas include the most fundamental concepts from chemistry and physics, leaving room for expanded study in upper-level Physics and Chemistry. Laboratories and problem-solving activities will be utilized to enrich and reinforce the concepts. There is a focus on several scientific practices, which includes developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations; and to use these practices to demonstrate understanding of the core ideas.

Physics
Grade Level: 9 or 11
Length: 1 year
Prerequisites: Algebra II or concurrent enrollment in Algebra II
Curriculum Resources: Hewitt, P. Conceptual Physics, Pearson
Assessments: Worksheets, hands-on lab investigations, tests, end-of-semester exams

Physics explores the relationship between energy and matter. The major areas of study are mechanics, waves, electricity, and magnetism. This course offers students the opportunity to apply math to solve real-world problems.

Chemistry
Grade Level: 10
Length: 1 year
Prerequisites: None
Curriculum Resources: Wilbraham, A. C. Pearson Chemistry, Pearson
Assessments: Tests, Quizzes, Exams, and Daily Work

This one-year laboratory science course is designed to introduce students to a broad base

of general chemical concepts while relating chemistry to real life experiences. The basic concepts include scientific measurement, the history of atomic discovery, bonding, chemical nomenclature, reactions, the kinetics of matter, solutions, and acid and base chemistry. Students are introduced to laboratory techniques as they learn to use the scientific method to make chemistry useful and meaningful. Exploration of these concepts is paired with instruction and learning opportunities designed to help students demonstrate mastery of Chemistry AERO standards and paired with Next Generation Science Standards.

Biology
Grade Level: 11
Length: 1 year
Prerequisites: None
Assessments: Journal, Laboratories Reports, Essays, Posters, Quizzes, Tests and Exams

This one-year laboratory science course is devoted to the study of living systems. It also covers the study of relationships amongst organisms and the interaction of organisms and their environment. Specific topics include the scientific method of inquiry, cell structure and function, cell chemistry, genetics, reproduction and development, evolution, comparative anatomy, and ecology. Exploration of these concepts is paired with instruction and learning opportunities designed to help students demonstrate mastery of Biology AERO standards and paired with Next Generation Science Standards.

AP Chemistry
Grade Level: 11/12
Length: 1 year
Prerequisites: Chemistry I and Algebra II
Assessments: Journal, Laboratories Reports, Essays, Posters, Quizzes, Tests and Exams

From the AP Chemistry Course and Exam Description, this college-level science course cultivates students' understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

AP Physics I

Grade Level: 11/12

Length: 1 year

Prerequisites: Prerequisites: Algebra II and Precalculus or concurrently taking Precalculus

Assessments: Journal, Laboratories Reports, Essays, Posters, Quizzes, Tests and Exams

AP Physics 1 is an algebra–based, introductory college–level physics course. Students cultivate their understanding of physics through classroom study, in–class activity, and hands–on, inquiry–based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and waves.

AP Physics C: Mechanics

Grade Level: 11–12

Length: 1 year

Prerequisites: Geometry, Algebra II, and current or concurrent enrollment in Pre–Calculus

Curriculum Resources: Giancoli, D. Physics and Scientists and Engineers, Pearson.

Assessments: Tests, Quizzes, Exams, and Daily Work

The course is intended to be representative of courses normally offered in colleges and universities, but it does not correspond precisely to courses at any particular institution. The aim of this course is to develop the students' ability in the fundamental skills of interpreting physical information, describing the sequence of steps in analyzing particular physical phenomena, and conducting mathematical operations with physical data.

AP Physics C: Electricity & Magnetism

Grade Level: 11–12

Length: 1 year

Prerequisites: Algebra II, and current or concurrent enrollment in Pre–Calculus

Assessments: Tests, Quizzes, Exams, and Daily Work

The course is intended to be representative of courses normally offered in colleges and universities, but it does not correspond precisely to courses at any particular institution. The aim of this course is to develop the students' ability in the fundamental skills of interpreting physical information, describing the sequence of steps in analyzing particular physical phenomena, and conducting mathematical operations with physical data.

AP Biology

Grade Level: 11–12

Length: 1 year

Prerequisites: Chemistry (or concurrent enrollment in Chemistry) and English I

Curriculum Resources: Giancoli, D. Physics and Scientists and Engineers, Pearson.

Assessments: Tests, Quizzes, Exams, and Daily Work

AP Biology is a university level, introductory course. The course centers on four main ideas: 1) The process of evolution drives the diversity and unity of life 2) Biological systems utilize free energy and molecular building blocks to grow, reproduce, and maintain homeostasis 3) Living system store, retrieve, transmit, and respond to information essential to life processes 4) Biological systems interact, and these systems and their interactions possess complex properties. Students gain the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology.

AP Computer Science Principles

Grade Level: 11–12

Length: 1 year

Prerequisites: Algebra II OR concurrent enrollment in Algebra II

Curriculum Resources: Notes from teachers, Notes from self, Reference books in the library (optional), Web resources as directed by the teacher.

Assessments: Tests, Quizzes, Exams, and Daily Work

From the AP Computer Science Principles Course and Exam Description, this college–level course helps students develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from rends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems and will discuss and write about the impacts these solutions could have on their community, society, and the world.

AP Computer Science A

Grade Level: 11–12

Length: 1 year

Prerequisites: ra II or equivalent

Curriculum Resources: Notes from teachers, Notes from self, Reference books in the library (optional), Web resources as directed by the teacher.

Assessments: Tests, Quizzes, Exams, and Daily Work

From the AP Computer Science A Course and Exam Description, this college–level course introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object–oriented programming and design using the Java programming language. Note: AP Computer Science A is not a laboratory science course.

AP Environmental Science

Grade Level: 11–12

Length: 1 year

Prerequisites: None

The AP Environmental Science course is designed to be the equivalent of a one–semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human–made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

Social Studies

Modern World History
Grade Level: 9
Length: 1 year
Prerequisites: None
Curriculum Resources: World History & Geography, McGraw-Hill, 2014
Assessments: Classwork, Participation, Quizzes, Unit Assessments, Summative Assessments

This is a year-long, one-credit, survey course designed to delve into the highlights of world history from about A.D. 1000 to the end of the 19th century. While it is impossible to adequately discuss the history of the entire world in the course of one year, this course will help the student to do two things. Firstly, to discern the general shape of a historical period, and secondly to deeply explore important ideas, people, events, and inventions (and a few catastrophes), within the context of history. This context frames who we are—it is the earlier chapters of the story we live, and therefore vital for students to understand. Thus, this course is designed to cultivate a curiosity to drive future learning, using the skills of research, interpretation and analysis of evidence, construction of arguments, and respectful discussion with others

Contemporary World History
Grade Level: 10
Length: 1 year
Prerequisites: Modern World History credit or equivalent
Curriculum Resources: ***Curated primary and secondary sources, current events articles***
Assessments: Classwork, Participation, Quizzes, Unit Assessments

This is a semester-long, half-credit, seminar course covering key trends in world history from 1900 to the present. Students will explore the realities and possibilities of the world in which we live through extensive readings, student-led seminars, and analysis of historical and current events. In this exploration, students will hone their skills of historical analysis and discussion in order to examine the key events of the past century—including the World

Wars, the Cold War, Decolonization, and Globalization—and their influence on our lives today.

Contemporary Society
Grade Level: 10
Length: 1 semester
Prerequisites: Modern World History credit or equivalent
Curriculum Resources: Curated primary and secondary sources, current events articles
Assessments: Classwork, Participation, Quizzes, Unit Assessments, Summative Assessments

This is a semester-long, half-credit course in which students explore major social concepts that shaped and are shaping the contemporary world, especially their own spheres of influence. These concepts are framed by the AERO Standards and include culture, society, religion, institutions, communities and individual identity. Through the extensive use of current readings, class discussions, and student-led seminars students will be equipped to orient themselves in a complex social world, and to base their lives and decisions on truth.

Economics
Grade Level: 11/12
Length: 0.5 year
Prerequisites: None
Curriculum Resources: Curated primary and secondary sources, current events articles
Assessments: Homework, Quizzes, Tests, Projects, Essays and Exams

This is a semester-long, half-credit course that will cover both microeconomic and macroeconomics concepts and theories. This is a rewarding course designed to help students understand the reality of scarcity and the cost of every choice. Students will manipulate supply and demand curves to explain the impact of tariffs on world trade. This class will also cover the different types of firms including perfectly competitive, oligopolies, and monopolies. Students will evaluate the impact of government policy in regulating the business cycle and how it affects unemployment and inflation. Finally, students will explore a real-life budget and personal finance simulation in which they apply all of their economic knowledge to thrive after their school career.

Government

Grade Level: 11/12

Length: 0.5 year

Prerequisites: None

Curriculum Resources: Curated primary and secondary sources, current events articles

Assessments: Homework, Quizzes, Tests, Projects, Essays and Exams

Government is a part of our lives. It is often an unseen or unacknowledged part of our lives, but it is an important part all the same. If you are part of a group of people, it is likely that some system or rules are used to make decisions, give responsibilities, manage resources, or even define boundaries of the groups existence. This semester–long, half–credit course examines the foundations of political structures and also your place within those structures. Equally as important as understanding government is knowing what is a virtuous response to and in that government. We will do a great deal of "real–life" analysis of government — particularly by following current news trends and developments.

AP World History: Modern

Grade Level: 11–12

Length: 1 year

Prerequisites: Modern World History and English I or II

Curriculum Resources: Wood, Ethel. AP Comparative Government and Politics: An Essential Coursebook, 8th Edition, O'Neil, Patrick, Karl Fields, and Don Share. Essentials of Comparative Politics with Cases, 5th AP Edition. New York: W.W. Norton & Company, 2015.

Assessments: Classwork, Quizzes, Current Events, Performance Tasks/Papers, Unit Assessments, and Course Summative Assessment

From the AP World History Course and Exam Description, this course investigates significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

Note: Offered in even–odd (e.g. 2020–2021) school years

AP Macroeconomics
Grade Level: 11–12
Length: 1 year
Prerequisites: Grade 10 SS credit and English II

AP Economics is equivalent to an introductory college course in economics. From the AP Macroeconomics Course and Exam Description, this portion of the course is a college–level introduction to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price–level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

AP Psychology
Grade Level: 11–12
Length: 1 year
Prerequisites: None

The AP Psychology course will introduce students to the systematic study of the behavioral and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major fields within psychology. Students will also learn about the methods psychologists use in their science and practice.

Physical Education
Health and Wellness I

Physical Education and Health
Grade Level: 9–12
Length: 1 year
Curriculum Resources: SPARK High School PE, SPARK Healthy Lifestyle Choices

Assessments: ACE Grades, Skills Tests, Fitness Test, Written Tests

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

Health and Wellness II
Grade Level: 9–12
Length: 1 year (Physical Education: 75% time, Health: 25% time) (offered every year)
Prerequisites: None
Curriculum Resources: SPARK High School PE, SPARK Healthy Lifestyle Choices
Assessments: ACE Grades, Skills Tests, Fitness Test, Written Tests

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

Philosophy

Character Development

Grade Level: 9

Length: 1 year

Prerequisites: None

Assessments: Concepts Quizzes, Classwork, Homework, Class Participation, Tests, Projects, Exams

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

Introduction to Philosophy

Grade Level: 10

Length: 1 year

Prerequisites: None

Curriculum Resources: Big Ideas Simply Explained by DK Publishers

Assessments: Classwork, Discussions, Unit Assessments, Course Summative Assessments

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

Applied Ethics

Grade Level: 11

Length: 0.5 year

Prerequisites: Intro to Philosophy or equivalent

Curriculum Resources: Big Ideas Simply Explained by DK Publishers

Assessments: Concepts Quizzes, Classwork, Homework, Class Participation, Tests, Projects, Exams

Students will examine contemporary ethical issues from different points of view, with an emphasis on comparative worldviews. Students will research the issues to determine what they believe and why they believe it.

Service and Leadership

Grade Level: 11

Length: 0.5 year

Prerequisites: Intro to Philosophy or equivalent

Assessments: Concepts Quizzes, Classwork, Homework, Class Participation, Tests, Projects, Exams

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

English Language Support

Foundation English

Grade Level: 9

Length: 1 year

Assessments: Homework, Writing Assignments, Tests, Class Participation, Final Exam

The Foundation English class is a class designed to teach foundational skills for the acquisition of academic English. Each week will include a reading strategy, writing strategy, or grammar topic, as well as a set of vocabulary words from the Wordly Wise curriculum. Throughout the year, the following topics will be covered: notetaking, summarizing, parts of speech, transition words, types of sentences, punctuation, paragraph structure, APA formatting, and research writing.

ELS Social Studies

Grade Level: 9

Length: 1 year

Assessments: Homework, Writing Assignments, Tests, Class Participation, Final Exam

In Social Studies ESL, students will discover content-area knowledge and develop the skills needed to meet the requirements of social studies program. It is based on findings from educational research as well as teacher-tested strategies and methods for teaching and learning both language and content. The course presents geography, history, civics, and other social sciences. Students will require the key vocabulary, concepts, and skills they need in order to understand and make meaning of the content they encounter in their social studies classes and core texts.

ELS Science
Grade Level: 9
Length: 1 year
Assessments: Homework, Quizzes, Tests, Class Participation, Final Exam

ELS Science is a unique class designed to introduce students to content-area knowledge and skills needed to meet the requirements of science programs and state assessments while building academic vocabulary in science. The course focuses on a wide range of topics, including thinking like a scientist, tools of science, metric units of measurement, data analysis, safety in the lab, the cell, single-celled organisms, multicellular organisms, photosynthesis, the human body, genetics biomes and cycles in nature. In addition to gaining an understanding of the scientific concept, students will be challenged to apply their science knowledge to solve problems.

Fine Arts

Art I
Grade Level: 9-12
Length: 1 year
Prerequisites: None
Assessments: Class participation, assignments, performance, tests and quizzes

This two-semester course is development of artistic thinking. This course looks to introduce students to the world of art where they will ask big questions like, “Why do people make art, and why do I make art?” “What is art for?” “How does society use art?” Beyond asking big questions about art students will be making art. They will be developing

basic drawing, painting, printmaking, and sculpting skills. In each project students will be encouraged to engage in Studio habits of the mind.

Studio habits of the mind are ways of the thinking and acting that will help students be successful in art, but the habits are useful beyond art. some of them are: envision things that could be— express, and find meaning— observe, go beyond just looking —engage and persist, commit to follow-through— and more. Each project will be designed to teach a little about art history, develop skills with different media and provide space for students to express themselves.

High School Choir
Grade Level: 9–12
Length: 1 year
Prerequisites: None
Curriculum Resources: Sing at First Sight: Beck, Surmani & Lewis, Alfred Publishing Co, inc.
Assessments: Choir Participation, Quizzes, Classwork and Singing Tests, Theory/History/Listening/Composition Projects, Concert Attendance, Reflection and Exams

HS Choir is a course that provides musical training and development in a choir community. It is a place where students come together to experience the joy of singing together! In this course students will learn sight-reading skills and healthy vocal technique such as vocal breathing and intonation. Special attention will also be given to the unique aspects of choral singing such as articulation, vowel shapes, and ensemble balance. The singers learn basic music theory and explore a variety musical styles and languages throughout the year. Spring Semester includes a trip to the ISC Fine Arts Festival in Tianjin for HS Choir. YHIS choirs perform twice each year in the Christmas and Spring school concerts.

HS Band I
Grade Level: 9–12
Length: 1 year
Prerequisites: None

HS Band allows students to learn how to play a specific instrument throughout the school year. The school will provide instruments if the students do not wish to bring their own. Students will learn about music theory, music history, and general band concepts. Spring Semester includes a trip to the ISC Fine Arts Festival for HS Choir.

HS Band II

Grade Level: 9–12

Length: 1 year

Prerequisites: Band I

HS Band II can only be taken after Band I. This course allows students to become more proficient at playing a specific instrument throughout the school year. The school will provide instruments if the students do not wish to bring their own. Students will learn about music theory, music history, and general band concepts. Spring Semester includes a trip to the ISC Fine Arts Festival for HS Choir.

HS Advanced Art / AP Art

Grade Level: 9–12

Length: 1 year

Prerequisites: 2 years of HS art or teacher recommendation
Assessments: quizzes & Tests, Performance, Portfolio Submission, Writing and Journaling

Required Skills:
Skill 1: Inquiry and investigation
Skill 2: Making through practice, experimentation and revision
Skill 3: Communication and reflection

Tasks:
1. Selected works(5 of your best works)
2. Sustained investigation(15 images)
The images can be process images, sketchbook practice, experimentation and finished works.

These tasks will be scored separately and differently. However, you may work on both tasks at the same time and you may use completed works from the sustained investigation in the selected works.

Electives

Robotics/Technology

Grade Level: 9–12

Length: 1 year
Prerequisites: None, though knowledge of Algebra II is advantageous
Assessments: Engineering Notes, Projects, Team Review, Peer Reviews, Quizzes and Tests

Robotics is the ‘glue’ for integrated learning. This course offers a response to growing societal needs to enhance science, technology, engineering, and mathematics (STEM) instruction in classrooms and beyond. In this class, students are invited to actively find the relationship between the different subsystems and how they come together to produce a functioning robot that will be able to complete a task (problem). Eventually, students will focus on themselves and their surroundings more by learning that algorithms work in technical but not human endeavors, and it would be misleading to suggest that such learning formulas are available.

Computer Language
Grade Level: 9–12
Length: 1 year
Prerequisites: None
Curriculum Resources: ISTE Standard; VEX EDR curriculum
Assessments: Engineering Note, Projects, Class Participation, and Quizzes/Tests

This course is aimed at exposing students to the world of coding. Coding, the language of the future, is used in every piece of technology. Intro To Coding is intended for students with no previous background and teaches how to code in a fun and accessible way. Through a series of learning “modulus”, including example code, video tutorials, quizzes, programming challenges, and applied programming exercises, this course teaches the foundations of computer science. The course, which is taught in JavaScript, equips students with the programming fundamentals to learn any programming language. The course focuses on the problem solving and critical thinking skills required to properly code, skills that will benefit students in all of their future endeavors. Students will demonstrate their understanding by turning in assignments requiring them to create their own code to perform a required task.

Food Science
Grade Level: 9–12
Length: 1 year
Prerequisites: None
Assessments: Classwork, Homework, Projects, Participation, Final Assessments

This course will introduce the discipline and profession of food science through an overview of food composition, commodities, food quality and deterioration, food preservation, and product development.

Business Entrepreneurship
Grade Level: 9–12
Length: 1 year
Prerequisites: None
Assessments: Classwork, Homework, Projects, Participation, Final Assessments

Engaging students in the creation and management of a business and the challenges of being a small business owner will be fulfilled in this course. Various forms of technologies will be used to expose students to resources and application of business principles for starting, operating and maintaining a business. Professional communication skills and practices, problem–solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co– curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course.

Junior Seminar
Grade Level: 11
Length: 1 semester
Prerequisites: None
Curriculum Resources: CollegeEd 11/12: Career Planning and College Exploration Program
Assessments: Classwork, Homework, Projects, Participation, Final Assessments

Junior Seminar is a course designed to prepare 11th grade students for the college application process. This class will be highly personalized, as each student pursues their own college plans. Topics include SAT preparation; TOEFL preparation; the Korean university system; American university system, including personal statements, essays, and resumés.

Senior Seminar

Grade Level: 12

Length: 1 year

Prerequisites: None

Curriculum Resources: CollegeEd 11/12: Career Planning and College Exploration Program

Assessments: Classwork, Homework, Projects, Participation, Final Assessments

Senior Seminar is a course designed to prepare 12th grade students for the college application process and college life. This class will continue to help students prepare for the SAT and TOEFL. Students will also learn about life skills, such as personal finance, goal setting, time management, and self-care.

World Languages

AP® Chinese Language and Culture

Grade Level: 9-12

Length: 1 year

Prerequisites: Chinese Language and Literature

Assessments: Classwork, Homework, Projects, Participation, Final Assessment

The AP Chinese course offered in high school is equivalent to a third-year college level language course. This is a rigorous comprehensive language course that incorporates Chinese cultural information within the teaching of listening, reading, writing, and speaking skills. Students are expected to continually improve these skills to a more advanced standard. The exam is an internet-based exam that assesses language skills as well as the ability to interpret and present ideas in Mandarin. Based on exam performance, students can earn credit or advanced placement for college, or both, as well as demonstrate their ability to succeed in college-level studies.

Chinese Language and Literature

Grade Level: 9–12

Length: 1 year

Prerequisites: None

Assessments: Classwork, Homework, Projects, Participation, Final Assessment

This course, designed for incoming high school native Chinese speakers, consists of three components. This course has been designed to help students transition smoothly into an international environment. The course begins with reading and discussing articles on language learning, differences between Chinese and western schools and education in general, cross–cultural communication and adjustment, as well as our Chinese textbooks. Students will develop and utilize their higher order thinking skills to analyze these texts and write about related topics from an international perspective. Building on the first two components, another part is the Oral expression (debate and speech) to help students exercise and improve their ability to speak in a language. This course serves to root our students in their Chinese identity, yet, with an understanding of Western culture.

Chinese History

Grade Level: 9–12

Length: 1 year

Prerequisites: None

Assessments: Classwork, Homework, Projects, Participation, Final Assessment

Chinese History course aims to learn the development of Chinese history through studying significant historical figures. By studying historical figures, students will also learn the development in economic, politics, culture at that historical period. In this course, students will not only be familiar with the progress of Chinese history, but also be inspired by the Chinese virtues expressed from historical figures.

Spanish

Grade Level: 9–12

Length: 1 year

Prerequisites: None

Assessments: Classwork, Homework, Projects, Participation, Final Assessment

Spanish I is a class designed to introduce students to the Spanish language and culture. By the end of this course, students should be able to introduce themselves, greet someone else, follow basic commands, identify classroom objects, count from 1–100, say the days of the week and months of the year, and conjugate verbs in the present tense.

APPENDIX I: FOUR-YEAR PLANNING CHART

Department	Grade 9	Grade 10	Grade 11	Grade 12	To Graduate	College Recommendation	Total Earned
English					4	4	
Social Studies					3	3–4	
Science					3	3–4	
Math					3	4	
Foreign Language					2	3–4	
Physical Education/ Health					2	2	
Fine Arts					1	1	
Philosophy					3		
Electives					As desired		

Total Credits (Minimum 24)	

yantai
international
academy

学业规划指南

（中文译本）

2021-2022

目 录

概述

高中课程规划指南阐述了我们高中向每一个学生提供的机会。这些机会与学校的办学目标相辅相成，即提供转变式的全人教育，培养具有全球思维、会学习、有爱心和有领导力的卓越人才。高中规划、活动、课程体系和学习环境都是以让学生成为与众不同的自己为目的而设计的。规划指导书还包含了 YIA 高中毕业的最低要求，以及学生可选择的课程以满足他们的学术和大学申请目标。学生们现已开始选择下学年课程，值得一提的是，当一个高中项目提供了让学生感兴趣并具有一定挑战性的课程时，学生的学术表现会是最佳的。每一个学生都有责任下番功夫全面理解我们的高中项目以及一门课程的内容和学习前提。

YIA 团队成员可协助学生和家长进行下一学年课程的选择，请随时与我们联系。

总校长
Mr. Samuel Goh
Principal-office@yhischina.com

运营校长
Mrs. Amanda Deng
Amanda.Deng@yhischina.com

学术校长
Dr. Tobin Holden
Tobin.Holden@yia-china.com

学生服务主管
Mrs. Diana Holden
Diana.Holden@yhischina.com

大学升学指导老师
Mrs. Susan Tseng
Susan.Tseng@yia-china.com

学校注册老师
Ms. Yolanda Zhang
Yolanda.Zhang@yia-china.com

外部考试协调老师
Mrs. Sophie Zhang
Sophie.Zhang@yia-china.com

办学宗旨

YIA 致力于提供由内而外转变式的全人教育，培养具有全球思维、会学习、有爱心和有领导力的卓越人才，帮助学生为升入大学和以后的人生做好准备。

课程

YIA 提供北美高中课程，符合 AERO 标准，课程聚焦国际化视野，为学生教育和学生性格打下牢固基础。我们的课程帮助学生实现他们的目标，影响他们所在的社区。英语是主要教学语言。核心课程包括英语语言，科学，数学，社会学，艺术，以及一个对学生非常有益的性格发展和领导力项目。我们的国际教育课程广泛，学校还要求学生选修其他课程。

高中是学生们迎接挑战，驱动变革的阶段。高中课程的一个核心是让学生置身真实的学习活动中，学习知识，培养技能和创造性思维。2021-2022 学年将发生一系列变化。YIA 非常高兴能为学生提供新的课程和项目。这些课程包括 AP®课程，选修课和 iSC 课程，为学生迎接 21 世纪机遇和挑战做准备。

课程评估

按照 iSC 国际教育联盟惯例，提供的课程需每五年接受评估，以保证课程标准与时俱进，与学生升学及未来职业紧密相关。全面的课程评估过程包括五个阶段，每个学年都会有 2-3 个课程领域接受 iSC 中国的评估，参与课程评估的老师来自 iSC 中国学校。

认证

YIA 自 2021 年 6 月获得 AdvancED (Cognia)认证。AdvancED (Cognia)由经美国教育部认可的三家区域认证协会合并而成。三家认证机构分别是美国中北部学校学院协会（NCA CASI），美国南方学校学院协会（SACS CASI）和美国西北部学校学院协会（NWAC）。

iSC 国际教育联盟

YIA 是国际教育联盟（iSC）成员学校之一。iSC 自 1986 年以来服务中国的多元文化社区，包括 6 所境内学校（成都、青岛、天津、武汉、无锡和烟台）和一所阿联酋学校（拉斯海马）。作为 iSC 联盟成员学校，学生有机会前往中国境内外参加各种赛事和表演。YIA 学生有机会参加篮球、排球和足球体育联赛，也有机会参加科学展和模拟联合国等活动。我们相信，这些机会对于一个全面的高中体验而言不可或缺。

每日课程安排

在 YIA 的生活是丰富而精彩的，如下是学生课程安排时间表样本。具体的课程表会因年级而异。

时间	课程/活动
7:50 – 8:00	导师指导会议签到
8:00 – 9:30	第一节课*
9:34 – 11:04	第二节课*
11:08 – 11:51	第三节课
11:55 – 12:15	导师指导会议
12:19 – 12:59	午餐
1:03 – 2:33	第四节课*
2:37 – 3:20	第五节课*
3:30 - 5:00	课后俱乐部/体育活动
5:30 - 8:45	晚自习

*课程有 A Day 和 B Day 两个课程表，周一、周三按照 A Day 课程表上课，周二、周四按照 B Day 课程表上课。

导师指导小组

导师指导小组的目的是帮助学生与导师和其它同学建立持续稳定的关系。 目前，导师每天与学生会面 20 分钟，导师指导学生思考个人成长中遇到的问题，鼓励学生设定个人目标，并定期跟进学生目标完成的情况，确保学生朝正确方向发展。

学院

学院旨在让每个学生都有机会与不同年级的学生建立联系，并培养学生的领导能力。学生们有机会在诸如足球比赛、辩论和创造性问题解决等学院内的比赛中在同龄人面前大放异彩。每周五，同一学院的学生召开一次 20 分钟的会议，各学院自行组织和安排活动和比赛。

科技在学习中的应用

我们为学生开设电子邮箱账户、微软 Office365 账户、Canvas 和 Powerschool 账号。在 YIA，我们不仅仅培养学生在学术上取得成功，而且帮助学生为进入现实世界做好准备。因此，我们的学习环境尽可能的符合现实世界的要求，培养学生高度的批判性思维能力、协作能力，以及高技术的使用能力。学生邮箱是老师与学生，老师与家长，以及老师之间沟通的重要工具。微软 Office 365 的软件将为学生日常上课和学习提供所需要的工具。

Canvas 是学习管理系统，学生可通过 Canvas 查询课程资料，进行课程管理并提交作业。Powerschool 是学生信息管理系统，管理学生出勤、成绩、纪律、学生信息和学生报告等。此外，Zoom 也是线上同步课程以及老师与学生互动经常使用的视频软件。这些电子工具帮助学生有效管理自己学习时间，更方便和及时地获取课程资料，与老师互动, 查看成绩等。

学生应以负责任和道德的方式使用所有电子工具，符合 iSC 的宗旨、愿景和价值观，并遵守互联网服务提供商和国家和地方法律对互联网使用的要求。在开学之初，所有学生必须签署《电子设备使用同意书》。

课外学习

课外活动是学生高中经历中一个重要的部分。在 YIA，我们寻求通过广泛的学术和课外活动发展全面的学生。通过 iSC 国际教育联盟系统，学生们在篮球、排球和足球锦标赛、音乐和合唱节以及模拟联合国(MUN)大会上进行比赛。学校还提供诸如 AR 阅读，陶艺俱乐部，报纸/年刊俱乐部，乐队俱乐部和学生会等活动。

在大学申请中，课外活动发挥着重要作用，课外活动的质量和持续性比数量重要得多。大学很希望看到学生热衷于课外活动，并作为学生领袖体现出的学生担当、责任感等优秀品质。

大学准备

在 YIA，我们认为大学是学生走向世界，成为影响世界的领导者的重要一步。我们为所有学生提供职业咨询和规划，帮助他们评估自己的优势、能力和兴趣，以考虑未来的职业道路。我们每年都会举办职业探索日活动，来自各个领域的专家与学生分享他们的从业经历，学生们还有机会到当地企业进行实地考察。这些活动帮助学生探索各种职业，体验不同的工作场所。随着学生升入高年级，我们对学生的规划将逐渐从职业规划转为大学规划。每年我们都会邀请来自世界各国的大学招生官，为学生带来线上或线下的大学分享会。我们的大学升学指导老师拥有丰富的大学申请经验，清楚的了解大学的录取要求，以及如何帮助学生成为具有竞争力的申请人。根据学生的自身情况，升学指导老师为学生制定个性化的长线升学规划。升学指导老师定期与高年级家长一对一的进行咨询，帮助家长和学生提前做好准备。我们还为 11 年级

和 12 年级学生开设大学预备课，以及标准化考试预备课，跟踪学生的学术表现等，为学生提供强有力的支持。

YIA 作为大学理事会授权批准的 PSAT 和 AP 的考试中心，学生在本校即可进行 PSAT 和 AP 考试。

我们的目标是帮助学生选择一个适合他们未来职业目标的专业，让他们成为准备充分的大学候选人。

大学希望录取在高中阶段体验学校生活并能取得成功的学生，因为这预示着他们在进入大学后也同样能在学术上取得成功，并享受大学学习和生活。为了提高大学录取的机会，学生应该尽可能丰富高中学习和生活体验。

标准化考试

Pre 9-10 年级的学生将在秋季和春季参加“学业进步测评”(MAP)。MAP 考试的成绩不会影响学生的 GPA 或其他科目成绩。它旨在让学校了解学生在数学、阅读、语言使用和科学方面的学术水平。MAP Growth 是衡量 K-12 年级学科水平和增长的最可信和创新的评估工具。它为老师提供了准确的、可操作的证据，以帮助老师对每个学生或一组学生进行有针对性的指导，并让老师了解学生在年级中的水平。它还连接到最大的教学内容提供商，让教育工作者在课程选择上具有灵活性。
使用 MAP 测评数据，教师可以定制个性化的教学任务。无论学生水平是低于年级水平、等同于年级水平或高于年级水平，每一个学生都将得到挑战。MAP 成长学生报告(提供给所有学生和家长)也根据学科领域提出现实的学习目标，因此，通过教师的指导，学生可以看到自己的进步，并激发他们对自己的学习负责。在 MAP 测试前，学生设定个人目标。在学期结束时，达到个人目标的学生将获得证书。

学生成就和对学生的认可
YIA 致力于培养和发展未来世界领袖。每一个学生都在不同的课堂和课外活动中被要求精益求精，提高学业水平，发展性格。高中课程规划指南也包含对 YIA 学生的认可。

导师指导小组	学生会	俱乐部	体育	STEM (科学展)	品格	MAP
导师指导小组学生领导	主席 副主席 出纳	主席 副主席	队长 副队长	第一名 第二名 第三名	iSC 九大品格（每月之星）	卓越奖 (4 个目标中完成 3 个目标，并且有两科分数在 90%

	公关部长 秘书长 学生服务部长 年级代表 学院主席			荣誉奖		或以上) 表彰奖 (4 个目标中完成 3 个目标，或者有两科分数在 90%或以上)

奖项的评定标准：

- 校长卓越奖

该奖项由校长颁发给各个年级在学术、领导力和社会志愿服务方面均表现优秀的一名学生。

- 学科卓越奖

该奖项颁发给学科（非 AP）成绩 98%（A+）及以上的所有学生，或 AP 成绩 93%（A-）及以上的所有学生。所有学科均可设优秀奖。

- 学生领导力卓越奖

该奖项颁发给学生会学生，或颁发给展示出领导力的其他学生。

- 体育卓越奖- 最佳运动员奖，进步奖，执着奖
- iSC 九大品格卓越奖-该奖项颁发给在本学年中获得每月品格之星的学生
- 志愿活动卓越奖

该奖项颁发给学生在志愿活动中表现优异，或致力于从事志愿活动的学生。

- 进步卓越奖-该奖项颁发给在英语、学术或其它方面有显著进步的学生
- PSAT-卓越奖颁发给排名在前 10%的学生，表彰奖颁发给排名在前 25%的学生
- 艺术卓越奖-颁发给在本学期的艺术创作中表现出非凡能力的学生
- AR 阅读挑战奖 -颁发给在测试中达到阅读目标的学生

YIA 卓越奖

	秋季		春季	
奖项类型	Pre-9	9-12 年级	Pre-9	9-12 年级
校长卓越奖	有	有	有	有
学科卓越奖	有	有	有	有
学生领导力卓越奖	有	有	有	有
体育卓越奖	足球	排球	篮球	足球/篮球

iSC 九大品格卓越奖	有	有	有	有
志愿活动卓越奖	有	有	有	有
进步卓越奖	有	有	有	有
PSAT (卓越奖 和表彰奖)	不适用	无	不适用	有
艺术卓越奖	有	有	有	有
AR 阅读挑战奖	有	有	有	有

对学生的认可-荣誉榜

- 在 YIA，我们重视学生的全面发展，并认可成绩优异的学生。每学期，成绩优秀的学生将被列入最高荣誉榜或荣誉榜名单。
- 被列入最高荣誉榜，学生的成绩单上必须所有学科均获得“A”，GPA 为 3.8 或更高。
- 被列入荣誉榜，学生 GPA 必须达到 3.4 到 3.79 之间。
- 学生只有在整个学期内任何课程都没有得过“D”或“F”，才可被列入荣誉榜。

大学理事会 AP 奖

- 大学理事会 AP 学者奖：颁发给有三门或以上的 AP 科目成绩大于或等于 3 分的学生。
- 大学理事会 AP 荣誉学者奖：颁发给所有 AP 科目平均成绩大于或等于 3.25 分，且有四门或以上 AP 科目成绩大于或等于 3 分的学生。
- 大学理事会 AP 特级荣誉学者奖：颁发给所有 AP 科目平均成绩大于或等于 3.5 分，且有五门或以上 AP 科目成绩大于或等于 3 分的学生。

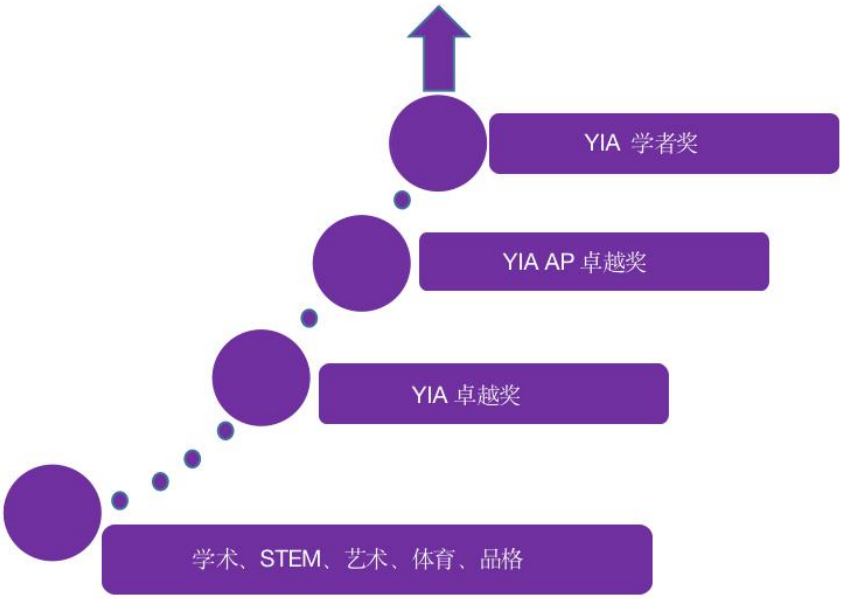
YIA学者奖

YIA学者奖的设立旨在奖励和认可取得并保持高水平的学术成就和对学校做出贡献的 11 年级和 12 年级学生。学者奖获得者须再接再厉，在接下来的高中学习中再创佳绩。获得 YIA 学者奖，需满足以下的标准：

- 积极参与领导者的角色
- iSC 九大品格的践行者
- GPA 至少达到 3.8
- 表现出卓越的英文写作和口语能力
- 在评委会面试中表现出色

如果出现以下任何一种情况，学者奖将被终止:

- 在 11 年级结束时，累计 GPA 低于 3.8
- 严重的违纪行为



储物柜制度

每位学生都在走廊里拥有一个自己的储物柜，并配有一个 3 位数字的密码组合。储物柜的密码信息包含在学生每年的课表里。学生不应与其他学生分享自己的密码。如果学生忘记了自己的密码，可以发电子邮件或直接与 Mrs.Holden 老师交流。在学生服务办公室存有学生的储物柜记录和密码。

储物柜是学校财产，老师可以随时检查学生的储物柜。除正常磨损外，如果储物柜有任何损坏，学生需向学校支付维修费用。如学生在储物柜内丢失任何物品，学校概不负责。学生个人物品都必须放在储物柜里，不允许放在地板或走廊上。

尽管我们理解学生想要亲近他们的朋友，但我们不会因学生个人原因调换储物柜，也不允学生自行调换储物柜。然而，如遇特殊情况，我们可为学生进行调整。学生或其家长如有任何要求，请与学生服务处负责人联络。

- 学生只能使用分配给他们的储物柜；
- 学生不应与他人分享自己的密码组合；
- 学生应保证自己储物柜保持干净整洁；
- 有任何损坏，学生需向学校报告；
- 学生不允许在储物柜里写字或画画
- 学生需对自己的储物柜负责
- 学生不能使用任何未分配给他们的储物柜

走廊区域

在高峰时段，走廊可能会很拥挤。为了他人的安全和舒适，学生不应该在走廊里追逐、大喊或玩闹。另外，储物柜在同一区域的学生应相互配合，以确保快速从储物柜里拿到下节课需要的学习资料。

午餐

学校餐厅确保为学生提供安全卫生的就餐环境、质量合格的食品原材料，种类丰富、营养均衡的餐品。餐厅午餐供应中餐、西餐和韩餐，为学生提供多元化的就餐选择。学校根据健康饮食标准制定了一套食品指南，并根据多方反馈重新设计了韩餐、西餐和中餐的菜单。如今，一些特色菜品如牛肉汉堡、石锅拌饭和意大利肉酱面等增加了更健康和正宗的食材，包括全谷物和更多蔬菜等。

午餐期间，学生应礼貌用餐，尊重同伴和教职员工，安静地在餐桌前享用食物，吃完后清理餐桌。除非得到老师的许可，否则不准将食物带出餐厅。午餐时间为 45 分钟，在此期间，学生只可在有监管的区域活动（教学楼庭院、三楼协作空间、图书馆、咖啡馆和餐厅）。

情感咨询和心理辅导

我们希望学生在 YIA 感到安全并得到支持。我们的心理辅导老师随时为学生提供帮助。老师会帮助学生解决各种问题，包括：大学申请、初中/高中过渡阶段的衔接、以及提供帮助青少年更好成长的一些资源。无论是与朋友之间的矛盾，学业上的焦虑，或是家庭问题，学校辅导员都可以提供指导，欢迎学生随时预约。

学校用品

教师将提供课堂用品，学生也可以自己准备。学生们可以从学生会自营的商店购买小食品。商店营业时间为：午餐时间以及休息时间。

家长学生手册

请参阅《2021-2022 年学生家长手册》，了解更多关于课程时间安排、语言政策、电子设备的使用等相关政策。

时间管理技巧*

1. 每天列一个“待办事项”的清单。把最重要的事情放在清单的最前面，然后先去做。用你的日程表来记录你所有的任务。不要忘了去认可和奖励你获得的成就。
2. 聪明地去利用时间。花时间思考和计划是很值得的。例如，如果你在等待一个预约的同时能看些书，你就能一举两得。

3. 要知道是可以说“不”的。如果你的朋友邀请你周日晚上出去玩，而你第二天早上又有功课要交，要意识到是可以拒绝的。记住你的短期和长期优先要做的事，不要因为压力而放弃你的计划来取悦你的朋友。提前计划与朋友和家人共度的时光会有一些帮助，但首先你必须确信优先考虑的事是重要的。一旦你确信这一点，说“不”就变得容易了。
4. 更聪明地工作，而不是更努力地工作。如果你知道什么时候你的工作效率最高，你就会学习的更有效率。例如，如果你的大脑在下午处理数学比较好，就不要等到深夜再做。
5. 每天复习笔记。你会巩固你所学到的知识，所以你需要学习的时间也更少。如果第二天你的老师问你问题或给你一个突击测验，你也都准备好了。
6. 晚上睡个好觉，健康饮食。空着肚子工作，会让一天看起来更长，而且任务看起来更困难。
7. 短信、电话、使用电脑或电子游戏是否会分散你的注意力，让你无法专心做作业或浪费时间？ 如果是的话，管理好你的时间，这样电子产品就不会影响你的学业。
8. 别为小事烦恼! 你有没有浪费过整个晚上，去担心你本应该做的事情? 这值得吗? 与其痛苦和拖延，不如着手去做。如果一个项目让你望而却步，让你发现自己在逃避它，试试“瑞士奶酪法”：把它分成几个小任务，只做一个，或者设置一个计时器，花 15 分钟完成大任务中的部分事项。一次做一点，最终你会到达你想要到的地方。
9. 正确看待事物。设定不切实际的目标只会让你走向失败。虽然为自己设定高目标是好的，但是目标不要过高。设定具有挑战性但又可实现的目标。

*摘自美国大学理事会官网 www.collegeboard.com

课程设置与评估

高中课程是根据学分制进行管理的。 高中毕业需要 24 个学分， 高中课程每学期为 0.5 个学分； 一学期的课程将获得 0.5 个学分，而一年的课程将获得 1.0 个学分。 学分是根据卡耐基学分（一种常见的学分制）来授予的。 满足毕业要求的学生将获得 YIA 颁发的经过 Cognia 认证的高中毕业证书。 颁发文凭时，学生须达到以下毕业学分要求：

科目	学分要求
英语语言艺术	4
科学	3
社会学	3
数学	3
外语	2
体育与健康	2
视觉与表演艺术	1
哲学	3
选修课	3
总计：	**24**

评分标准

学术标准评分等级如下：

Grade Point Scale					
A+	98-100	= 4.0	C+	77-79	= 2.3
A	93-97	= 4.0	C	73-77	= 2.0
A-	90-92	= 3.7	C-	70-72	= 1.7
B+	88-89	= 3.3	D+	68-69	= 1.3
B	83-87	= 3.0	D	63-67	= 1.0
B-	80-82	= 2.7	D-	60-62	= 0.7
P	Pass		F	0-59	= 0.0
TC	Transfer Credit		I	Incomplete	
WP	Withdrew Passing		WF	Withdrew Failing	

平均学分绩点和评分标准

平均学分绩点（GPA）通过为不同的字母等级界定对应的分值而来，具体如下：

A+	4.00	B+	3.33	C+	2.33	D+	1.33	F	0.00
A	4.00	B	3.00	C	2.00	D	1.00		
A-	3.66	B-	2.66	C-	1.66	D-	0.66		

参加 AP 课程的学生，成绩字母等级为 C-或以上，加权 GPA 将获得额外 0.66 分。

评估

每学期结束时，高中学生将进行数学，英语，哲学，科学，社会学，中文，以及体育与健康的期末综合考试。 所有学生都必须参加这些考试。 其他科目将进行总结性评估，但可能采取技能评估，项目或项目组合的形式。 所有这些评估（书面或其他形式）将占学期成绩的 20%。

年级	秋季考试	春季考试
9 – 12	所有考试累计	所有考试累计
高中分阶段	第一学期考试 = 20%	第二学期考试= 20%

进度报告

学生家长可以在整个学年随时通过 PowerSchool 在线查看学生进度报告。老师会定期更新学生的学习情况。

成绩未完成

如果某一课程的学业未完成，学生可能会被评定为“成绩未完成”。 学生必须在老师规定的时间内补齐功课，最长时间为两周。 否则，未完成的学业将获得“F”。在第四季度中，学生不享有“成绩未完成”的机会。

AP®（大学预修课程）课程

AP®项目让学生有机会在高中学习大学水平的课程并养成良好的学习习惯。 如果学生在AP®考试中合格，全球有数千所大学将认可他/她的 AP 成绩并给予大学学分，且提供优先录取的机会。YIA 提供广泛认证的 AP®课程。 有关 AP®项目和大学学分的更多信息，请参阅 http://apcentral.collegeboard.com/home。

参加 AP®课程的学生将在学校秋季统一考试期间参加一次期末测试，在春季正式 AP®考试前一个月，参加春季学期测试，以为正式的 AP®考试做准备。学期内其他剩余时间，学生须完成由教师确定的最终结业项目。

2020-2021 AP®项目

本学年学校开设的 AP 课程包括 AP 中国语言与文化、AP 英语文学与写作、AP 物理 C：力学、AP 物理 1、AP 生物学、AP 化学、AP 心理学、AP 环境科学、AP 宏观经济学和 AP 微积分 BC。除此之外，还开设 AP 网上课程，包括 AP 统计学、AP 物理 C：电与磁、AP 计算机科学 A 和 AP 微积分 AB。学生可以通过在线学习，考试成绩通过后可获得的学分。AP 课程即大学先修课程，旨在为希望了解更多特定学科领域的学生提供额外的挑战。AP 课程按照大学新生的水平教授。取得 C 及以上成绩的学生每学期将获得 GPA 额外 0.66 学分的加权。

比起正式课程，AP® 课程的学生将会有更多的家庭作业。强烈建议注册 AP® 课程的学生参加 5 月的考试。本次考试费用由学校承担。但是，如果学生选择参加 AP® 考试但未参加该 AP® 课程，考试费用自行承担。由于课程的严格要求，我们不鼓励学生同时学习三门以上的 AP® 课程。如果学生参加体育运动或其他课外活动，选择少于三门 AP® 课程更利于学生学习。

独立学习

学生只有完成了学校在该学科领域提供的所有课程，才能申请独立学习，且必须得到学校管理部门批准。独立学习课程必须包括每季度至少 50 小时的书面作业。
9 年级和 10 年级学生每年必须修满 8 个学分，11 年级和 12 年级学生每年必须至少修 6 个学分。除了学科要求外，学生至少需要获得 24 个学分才能毕业。

2021/22 课程计划

	HIGH SCHOOL 9–12 年级			
	9	10	11	12
ENGLISH LANGUAGE ARTS 英文语言艺术				
	English I 英文 I			
		English II 英文 II		
			English III 英文 III	
				English IV 英文 IV
			AP English Literature and Composition AP 英文文学和写作	
	Creative Writing / Research Writing 创意写作/研究性写作			
MATHEMATICS 数学	Algebra 1 代数 1			
	Geometry 几何			
	Algebra 2 代数 2			
		Pre–Calculus 微积分先修		
			AP Calculus AB AP 微积分 AB	
			AP Calculus BC AP 微积分 BC	
		AP Statistics AP 统计		
		AP Computer Science A AP 计算机科学 A		
SCIENCE 科学	Physical Science 物理科学			
		Chemistry/Biology 化学/物理		
			Chemistry/Physics 化学/物理	
			Biology 生物	
				AP Biology AP 生物
		AP Physics C: Mechanics AP 物理 C：力学		
			AP Chemistry AP 化学	
		AP Physics 1 AP 物理 1		
		AP Environmental Science AP 环境科学		
SOCIAL STUDIES 社会学	Modern World History 当代世界历史			
		Contemporary World History & Society 现代世界历史和社会学		
			Government / Economics 政府/经济	
		AP Microeconomics (or another AP SS) AP 微观经济（或其它 AP 社会学）		
		AP Psychology AP 心理		
PHILOSOPHY AND ETHICS 哲学和伦理学	Character Educatio 性格养成			
		Introduction to Philosophy 哲学概况		

			Applied Ethics 应用伦理学	
				Service and Leadership / Worldview Survey 服务和领导力/世界观调研
PHYSICAL EDUCATION & HEALTH 体育与健康	Health and Wellness 1 体育与健康 1			
	Health and Wellness 2 体育与健康 2			
ADDITIONAL LANGUAGES 语言	Chinese Language and Literature 中国语言与文学			
	Chinese History and Literature 中国历史与文学			
	AP Chinese Language and Culture AP 中国语言与文化			
	Spanish I 西班牙语			
Performing & Fine Arts 表演艺术和美术		HS Band 管弦乐		
		HS Choir 合唱		
		HS Beginning Art 入门美术		
		HS Advanced Art 高阶美术		
			AP Art AP 美术	
ELECTIVES 选修			Junior Seminar 大学预备课 1	Senior Seminar 大学预备课 2
	Computer Language 计算机语言			
		Food Science and Technology 食品科学与技术		
		Business Entrepreneurship 企业创业		

课程目录

英语语言艺术

英语 8
年级: 8
长度: 1 年
先决条件: 没有
课程资源: Rueda & Robert, English, Houghton Mifflin Company, 2006. Prentice Hall, Literature: Timeless Voices, Timeless Themes, Prentice-Hall, Inc, 2000. McGraw-Hill Study Sync PLUS 2017; Institute for Excellence in Writing; Shurley Grammar; Prestwick Vocabulary
评估: 课堂活动/作业，家庭作业，项目和报告，学生笔记，测验和考试

本课程旨在教导、训练和准备学生正确使用英语。课程的设计是为了使学生学习收集和使用多渠道信息进行研究。学生在学习新词汇的同时，还能提高语法知识和正确使用语法的能力。本课程中要求学生将计划、准备、组织和展示论文和报告，在这过程中老师将培养学生的创造性思维和批判性思维。学习过程不断挑战学生发展、培养、建立和扩展他们的抽象思维能力。

英语 I
年级：9
时长：1 年
先决条件：无
课程资源：“放下一切，享受阅读”(DEAR) 书籍；McGraw-Hill Study Sync PLUS 2017; Institute for Excellence in Writing; Shurley Grammar；Prestwick Vocabulary
课程评估：测验，测试，讨论，论文，课堂展示，项目

此课程引导学生对基础语法和句法（例如形式和结构，从句，短语，句型，词性等）进行更深入的理解，分析多种类型的文本中的文学手法，学生将学习各类型的当代文学、经典文学以及其它类型文学作品。 此课程将培养学生的同理心、提高理解和共情的能力；培养领导力，让学生追求梦想以及区分不同类型的爱。成功完成此课程后，学生将在阅读、写作、听力、口语和语言等基础方面达到 AERO 9-10 年级的标准。同时，还将为他们的大学学习及未来就业做好准备。

英语 II: 世界文学
年级：10
时长：1 年
先决条件：无
课程资源：放下一切，享受阅读 (DEAR) 书籍; McGraw-Hill Study Sync PLUS 2017; Institute for Excellence in Writing; Shurley Grammar; Prestwick Vocabulary
课程评估：测验，测试，讨论，论文，辩论，课堂展示，项目

在世界文学课中，学生能够深入学习当代文学和古典文学，帮助学生思考人类和科技对生活的控制程度，并了解我们通过与他人的互动分享过程中的收获。成功完成此课程后，学生将在阅读、写作、听力、口语和语言基础方面达到 AERO 9-10 年级的标准。同时，学生通过学习，将为他们的大学学习和未来就业做准备。

英语 III: 美国文学
年级：10
时长：1 年
先决条件：无
课程资源：Drop Everything and Read (DEAR) books; McGraw-Hill Study Sync PLUS 2017; Institute for Excellence in Writing; Shurley Grammar; Prestwick Vocabulary
课程评估：测验，测试，讨论，论文，辩论，课堂展示，项目

在这门课程中，通过对美国当代和经典文学作品的研习，学生们探讨和思考不同的主题，如勇气、好奇心、谦卑、洞察力等。成功完成此课程的学生，将在阅读、写作、听力、口语和语言基础方面达到 AERO 11-12 年级的标准。同时，学生通过这门课程所获得的技能，将更好的预备他们的大学学习和未来就业。

创意写作
年级：10

时长：1 年
先决条件：无
课程资源：McGraw-Hill Study Sync PLUS 2017; Institute for Excellence in Writing; Shurley Grammar; Prestwick Vocabulary
课程评估：测验，测试，讨论，论文，辩论，课堂展示，项目

在创意写作课中，学生将探索写作短篇小说，微型小说，戏剧，博客，诗歌，口语，漫画和自由写作。 学生将有机会在文学杂志上设计和展示作品，并且他们还将通过写作研讨会、小组故事项目、戏剧等小组项目，让他们学会与他人合作共同完成创作。 通过本课程，学生将能够发挥创造力，处理周围世界发生的事情，并通过写作来表达自己。 他们将能够练习写作叙事、反思、推理、喜剧、戏剧、恐怖、奇幻、悬疑、惊悚等等。

AP 英语语言与写作
年级：11-12
时长：1 年
先决条件：英语 II 或 AP 英语文学
课程资料：课程和考试说明书，大学理事会

根据 AP 英语语言与写作的课程和考试说明，此门课程属于大学水平。通过学习，学生将专注于创作和分析议论文，学习分析非小说文本的修辞，分析和理解作家的创作目的。学生通过评估、合成和引用研究成果来支持他们的论点。此外，学生将分析文本中的修辞元素及其作用。这些非小说类文本来自于同一类型的不同历史时期作品，其中包含作为文本形式的图像。本课程的难度为大学入门的写作课程难度。
注： 本课程仅在偶数-奇数学年（如 2020-2021）可修

AP 英语文学与写作
年级：11-12
时长：1 年
先决条件：传播与写作，世界文学
课程资料：课程和考试说明书，大学理事会

根据 AP 英语文学与写作的课程和考试说明，本课程属于大学水平。在此课程中，学生将专注于阅读和分析不同时期的虚构文学（包括小说、诗歌和戏剧）并进行写作。学生仔细阅读文学作品，进行批判性分析，以加深他们对作者使用语言方式的理解，理解作者通过语言来表达的目的和意义和。当学生阅读时，他们将思考文学作品的结构、风格、主题、修辞、意象和象征的使用。布置的作业包括解释性、分析性和议论性论文，要求学生分析和解释文学作品。本课程的难度符合大学入门的文学和写作课程。
注： 本课程仅在奇数-偶数学年（如 2021-2022）可修

数　学

基础代数
年级: 8
长度:1 年
先决条件:没有
课程资源: Glencoe 代数 1，IXL
评估方式: 测验、写作、课堂参与

本课程的目的是解释函数族，特别强调线性、指数/二次函数和高级函数。当学生学习每个函数族时，他们将学习用语言描述、方程、表格和图表来表示它们。他们还将学习使用函数来模拟真实世界的情况，以解决由这些情况产生的问题。

代数 I
年级: 8
长度:1 年
先决条件:没有
课程资源: Glencoe 代数 1，IXL
评估方式: 测验、写作、课堂参与

本课程的目的是解释函数族，特别强调线性、指数/二次函数和高级函数。当学生学习每个函数族时，他们将学习用语言描述、方程、表格和图表来表示它们。他们还将学习使用函数来模拟真实世界的情况，以解决由这些情况产生的问题。

几何
年级：9-10
时长：1 年
先决条件：无
课程资料：几何教科书、线上 IXL
课程评估：章节测试，期中和期末考试，每日家庭作业，中间章节测验

本课程研究几何主题，包括空间和逻辑推理。 学生将学习如何描述直线，角度，曲线和形状的属性和关系。 在这个课程上，学生将变为数学家：他们将学习如何使用创造力和批判性思维来解决问题，通过彼此合作与交流找到答案的原因和证据。 学生还将努力将几何学与周围的世界联系起来，利用他们学到的数学知识来设计艺术，音乐，体育，技术，食品，建筑和大自然项目以及其他任何能触动其心灵的事物。

代数 II
年级：9、10
长度：1 年
先决条件：无
课程资料：Glencoe 代数 2、McGraw-Hill
评估：章节测试，期中和期末考试，提问，每日家庭作业，中间章节测验

本课程是对代数 I 课程内容的扩展，主要围绕函数，包括线性，多项式，三角函数，指数函数，对数函数和有理函数。 在分析，简化，组合，求解和绘制这些函数时，学生将学习使用工具来建模和找到解决问题的方案。

初等微积分
年级：10、11
长度：1 年
先决条件：无
课程资料：Carter et al. Glencoe Precalculus、McGraw-Hill
评估：章节测试，期中和期末考试，策略性提问，每日家庭作业，中间章节测验

初等微积分侧重于培养学生理解和应用函数和高等数学概念，以及解决问题的能力。在本课程中，学生将对多项式、有理函数、指数函数、对数函数和三角函数进行深入研究，还将学习圆锥曲线、极坐标、序列和级数、极限、导数、积分以及随机变量的概率和函数。此课程为 AP 微积分和 AP 统计先修课程。

AP 微积分 AB
年级：11/12
长度：1 年
先决条件：初等微积分
评估：章节测试，期中和期末考试，策略性提问，每日家庭作业，中间章节测验

AP 微积分 AB 涵盖了极限、导数、定积分和微积分基本定理的主要概念。学生将学习处理图形、数字、分析和解决生活中的微积分问题。学生还将学习如何使用工具来解决问题、进行实验、解释结果和支持结论。摘自大学理事会的课程描述。

AP 微积分 BC
年级：11-12
长度：1 年
先决条件：初等微积分
评估：作业、测验、期末测试
AP 微积分 BC 是在 AB 的基础上扩展到不同类型的方程，并介绍了序列和级数的概念。本课程涵盖极限、导数、定积分、微积分的基本定理的主要概念。学生将学习处理图形、数字、

分析和解决生活中的微积分问题。学生还将学习如何使用工具来解决问题、进行实验、解释结果和支持结论。摘自大学理事会的课程描述。

AP® 统计
年级：11-12
长度： 1 年
先决条件： 已学习或正在学习初等微积分
评估： 作业、测验、期末测试

根据 AP 统计学的课程标准和考试说明，该课程难度属于大学水平。本课程将向学生介绍数据的收集、分析和得出结论。学生将学习数据收集、抽样和实验、概率、模拟以及统计推断等内容。

科　学

物理科学
年级：9
长度：1 年
先决条件：无
评估：日志，实验室报告，论文，海报，测验，测试和考试

本课程的目的是让学生对物理和化学有一个初步的了解，课程内容包括化学和物理的基本的概念，为接下来进行的高级物理和化学学习做好准备。利用实验室和问题解决类活动来丰富和加强对这些概念的理解，如开发和使用模型、规划并开展调查、分析解释数据等。

物理
年级:9 年级或 11 年级
长度:1 年
先决条件: 代数二或正在选修代数二
课程资源: Hewitt, P.概念物理学，Pearson
评估:作业、实验，小测试，期末考试

物理学探索能量和物质之间的关系。主要的研究领域是力学、波学、电学和磁学。这门课程为学生提供了应用数学解决现实问题的机会。

化学
年级：10
长度：1 年
先决条件：无

课程资料：Wilbraham, A. C. Pearson Chemistry, Pearson
评估：作业实验室报告，论文，海报，小测验，考试

化学课旨在向学生介绍基础化学概念，同时将化学与现实生活联系起来。基本化学概念包括科学测量、原子的发现、原子的结合、化学命名、反应、物质动力学、溶液以及酸碱化学等。学生将学习使用科学的方法使化学变得有用和有意义，同时他们还将学习如何操作化学实验。成功完成此课程的学生，将达到化学 AERO 11-12 年级的标准。

生物
年级：11
长度：1 年
先决条件：无
评估：日志，实验室报告，论文，海报，测验，测试和考试

此课程是研究生物的结构、功能、发生和发展规律的科学，是自然科学的一个部分。它主要涵盖了研究生物体之间的关系和生物体与其环境的相互作用。具体主题包括科学探究方法、细胞结构和功能、细胞化学、遗传学、生殖和发育、进化、解剖学和生态学。

AP 化学
年级：11、12
长度：1 年
先决条件：化学 1、代数 II
评估：日志，实验室报告，论文，海报，测验，测试和考试

从 AP 化学课程和考试描述来看，这门大学水平的科学课程通过探究性的调查来培养学生对化学的理解，如:原子结构、分子间的作用力和键合、化学反应、动力学、热力学和平衡。

AP 物理学 1
年级：11、12
长度：1 年
先决条件：代数 II、初等微积分学前课或正在学习该课程
评估：日志，实验室报告，论文，海报，测验，测试和考试

AP 物理 1 是一门以代数为基础的大学物理入门课程。学生们通过课堂学习、课堂活动、动手实践、探究式的实验室工作来培养他们对物理的理解，同时研究系统、场、力的相互作用、变化、守恒和波等概念。

AP 物理 C：力学
年级：11-12

长度：1 年
先决条件：几何、代数 II、已修或在修初等微积分课程
评估：测试、测验、考试和平时作业

该课程为大学物理入门课程，旨在培养学生解释物理信息的能力、描述分析特定物理现象以及利用数据进行运算的技能。

AP 物理 C：电磁学
年级：11-12
长度：1 年
先决条件：代数 II、已修或在修初等微积分课程
评估：测试、测验、考试和平时作业

该课程为大学物理课程，旨在培养学生解释物理信息的能力、描述分析特定物理现象以及利用数据进行运算的基本技能。

AP 生物
年级：11-12
长度：1 年
先决条件：化学（或正在主修化学）和英语 I
课程资料：Giancoli, D. Physics and Scientists and Engineers, Pearson.
评估：测试、测验、考试和平时作业

AP 生物学属于大学入门课程。该课程主要包括四方面内容：1）生命进化的多样性和统一性；2）生物系统如何利用自由能和分子结构块来生长、繁殖和维持体内平衡；3）生命系统如何存储、检索、传输和响应生命进程所必需的信息；4）生物系统如何相互作用，这些系统及其相互作用具有复杂的性质。通过学习，学生将掌握概念框架、知识和分析技能，以批判性地分析迅速变化的生物科学。

AP 计算机科学原理
年级：11-12
长度：1 年
先决条件：已修或正在修代数 II
课程资料：教师笔记、图书馆参考书、网上资源
评估：测试、测验、考试和平时作业

该课程为大学入门课程，旨在培养学生的计算分析技能，该技能包括使用计算工具来分析和研究数据，使用大型数据集来分析、呈现数据并通过趋势得出结论，这对成功学习所有学科都至关重要。为培养学生的沟通和协作能力，学生将参与到以小组为单位的合作项目。学生还将讨论和撰写可能对社区、社会和世界产生影响的改进方案。

AP 计算机科学 A
年级： 11-12
长度： 1 年
先决条件： 代数 II 或同等
课程资料： 教师笔记、图书馆提供的参考书、教师提供的网上资源
评估： 测试、测验、考试和平时作业

根据 AP 计算机科学原理课程和考试说明，该课程达到大学课程水平，通过编程向学生介绍计算机科学。主要学习内容包括设计问题解决方案、使用数据结构组织大型数据集、开发和实施算法以处理数据和发现信息、分析潜在解决方案以及计算系统的伦理和社会影响。本课程强调使用 Java 编程语言进行编程和设计。
注：AP 计算机科学 A 不在实验室授课。

AP 环境科学
年级： 11-12
长度： 1 年
先决条件： 无

AP 环境科学课程为大学环境科学入门课程。学生通过该课程的学习，理解在自然世界中的相互关系的科学原理、概念和方法。本课程要求学生识别和分析自然环境和人为环境的问题，评估这些问题的风险，并研究预防或解决这些问题的方案。环境科学是跨学科课程，包括地质学、生物学、环境研究、环境科学、化学和地理学。

社 会 学

古代文明
年级: 8
长度: 1 年
先决条件: 没有
课程资源: Geography Alive, Regions and People, Teachers' Curriculum Institute
评估: 测验，单元测试，家庭作业和课堂作业，项目

在这一年的课程中，学生将学习古代文明(包括文明的早期摇篮、古典文明、前哥伦比亚美洲文明等)，以了解当代文化的特征和未来可能面对的挑战。在整个课程中，重点放在理解主要文明的兴起、繁荣和传奇事件。学生将学习并展示历史研究的能力，识别历史变化的模式，考察主要宗教，解释不同的国家治理体系，并描述科学知识和技术的使用对文化的影响。学生将进行研究，获得和利用可靠的资源，并获得必要的背景知识，来完成项目的研究，这是本课程的主要评估部分。

现代世界历史
年级：9
长度：1 年
先决条件：无
课程资料：世界历史和地理，McGraw-Hill, 2014
课程评估：作业，课堂参与，小测，单元评估，总结性评估

该课程研究了从公元 1000 年到 19 世纪末的世界历史精华。虽然学生不可能在短短一学年内充分了解整个世界历史，但通过学习学生将能够辨别一个历史时期的总体形态以及探索在特定历史背景下的重要思想、人物、事件、发明以及一些重大灾难。本课程旨在培养学生的好奇心以推动未来学习，掌握探究、解释和分析证据的能力、学会提出论点以及尊重不同的观点。

当代世界历史
年级：10
长度：半年
课程资料：精选一手或二手学习资源，当代时事文章
课程评估：作业，课堂参与，小测，单元评估，总结性评估

该课程研究 1900 年以来至今的世界历史重大趋势。学生将通过广泛阅读，学生主导式研讨以及对历史和当代事件的分析，探索我们所生存的世界的真实性和可能性。在此探索过程中，将培养学生对历史的分析能力，并且通过讨论研究过去一个世纪的主要事件，包括世界大战、冷战、去殖民化和全球化，以及上述事件对我们当代生活的影响。

当代社会
年级：10
时长：半年
学习条件：已修当代世界历史学分或同等
课程资料：精选一手或二手资源，当代时事文章
课程评估：作业，课堂参与，小测，单元评估，总结性评估

当代社会是一门为期一学期，零点五学分的课程。学生们通过本课程探索主要社会理念，这些理念塑造了或正在塑造当代世界，尤其理念本身的影响。这些社会理念在 AERO 标准框架之下，包含文化，社会，宗教，机构，社群和个人身份。学生们通过广泛开展当代阅读，课堂讨论和学生主导的研讨会，学会如何在复杂的社会世界立足，培养基于事实的生活观。

AP 世界历史：现代
年级水平：11-12
时长：1 年

学习条件：现代世界历史和英语 I 或 II
课程资料：Wood, Ethel. AP Comparative Government and Politics: An Essential Coursebook, 8th Edition, O’Neil, Patrick, Karl Fields, and Don Share. Essentials of Comparative Politics with Cases, 5th AP Edition. New York: W.W. Norton & Company, 2015.
课程评估：作业，小测，当代时事，评估性任务或论文，单元评估，课程总结性评估

此课程研究自 1200 年以来至今的重大事件的发展过程和影响。课程中将培养学生使用历史学家常用的技能实操和方法：分析一手资料和二手资料，形成历史说法，建立历史联系，使用比较，因果，连续性，变化的永恒性等说理方法。本课程中，学生们将学习研究从不同方面探究历史事件，如：人和环境，文化发展和互相影响，政府管理，经济体系，社会互相影响和技术和创新。
注意：本课程仅在偶数-奇数学年（如 2020-2021）可修

经济学
年级：11/12
长度：半年
先决条件：无
评估：作业，测验，测试，项目，论文和考试

这门课程为一学期，0.5 学分的课程。此课程将涵盖微观经济学和宏观经济学的概念和理论。通过这门课程的学习，学生将受益匪浅。此课程的设计旨在帮助学生了解社会稀缺和选择成本。学生们将学习供求曲线来解释关税对世界贸易的影响。本课程还将涵盖不同类型的公司、完全竞争、寡头垄断和垄断。学生将评估政府政策在调节商业周期方面的影响，以及它如何影响失业和通货膨胀。最后，学生将应用所学的经济学知识探索如何在日常生活中管理预算和个人财务。

AP 宏观经济学
年级水平：11 年级-12 年级
课程时长：1 年
学习条件：十年级社会学学分和英语 II

此课程等同于经济学大学入门课程。通过大学宏观经济课程的学习，学生们可了解作用于整个经济体系的基本原理。该课程尤其介绍国民收入和价格水平决定因素，此外还介绍了经济水平衡量方法、金融、稳定政策、经济发展和国际经济，学生学会使用图表和数据分析，描述和解释经济概念。

AP 心理学
年级水平：11 年级-12 年级
时长：1 年

学校条件: 无

AP 心理学将向学生介绍对人类和其他动物行为和心理过程的系统性研究。学生们会学习心理学研究领域的一些心理事实，基本原则和现象。学生还会学到心理学家们在本们科学着研究中使用的方法。

政府学
年级：11/12
长度：半年
先决条件：无
评估：作业，测验，测试，项目，论文和考试

政府是我们生活的一部分。政府的职能常常被学生忽视，但它的重要性不容忽视。如果你是组织中的一员，通常会制定一套制度或规则来帮助一个组织做决定、分配责任和任务、管理资源，甚至定义组织的使命和目的。从这门课程中，学生将学习政治结构的基础，了解政府的良性反应。我们将特别关注当前的新闻趋势和发展，并对政府进行大量的“现实生活”分析。

体育和健康

体育和健康 I
年级：9-12
长度：1 年
先决条件：无
评估：测验，测试，项目，技能
学习资料：SPARK 高中体育，SPARK 健康生活选择
评估：ACE 评分，技能测试，体能测试，书面测试

体育与健康课的目标是与健康 II 课程联合，教授学生必要的体育技能，体育知识和社会特性，以帮助学生维持健康，运动的生活方式。学生将学习各项体育活动，如排球，手球，橄榄球，慢跑，羽毛球，举重和健身。本课程还包括一周一次的健康课，帮助学生学习必要技能从而做出健康选择。健康课主题包括健身，体育参与，训练方法，精神健康，将康与技能健身，烟草，药品与毒品，酒精，骨骼和肌肉系统，以及运动受伤和急救。学生将在第二学季开展个人锻炼项目，学生需要做研究并制定锻炼计划，从而改善他们的体能和健康。

体育和健康 II
年级水平：9 年级-12 年级
时长：1 年（75%体育课，25%健康课）（每年均可修）

学习条件：无
学习资料：SPARK 高中体育，SPARK 健康生活选择
课程评估：ACE 评分，技能测试，体能测试，书面测试

本课程的目的是联合健康 I，教授学生必要的体育技能，体育知识和社会特性，以帮助学生维持健康和运动的生活方式。本课程通过各种技能培养让学生在各种体育运动中脱颖而出。这些体育运动包括排球，羽毛球，足球，极限飞盘，举重训练，健身活动和橄榄球。本课程还包括一周一次的健康课，帮助学生学习必要技能从而做出健康选择。健康课主题包括健康，健身，心血管系统，呼吸系统，营养，体重控制，性健康，心理健康，环境健康，精神健康，传染性疾病和癌症。

哲学

性格养成 8 & 9
年级：8 年级和 9 年级
长度：1 年
先决条件：无
评估：概念测验，课堂作业，家庭作业，课堂参与，测试，项目，考试

这门跨学科课程注重培养学生的性格和发展他们的领导力。在此课程中，学生将检视历史上的领袖范例，并通过社会实践服务项目达到学以致用。

哲学概论
年级：10
长度：1 年
先决条件：无
课程资料：Big Ideas Simply Explained by DK Publishers
评估：概念测验，课堂作业，家庭作业，课堂参与，测试，项目，考试

学生将理解基本哲学方法和观点，包括它们的历史起源和相关性。学生们将解答哲学难题，探索古代文学中的哲学。

伦理学
年级：11
长度：半年
先决条件：无
评估：概念测验，课堂作业，家庭作业，课堂参与，测试，项目，考试

在此课程中，学生将从不同的角度探讨当下热门伦理问题，并注重对不同世界观的比较。学生还将做研究调查这些问题，并得出自己的结论。

服务和领导力
年级：11
长度：半年
先决条件：无
评估：概念测验，课堂作业，家庭作业，课堂参与，测试，项目，考试

这是一门为期一学期的哲学选修课，适合高年级学生与伦理学一起选读。学生将通过相关学习了解、认知不同的世界观，并挑战他们的世界观。课程要求学生参与多层次的社会服务服务项目，对服务和领导力有深入的了解。

英语语言支持

基础英语
年级：9
长度：1 年
先决条件：无
评估：家庭作业、写作作业、测验、课堂参与、期末考试

这是一门旨在教授学生掌握基础学术英语的课程。每周将包括一个阅读策略，写作策略，或语法主题，以及一系列 Wordly Wise 课程所要求的词汇。在这一年中，课程将涵盖以下主题：笔记，总结，词性，过渡词，句子类型，标点，段落结构，APA 格式，以及研究性写作。

ESL 社会科学课程（英语语言支持）
年级：9
长度：1 年
评估：家庭作业、写作作业、测验、课堂参与、期末考试

在 ESL 社会科学课程中，学生将会学习一定的学科领域知识，并发展满足社会科学课程要求的技能。它是基于教育研究的发现，以教师测试的教学策略和方法来实现对其语言和内容的教和学。本课程主要包含地理、历史、公民学和其他社会科学等相关内容。学生需要掌握关键的词汇、概念和技能，以便理解他们在社会科学课程中遇到的内容。

ESL 自然科学（英语语言支持）
年级：9

长度：1 年
评估：家庭作业、测验、课堂参与、期末考试

ELS 自然科学是一门独特的课程，旨在向学生介绍一定领域的知识和技能，以满足自然科学项目和评估要求，同时建立科学学科学术词汇。本课程内容广泛，包括像科学家一样思考、科学工具、度量单位、数据分析、实验室安全、细胞、单细胞生物、多细胞生物、光合作用、人体、遗传学、生物群落和自然循环等。除了对科学概念的理解外，学生还将面临运用科学知识解决问题的挑战。

艺术课

初级美术
年级：9-12
长度：1 年
先决条件：无
评估：课堂参与，作业，表演，考试和测验

学生将运用设计原理学习绘画、素描、印刷和 3D 艺术品，他们将创造独特的艺术，分析什么使艺术好，策划艺术的保护和展示，并将艺术世界与现代文化连接起来。

AP 美术/高阶美术
年级:10 - 12
长度:1 年
先决条件：2 年艺术课或老师推荐
评估: 测试，课堂表现，作品集，写作和日志

所需技能:
技能 1: 询问和调查
技巧 2: 通过练习、实验和修正来完成作品
技巧 3: 沟通和反思

任务:
1. 选择作品 (5 部最佳作品)
2. 持续调查 (15 幅图像作品)
图像可以是处理过的图像、写生练习、实验和成品。

这些任务将分别评分，但是，学生可以同时进行这两个任务，学生可以使用持续调查中完成的作品。

合唱团
年级：9-12
长度：1 年
先决条件：无
课程资料： Sing at First Sight: Beck, Surmani & Lewis, Alfred Publishing Co, inc.
课程评估： 课堂参与，小测，作业和合唱测试，理论/历史/听/写项目， 音乐会参与度

高中合唱团课程旨在提供机会让学生在合唱社区接受音乐训练和发展。在合唱团课程中，学生们享受一同歌唱的快乐，学习视唱技能和健康发声技能，如发声呼吸和声调。同时，学生们还将学到合唱技能，如发音，元音口形和合唱平衡。学生们学会基本的音乐理论，探索各种风格的音乐和不同的语言。春季音乐会包括前往天津参加 ISC 艺术节。YIA /YHIS 合唱团每年表演两次，分别是圣诞音乐会和春季音乐会。

管弦乐 I
年级: 9-12
课时时长： 1 年
前提条件： 无

在高中乐团上，学生将在本学年学习如何演奏一种乐器。如果学生不愿携带自己的乐器，学校将会提供乐器。学生将学习音乐理论、音乐历史和乐团的概念，在春季学期学生将有机会去天津参加 iSC 艺术节。

管弦乐 II
年级: 9 - 12
长度: 1 年
先决条件: 管弦乐 I

这门课程可以让学生在整个学年更加熟练地演奏一种特定的乐器。如果学生不愿自带乐器，学校将提供乐器。学生将学习音乐理论、音乐史和一般乐队概念。春季学期学生将参加 iSC 合唱艺术节。

选 修 课

创意 STEM 和编程
年级: 8
长度: 1 学期
先决条件: 没有
评估: 编程笔记，项目，课堂参与，小测和测试

创意 STEM 是一门集科学、技术、工程和数学于一体的课程。本课程的学生将运用他们在数学和科学课上学到的概念来解决工程问题。此课程涵盖了编程原理的基本介绍，包括算法和逻辑。学生们在用编程语言编写和测试自己的代码时，使用程序员在该领域常用方法，来运行和测试程序。

机器人课
年级：9-12
长度：1 年
先决条件：无，有 Algebra II 的知识会更有帮助
评估：工程说明，项目，团队评审，同伴评审，测验和测试

机器人课程是集成学习的“胶水”。 本课程是对社会日益增长的需求的回应，以增强科学，技术，工程和数学（STEM）等领域的课堂教学。 在这堂课中，我们邀请学生积极地找到不同子系统之间的关系，以及他们如何共同产生一个能够完成任务（或解决问题）的机器人。最终，学生将了解到算法在技术领域内发挥作用，但不能替代人类的努力，使学生将更多的注意力放在自己和周围的环境上。

计算机语言
年级水平：9 年级-12 年级
学习时长：1 年
学习条件：无
课程资料：ISTE Standard; VEX EDR curriculum
评估：编程笔记，项目，课堂参与，小测和测试

计算机语言旨在让学生了解编码世界。编码是未来的语言，在任何技术领域都会使用。该课程让初学者了解编码，教授学生如何以一种有趣而可行的方法编码。该课程通过一系列学习“模量”，包含代码示例，视频教程，小测，编程挑战和编程应用，教授学生电脑科学的基础知识。该课程学习 Java 语言，让学生了解编程的基本知识，以便学习任何其他编程语言。该课程培养学生解决问题的能力和批判性思考能力，会使学生受益终生。学生会通过提交编程作业展示他们对编程的理解。

食品科学
年级水平：9 年级-12 年级
学习时长：1 年
学习条件：无
评估：课堂作业，家庭作业，项目，课堂参与，考试

食品科学课程通过概述食品成分，商品，食品质量，食品变质，食品保存和产品研发等，让学生了解食品科学领域及其规律。

企业与创业
年级水平：9 年级-12 年级
学习时长：1 年
学习条件：无
课程评估：课堂作业，家庭作业，项目，课堂参与，考试

企业与创业课程让学生创立和管理一个企业，亲历小型创业者的各种挑战。课程提供各种形式的技术支持，让学生运用资源和企业基本规律，启动和运营企业。课程培养学生的职业沟通能力，问题解决能力，让学生了解相关的道德和法律问题，为学生大学和职业做准备。就业技能也会体现在该课程标准框架下的各种活动和任务中。

大学准备课程 I
年级：11
长度：1 年
先决条件：无
课程资料：CollegeEd 11/12: Career Planning and College Exploration Program
课程评估：课堂作业，家庭作业，项目，课堂参与，考试

大学准备课程 I 旨在为 11 年级学生大学申请做准备。由于每个学生都有自己的大学规划，该课程个性化比较明显。课程涉及的话题包括准备 SAT 考试和语言考试，了解主流留学国家的大学体系，准备申请个人陈述，论文和个人简历。

大学准备课程 II
年级：12
长度：1 年
先决条件：无
课程资料：CollegeEd 11/12: Career Planning and College Exploration Program
评估：课堂作业，家庭作业，项目，课堂参与，期末评价

此课程旨在帮助学生培养个人责任感，为他们成为具有批判性思维、做出原则性决定、为社会带来积极影响的成年人做好准备。同时，此课程还将带领学生研究他们感兴趣的大学和专业，撰写个人陈述，提交申请文件，申请奖学金，探索职业等。学生也将学习如何提高他们的海外生活技能，如沟通、个人理财、安全、演讲、求职、面试和自我管理等方面。他们还将学习作为成年人应该承担的法律义务和公民责任。学生将通过社会实践活动，培养他们的主人翁意识和社会责任感。

世界语言

AP®中国语言文化
年级：9-12
长度：1 年
先修课程：中国语言文学
评估：课堂作业，家庭作业，项目，课堂参与，期末评估

高中开设的 AP 中国语言文化课程相当于大学三年级的语言课程。 这是一门严格的综合语言课程，将中国文化信息纳入到了听力，阅读，写作和口语技能的教学中。 希望学生不断将这些技能提高到更高的水平。 该考试是一项基于互联网的考试，旨在评估语言技能以及用普通话解释和表达思想的能力。 根据考试成绩，学生可以获得学分或大学录取优先权，或两者兼而有之，并展示出他们在大学水平学习中取得成功的能力。

中国语言文学
年级：9-12
长度：1 年
先决条件：无
评估：课堂作业，家庭作业，项目，课堂参与，期末评估

该课程专门为以汉语为母语的高中生设计，由三部分组成，旨在帮助学生顺利过渡到国际环境。该课程包括阅读和讨论语言学习，中西方学校教育之间的差异，跨文化交流和适应以及中文教科书中文章的学习。 学生将发展和利用他们的高级思维技能来分析这些文章并从国际角度撰写有关主题。在前两个部分的基础上，另一部分是口头表达（辩论和言语），以帮助学生锻炼和提高他们的语言表达能力。 本课程旨在使我们的学生以中国身份为根基，同时又了解西方文化。

中国历史
年级：9-12
长度：1 年
先决条件：无
评估：课堂作业，家庭作业，项目，课堂参与，期末评估

中国历史课程旨在通过重要历史人物串联起中国历史发展的基本脉络，以历史人物为核心，将当时的社会政治经济情况、外交情况、文化发展情况整合在一起，让学生不仅了解中国历史发展的基本脉络，更能从核心历史人物身上体会到中国文化的精气神。

西班牙语 1
年级: 9-12
课时时长: 1 年

前提条件：无

评估内容: 家庭作业，课堂合作，考试/测验，参与度，期末考试

西班牙语 I 是一门旨在向学生介绍西班牙语言和文化的课程。在本课程结束时，学生应该能够做到自我介绍，问候他人，遵守基本的命令，识别课堂对象，从 1 数到 100，星期和月份，以及现在时态动词。

四年课程规划表

课程	Grade 9	Grade 10	Grade 11	Grade 12	毕业学分要求	大学建议学分	总学分
English					4	4	
Social Studies					3	3-4	
Science					3	3-4	
Math					3	4	
Foreign Language					2	3-4	

Physical Education/ Health					2	2	
Fine Arts					1	1	
Philosophy					3		
Electives					As desired		

yantai international academy

烟台爱华高级中学出国留学部
烟台经济技术开发区
天山路 35 号
邮编：264006
Cognia 认证学校
www.yia-china.cn