

Seoul International School

Course Guide for High School



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Revised February 2023

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Vision Statement

Seoul International School will foster an earnest passion for learning that inspires students to work with others in creating a better world for all.

Mission Statement

Seoul International School develops inquisitive, independent thinkers and collaborative learners, who acquire the essential knowledge necessary to be caring and creative contributors to the world around them.

Core “TIGERS” Values

Students at Seoul International School will be:

- **T**rustworthy individuals who:
 - Demonstrate academic and personal integrity
 - Strive to reach their potential and have a realistic understanding of themselves
 - Volunteer time, energies and talents to improve the quality of life in the school
- **I**ndependent, critical thinkers who:
 - Solve problems creatively
 - Analyze, evaluate, synthesize and apply information
 - Show competence in research and study skills
- **G**lobal citizens who:
 - Value and preserve the environment
 - Understand that physical and mental well-being is a lifelong commitment
 - Accept and respect the diversity inherent in a multicultural world
- **E**ffective communicators who:
 - Understand oral and written information
 - Express themselves clearly, logically and creatively in oral, written and visual forms
 - Have the ability to integrate technology
- **R**eflective learners who:
 - Demonstrate knowledge with understanding
 - Apply and integrate skills and knowledge from multiple disciplines
 - Recognize and develop their strengths and talents
- **S**ocially responsible individuals who:
 - Collaborate meaningfully and efficiently on teams
 - Value their own contributions and those of others
 - Demonstrate responsibility and effective leaders

High School Grades 9, 10, 11, and 12

The following course guide is designed to outline the options available to students in the high school at SIS. It is strongly recommended that you review the departmental flowcharts and graduation requirements as you develop your 4-year plan and select courses for the following year. Be sure to find a balance between your interests, your academic goals, and your non-academic life when building a schedule. Academics are an important part of the high school experience for every student at a college preparatory school like SIS, but being careful not to overload yourself is essential if you are also going to get the most out of the many non-academic opportunities SIS offers. There is no single path through SIS that colleges and universities are looking for that give an advantage to any individual plan. Colleges and universities are interested in what makes you unique. Students are encouraged to build a four-year plan that is individually appropriate for them while also reflective of their academic interests and skills. Students should consider a schedule with a moderate level of challenge that does not prevent them from broadening their experiences outside the classroom. Following these tips will go a long way towards helping you make high school a meaningful and worthwhile experience. This Course Guide and the [Four-Year Plan worksheet](#) are valuable tools that can help students in this process. The counselors, teachers, and administration are also available to assist students and answer questions about specific classes or pathways through high school.

Graduation Requirements

SIS Diplomas	Regular Diploma	Honors Diploma
English	6	6
Social Studies	3	3
Mathematics	2	3
Science	2	3
Physical Education	2	2
World Language	-	2
Fine Arts (Visual/Performing)	1	1
Electives	9	9
Total	25	29

Advanced Placement® Program

Advanced Placement courses are often described as being equivalent to a college level experience. Many postsecondary institutions give possible college credit for success in an AP® course based on the AP exam score. For this reason SIS considers the exam at the end of the course an essential part of a course experience, thus it is mandatory for all students to sit the exam in every AP course taken at SIS. Students who choose not to take the exam will not be eligible for credit in the course.

Advanced Placement Recommendation Policy

Because of the rigor of AP courses, particularly the pace and higher order thinking skills required, SIS faculty help students choose AP courses for which they have the potential to have the most successful experiences. This includes helping students choose the appropriate number of AP courses to take each year as well as guidance on which courses to take. Students are encouraged to speak with their counselor and teachers when considering AP courses.

Should students decide they are interested in taking a particular AP course they will then need to obtain a recommendation from their current teacher. The recommendation process includes having valuable conversations regarding the student's interests, prior successes, and future goals. Students must follow these guidelines when seeking a signature of recommendation:

1. Students with grades below 94% must make an appointment with their teacher to discuss their interest in a particular AP course. Students should take advantage of this opportunity to assess their academic goals and strengths as they plan their course selection.
2. Students with grades over 94% will receive a signature for an AP course they are interested in.

SIS reserves the right to limit student access to AP courses by subject, area or number in all cases.

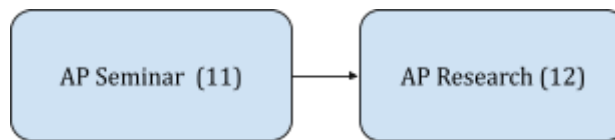
AP International Diploma (APID) and AP Capstone Diploma™

SIS offers two AP diploma tracks: the AP International Diploma (APID) and the AP Capstone Diploma.

To earn an APID diploma, students must take two different AP language courses (AP English courses count), one AP global perspectives course, one AP STEM course, and then one other AP elective course. Students must score 3 or higher on five or more AP Exams. For more detailed information regarding the International Diploma, please visit the CollegeBoard website at <https://apcentral.collegeboard.org/scores/awards/international-diploma>.

The core of the AP Capstone program is the two-year AP Seminar and AP Research course sequence, with both courses emphasizing collaboration and creativity in multidisciplinary research. In addition to the AP Seminar/ AP Research course sequence, students are required to score a 3 or higher on any four additional AP Exams in order to receive the diploma. SIS students interested in pursuing the AP Capstone Diploma will enter AP Seminar course in the 11th grade and, upon the successful completion of the AP Seminar course (3 or higher on the exam), will be required to register for the AP Research course in the following year. Students who score below a 3 on the exam will be permitted to continue in the Research course but it will not be listed as an AP course and their paper will not be submitted to the College Board for scoring. For more detailed information on the AP Capstone Diploma, please visit the CollegeBoard website at <https://apcentral.collegeboard.org/courses/ap-capstone>.

AP Capstone Classes



AP Seminar

Open to:	11
Recommendation Required:	Current AP Teacher
Leads to:	AP Research (Required)
Course Description:	AP Seminar is the first of two courses in the AP Capstone program. AP Seminar is a multidisciplinary, inquiry-based class emphasizing argumentation and research. In semester one, students focus on the analysis of arguments, the implications of those arguments, and the generation of questions for further inquiry. In semester two, students apply these skills in writing, analysis, synthesis, and argumentation on two major research projects (one independently and one collaboratively), determined by the student and supervised by the teacher. Students exit the course able to engage in college-level research, writing, and presentation.

Students interested in AP Capstone should already have strong reading, writing, and oral communication skills, and be able to collaborate positively with others. Effective time management and organization habits will also greatly contribute to student success. Completion of the AP Seminar course will prepare students for the second course in the AP Capstone sequence, AP Research.

AP Research

Open to:	12
Prerequisites:	AP Seminar
Recommendation Required:	No
Course Description:	AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

Fine Arts

Seoul International School encourages students to be creative problem solvers who work to express themselves in a variety of nonverbal areas. The Fine Arts classes provide an exciting opportunity for students to improve their creativity and problem solving in a hands-on experiential environment.

Within the areas of Fine Arts, SIS offers classes in both Visual and Performing Arts as follows:

- **Visual Arts**

Studio Art, Design, Ceramics, AP Drawing, AP 2D Design, and AP 3D Design.

- **Performing Arts**

Drama, Concert Choir, Ladies Choir, String Ensemble, Wind Ensemble, Advanced Band.

Ensembles that require an audition include: Ambassadors Choir and High School Orchestra.

Regular Diploma	Honors Diploma	US 4-year College (Minimum)	US 4-year College (Recommended)
1 credit	1 credit	1 credit	1 credit

Studio Art I

Open to:

9-12

Prerequisite(s):

None

Recommendation Required:

No

Leads To:

Studio Art II

Course Description:

This course introduces students to two-dimensional art forms through drawing, painting, printmaking and collage. The course places emphasis on developing a sense of craftsmanship and creativity through a fusion of observation and interpretative techniques. Proper handling of tools and materials is also introduced to enhance student expression. Students learn to interpret, analyze, and evaluate works of art. Students maintain a sketchbook for preliminary drawing, technical information, art theory notes, and reflection. Issues involving copyright permissions will be explored along with the development of individual student voice and creativity.

Studio Art II

Open to:

10-12

Prerequisite(s):

Studio Art I OR Design I & Design II

Recommendation Required:

No

Leads To:

AP Drawing, AP 2D Design, AP 3D Design

Course Description:

Studio Art II emphasizes students' interpretive responses: their personalized interpretation of a theme using a range of 2D media. Students will explore drawing, painting, printmaking and mixed media and collage. Students are expected to maintain a sketchbook for preliminary drawing, research, critical analysis and reflection. Practice in interpreting, analyzing, and evaluating works of art will be ongoing. Issues involving copyright permissions will be explored along with the development of individual student voice and creativity.

Design I

Open to:	9-11 (Grades 11 have first priority)
Prerequisite(s):	None
Recommendation Required:	No
Leads to:	Design II, Yearbook
Course Description:	This course is designed to introduce students to the ever-evolving world of design through print and online media. Software applications such as Adobe Photoshop, Illustrator and InDesign will be explored as well as a variety of mediums such as collage, drawing and illustration. The course will focus on developing the skills, techniques and tools involved in visual problem solving (research, brainstorming, drafts, experiments) and creative thinking in various two-dimensional media. Issues involving copyright permissions will be explored along with the development of individual student voice and creativity.

Design II

Open to:	10-12
Prerequisite(s):	Design I, OR Studio I & Studio II
Recommendation Required:	No
Leads to:	AP 2D Design, AP 3D Design, Yearbook
Course Description:	This course is designed to further students' knowledge and experience in design through the exploration of software applications such as Adobe Photoshop, Illustrator and InDesign. A variety of other mixed media and manual techniques are also explored. Students will develop an online portfolio and will further their understanding of the design process through research and critiques. During the second semester students will be immersed in projects that require collaboration, creativity, and experimentation. This course provides a natural progression to AP 2D. Copyright issues explored in Design 1 will be reviewed along with the development of individual student voice and creativity.

Ceramics I

Open to:	9-12
Prerequisite(s):	None
Recommendation Required:	No
Leads to:	Ceramics II
Course Description:	Ceramics I is a comprehensive introduction to working with clay. Topics covered throughout the year are based on major sculpture and design techniques, including pinching, coil building, slab building, wheel throwing, and figurative sculpture. In addition, the course incorporates proper clay usage, glaze techniques as well as the vocabulary, cultural, and historical use of clay throughout the world. Students will acquire a broad base of knowledge about ceramics and have the opportunity to learn basic techniques to develop advanced pieces of art. This course is ideal for both beginning and advanced art students. Proper handling of tools and materials is also introduced to enhance student expression. Students maintain a sketchbook for preliminary drawing, technical information, art theory notes, and reflection.

Ceramics II

Open to:	10-12
Prerequisite(s):	Ceramics I
Recommendation Required:	No
Course Description:	Students in Ceramics II will enhance both their hand-building and wheel-throwing techniques. Students will combine personal artistic interpretations with advanced skills to create a variety of pieces over the course of the year. The course will include, but not be limited to, advanced techniques in slab construction, coil building, figurative sculpture and wheel throwing. Individual growth and student choice are key factors in the design of coursework. In addition to technique-based thematic units, the Ceramics II curriculum includes several options that focus on individual expression. Students will build on previously acquired skills through the completion of several pieces of their choosing. Emphasis is placed on personal expression and conceptual idea generation.

AP Art and Design Courses

In AP Drawing, 2-D Design and 3-D Design courses students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. As the course concludes students submit a portfolio that demonstrates their ability to practice, experiment, and revise their own work while communicating ideas about art and design.

AP Drawing

Open to:	11-12
Prerequisite(s):	Studio Art II
Recommendation Required:	Yes
Course Description:	In this course you'll experiment with a variety of materials and processes as you develop your drawing skills. The term "drawing" encompasses traditional and nontraditional media and extends to painting, printmaking, and mixed media. The AP Drawing course emphasizes the use of mark-making, line, surface, space, light and shade, and composition.

AP 2D Design

Open to:	11-12
Prerequisite(s):	Design II
Recommendation Required:	Yes
Course Description:	In AP 2-D Art and Design you'll develop skills using materials and processes such as graphic design, photography, collage, printmaking, fashion illustration, and others. The AP 2-D Art and Design course emphasizes the use of two-dimensional elements and principles - shape, layer, color, opacity, balance, emphasis, etc.

AP 3D Design

Open to:	12
Prerequisite(s):	Ceramics II, Design II, or Studio II, AP Art recommended
Recommendation Required:	Social Studies or AP History teacher
Course Description:	In AP 3-D Art and Design you'll learn how to create art in different disciplines such as sculpture, architectural rendering, ceramics, and others. The AP 3-D Art and Design course emphasizes the use of three-dimensional elements and principles - form, mass, volume, texture, plane, figure/ground relationship, etc.

AP Art History

Note:	Counts toward Social Science or Elective credits.
Open to:	11-12
Prerequisite(s):	World History or concurrent enrollment in AP World History
Recommendation Required:	Yes (Current social studies teacher)
Course Description:	AP Art History is an interdisciplinary history course taught in the Art department. It is designed to provide the same benefits to secondary school students as those provided by an introductory college course. Students examine major forms of artistic expression from the ancient world to the present, across a variety of cultures. They learn to interpret, analyze, and evaluate works of art in the context of historical evidence. Students learn to examine the socio-political, cultural, religious, and geographical factors that have impacted art through the ages. It is a reading and writing intensive course that incorporates art concepts but does not require any specific artistic skills.

Yearbook

Note:	Counts toward Elective credits. Can be re-taken for credit.
Open to:	10-12
Prerequisite(s):	Communications 9
Recommendation Required:	Yes (from Yearbook teacher)
Course Description:	The course refines students' fundamental skills in design and layout, photography, copywriting, editing, organization and leadership. Through research and consideration of current events students will produce the ultimate goal of the course, the yearbook – <i>Tiger's Eye</i> . This class requires students to attend SIS events, conduct interviews, and investigate school happenings outside of the classroom while maintaining strict deadlines. Yearbook is a group project; therefore, students must be prepared to work with different types of people.

Drama I

Open to:	9-11
Prerequisite(s):	None
Recommendation Required:	No
Leads To:	Drama II
Course Description:	<p>This is a practical course designed to promote the enjoyment of drama and develop the skills of physical and vocal control, improvisation, timing, and audience awareness. Performance skills are developed through scripted and devised group work in rehearsal and performance and dramatic concepts such as status, tension and focus; being aware of dramatic theatrical styles, social issues and mixed media. This helps students learn to connect with their audiences, and encourages awareness of the relationship between texts and dramatic styles. The class will also explore technical and practical elements of theatre such as lighting, make-up, prop making, sound and set design, although the emphasis is on the development of well-rounded drama practitioners, both on and off stage. Coursework will include improvised scene work, technical theatre plans, written research projects and finally the production of a short one act play.</p>

Drama II

Open to:	10-12. Can be re-taken for credit.
Prerequisite(s):	Drama I
Recommendation Required:	No
Leads To:	Advanced Drama
Course Description:	<p>The Drama II course is designed to further develop the ensemble and acting skills gained in Drama I. This course is excellent preparation for students intending to pursue dramatic arts at the university level. Work focuses on advanced devising, acting techniques, approaches to directing, and the study of major drama theorists. Students will have the opportunity to direct other students in a short one act play. Skills such as writing a theatre critique or action plan, pitching a directorial vision, and reflecting on dramatic achievements will help students to become critical theatre practitioners.</p>

Advanced Drama

Open to:	10-12. Can be re-taken for credit.
Prerequisite(s):	Drama II
Recommendation Required:	No
Course Description:	Advanced Drama students who have completed both Drama I and II courses in High School have the opportunity to further develop and to develop their physical and vocal skills in theatre from around the world. They will explore different theatre traditions, such as the mask comedy of Commedia dell'Arte (Italy), the shadow puppetry of Wayang Kulit (Indonesia) or the ritual movement of Masquerade (Africa). Individual, small, and large group performance work are major components of this course. The online theatre journal (which documents the inspiration and formation of dramatic works) supports students through the processes of conception, rehearsal, and performance of a solo show - either devised or repertoire. Through attending live theatre events and through review-writing, students hone their ability to form judgments about live theatre. Advanced Drama can be taken more than once by interested and self-motivated students.

HS Advanced Band

Open to:	9-12
Prerequisite(s):	Experience on a wind, brass or percussion instrument
Recommendation Required:	No
Leads To:	HS Orchestra
Course Description:	Advanced Band combines general music curriculum together with the performance of a quality concert band repertoire. Throughout the duration of the course students will be involved in solo and ensemble rehearsals and technical exercises. Creative activities may include improvisation, composition, creating concert programs, stage design, video and audio recording. Written work will include concert reviews, composition and music theory rudiments.

Wind Ensemble

Open to:	9-12
Prerequisite(s):	Audition required
Recommendation Required:	Yes
Leads to:	HS Orchestra
Course Description:	Designed to push those with exceptional instrumental skills. Challenging instrument repertoire will be selected. Students will be required to participate in either the AMIS or the NHF Audition Process as well as KAIAC Festival and KIMEA Solo & Ensemble. Creative activities may include improvisation, composition, creating concert programs, stage design, video and audio recording. Written work will include concert reviews, composition and music theory rudiments.

HS String Ensemble

Open to:	9-12
Prerequisite(s):	Significant experience on a string instrument
Recommendation Required:	No
Leads to:	HS Orchestra
Course Description:	Provides instruction for the most experienced string instrumentalists. The class will rehearse and perform music in various styles representing important historical trends in music development. Students will work in small and large groups. Through scales, etudes, chamber music, and string orchestra repertoires, students will study and reinforce fundamental string techniques and musicality. Written work will include concert evaluation, composition and music theory.

HS Orchestra

Note:	Monday-only, after-school course for 0.5 credit/year
Open to:	9-12
Prerequisite(s):	Audition (held in August)
Recommendation Required:	Yes
Course Description:	Designed as an extension of the regular band and strings program and rehearses once a week after school. It provides an opportunity to perform music repertoires and is musically rewarding. Students must be highly proficient on their instrument as individual instruction is not part of the orchestra curriculum. HS Orchestra will participate in Winter and Spring Concerts as well as the KAIAC festival. The course is designed solely as a performing ensemble.

HS Concert Choir

Open to:	9-12
Prerequisite(s):	None
Recommendation Required:	No
Leads to:	Ladies Choir, and Ambassadors
Course Description:	Concert Choir is an ensemble for students who want to sing and for students who want to learn how to sing. Through engaging "glee" literature (popular, folk, musical theater, world and classical music), students will gain performing skills, music literacy, vocal technique, musical expression and choral concepts. Concert Choir will emphasize the styles of literature sung in college and university glee clubs throughout the United States. Such literature will provide students with an important cultural literacy for their college years. In addition to large ensemble singing, students will be encouraged to explore personal interests that may include performing, research or community service. As with all musical ensembles, students will learn the skills of musicianship and critical listening. Opportunities exist for solo performance and small ensemble singing.

HS Ladies' Choir

Note:	Monday-only, after-school course for 0.5 credit/ year
Open to:	9-12
Prerequisite(s):	None
Recommendation Required:	Yes (Voice Check Required)
Course Description:	The Ladies Choir provides high school women the opportunity to sing in a treble ensemble (sopranos and altos). Ladies Choir continues the ages-old tradition of studying and performing treble music. In this women's ensemble, students will rehearse literature from the Renaissance to the latest music from "Glee." As with any SIS music ensemble, students will gain performing skills, music literacy, vocal technique, musical expression and choral concepts. Opportunities exist for solo performance and small ensemble singing.

Ambassadors

Open to:	10-12
Prerequisite(s):	1 to 2 years choral experience, or private vocal study
Recommendation Required:	Yes
Course Description:	Ambassadors is a chamber ensemble of experienced high school vocalists. Through a wide range of challenging choral repertoire, students study vocal technique, choral concepts, literacy (sight singing), and performance skills. Thinking musically, listening critically and fostering excellence in musicianship and aesthetic expression are the norm. Students will continue to work on performing skills, music literacy, vocal technique, musical expression and choral concepts. Students in this ensemble have numerous performance opportunities with the ensemble. They may also perform solos and develop their individual interests in a project each semester.

English

Seoul International School places great emphasis on students developing their skills and abilities in English. As writing is one of the best ways to analyze the quality of student thought, students are provided with many opportunities to develop this essential skill. Similar attention is paid to student reading, analysis, and speaking skills in order to develop independent thinkers and effective communicators.

Regular Diploma	Honors Diploma	US 4-year College (Minimum)	US 4-year College (Recommended)
6 credits	6 credits	4 credits	4 credits

Communications

Note:

Open to:

Recommendation Required:

Course Description:

Graduation Requirement

9

No

Communications provides students a foundational experience in oral, written, and multimedia communications. The course begins with the fundamentals of oral communication and public speaking so students are able to express and present their ideas purposefully and with confidence. Students will continue their exploration of another facet of communication through an introductory study of publications. Students will practice interviewing, feature writing, layout, and graphic design, building the skills and talents that are essential in the creation of professional level publications. Furthermore, students will continue their study of communications through the analysis and creation of visual and spoken propaganda, highlighting the power of rhetoric and persuasion. Lastly, the class ends with a culminating unit focused on the use and impact of multimedia. Students will continue to utilize multiple forms of media in order to accomplish tasks for a variety of purposes and audiences. To conclude, the course is designed so that students develop the ability, skill, and confidence to express themselves effectively and purposefully through a variety of methods.

English 9

Note:	Graduation Requirement
Open to:	9
Recommendation Required:	No
Leads To:	English 10
Course Description:	This course is designed to introduce students to literary analysis through the exploration of specific genres and elements of language. Students study literary fiction, non-fiction, poetry, and dramatic texts. Through the reading and discussion of selected works, students begin to use literature as a means for supporting and expressing ideas and understanding their roles in society. Students are expected to articulate their knowledge through various forms of oral and written communication, including research, presentations, discussions, projects, and essays.

English 10

Note:	Graduation Requirement
Open to:	10
Prerequisite(s):	English 9
Recommendation Required:	No
Leads To:	English 11
Course Description:	This course continues to develop the skills of close reading, analysis, speaking, and collaboration through an active engagement with major texts and seminal non-fiction documents. Over the course of the year students will also read from a variety of shorter texts, such as short stories, poems, speeches, essays, and newspaper articles. Students will hone their writing skills within various genres, including research, persuasion, literary analysis, and narrative.

Writing 10

Open to:	10
Prerequisite(s):	English 9
Recommendation Required:	No
Leads To:	Writing 11 or AP Language and Composition
Course Description:	This course is designed to improve student performance, understanding and appreciation of the art of writing. The atmosphere of this class is designed to be that of a workshop where students are given the tools to build upon their writing skills to produce a better quality product. There will be an emphasis on understanding the writing process as well as editing, reflecting, and revising previous works. Ultimately, students will be able to confidently express their ideas in narrative, research, descriptive, and persuasive forms. Students will also learn to use new SAT vocabulary words as well as higher-level stylistic techniques.

English 11

Note:	Graduation Requirement
Open to:	11
Prerequisite(s):	English 10
Recommendation Required:	No
Leads To:	English 12, AP Language & Composition, AP Literature & Composition
Course Description:	Through active engagement with major texts and seminal non-fiction documents, students in this course will continue to build their writing, speaking, research and analytic skills. The course is organized around full-length texts, so the reading schedule is quite rigorous. Students will hone their writing and research skills and develop a variety of reading and response strategies to demonstrate critical and analytical thinking. Students will also develop practical skills with regards to collaboration and technology as they work in groups on major projects and presentations.

Writing 11

Open to:	Grade 11 students not taking AP Language & Composition
Prerequisite(s):	English 10; Concurrent enrollment in English 11
Recommendation Required:	No
Leads To:	AP Language & Composition
Course Description:	This course prepares students for college-level writing, by suffusing informative, narrative, and persuasive writing with elements of voice, rhetoric and grammar. Students explore how individual beliefs and experiences shape identity through prewriting activities and analysis and discussion of published writing before learning how to craft polished pieces of work. Students will also hone research skills learned in prior courses undergoing a variety of research projects. The year concludes with college exploration and application essay practice. Above all, the course emphasizes writing as a tool to effectively communicate ideas of importance to students.

English 12

Open to:	12
Prerequisite(s):	English 11
Recommendation Required:	No
Course Description:	Through the reading and literary analysis of modern works of translation, English 12 provides students the opportunity to examine, question, and critique multiple perspectives of culture, history, and humanity. Over the course of the year, students read a variety of texts, including novels, short stories, plays, and poetry by authors from around the globe. Using a wide range of literary criticism approaches, students are required to defend their interpretations in written and spoken forms. As this is a culminating course, students are required to manage their own learning as they continue their development as independent, critical thinkers.

AP Language & Composition

Open to:	11 & 12
Prerequisite(s):	English 10 or English 11
Recommendation Required:	English 10 Teacher or English 11 Teacher
Course Description:	In AP English Language and Composition, students will learn the art of rhetoric (i.e., the art of persuasion). Students will analyze how writers use language in order to further a specific purpose and convince readers of their point of view. Students will pay particular attention to the relationship between writer, audience, and subject matter in primarily non-fiction texts such as essays, speeches, journalism, memoir, travel writing, and satire . Students will write to understand themselves and their world as they enter ongoing public conversations around contemporary national and global issues stimulated by the reading and analyzed by focusing on appeals, voice, rhetorical techniques. In addition, students also will learn how to “read” images as texts by analyzing political cartoons, propaganda art, photography, documentary films, and advertising. Throughout the course, students gain skills in the three areas emphasized by the College Board in preparation for an end of the year exam: rhetorical analysis of a text, synthesis of given resources in support of the student’s own thesis, and the development and support of an open argument.

AP Literature and Composition

Open to:	12
Prerequisite(s):	English 11 or AP English Language and Composition
Recommendation Required:	Yes
Course Description:	Advanced Placement English Literature and Composition is a college level course that will engage students in the careful reading and critical analysis of literature. This course is designed to help students acquire the critical thinking skills necessary to appreciate, understand, and respond to multiple forms of literature. Through the close reading of selected texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. The rigorous nature of this course necessitates extended time for reading, writing, and discussing assignments and individual literary works. This begins with required summer reading and writing assignments. As students read, they will consider a work’s structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, mood, and tone. All readings will be accompanied by thoughtful discussion and various writing and research-based assignments. Advanced Placement students will read deliberately and thoroughly, taking time to understand a work’s complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. Careful attention to both textual detail and historical context will provide critical perspective and a foundation for written interpretation. It is expected that all students who complete this course will take the Advanced Placement Literature and Composition Exam in May.

Newspaper

Note:

Course can be repeated for credit. Counts toward Elective credits.

Open to:

10-12

Prerequisite(s):

Communications

Recommendation Required:

Yes (Newspaper Advisor)

Course Description:

Students entering this course will be familiar with the style and format of newspaper writing, layout, graphic design, and photography. While producing the monthly newspaper, students practice effective interviewing and complete thorough research to produce a variety of articles. They will also participate in planning the publication, as well as hone practical skills such as using Adobe software (InDesign, Photoshop, and Illustrator). Students will also learn important practical skills, including effective communication and cooperation within a group to deliver a product that reflects the interests and serves the needs of the school community. Students will apply for and be placed in positions within Tiger Times including reporter, layout artist, photographer, and/or copy editor. In addition to their departmental role(s), all staff members will write articles for each issue.

Mathematics

Mathematical literacy is essential for 21st century learners and global citizens. At SIS, we want our students to make sense of problems and persevere in solving them. Our students will reason both abstractly and quantitatively; they will construct viable arguments of their own and critique the reasoning of others. They will look for patterns and use mathematics to model real world situations. In addition, using the College Preparatory Math program (CPM), students at SIS are guided to become good collaborators. In all of our mathematics classes, students must work together on rich, inquiry-based problems leading to a deeper understanding of mathematics. Most students at SIS take mathematics every year, although only two years are required for graduation. Students who do not take pre-Calculus in the 11th grade will not be eligible for Advanced Functions, Pre-Calculus, AP Calculus in the 12th grade. Every mathematics course except Computer Science requires a graphing calculator.

Regular Diploma	Honors Diploma	US 4-year College (Minimum)	US 4-year College (Recommended)
2 credits	3 credits	3 credits	4 credits

Geometry

Note:	Graduation Requirement
Open to:	9
Prerequisite(s):	Algebra I (Grade 8 Math at SIS)
Recommendation Required:	No
Leads To:	Algebra II
Course Description:	Students will use both deductive and inductive logic to explore geometric concepts. Students are expected to write deductive arguments and analyze arguments presented to them. Geometry focuses on the concepts of point, line and plane, formal geometric proofs, congruence and similarity, polygons and circles, area, surface area and volume, and coordinate geometry.

Algebra II

Note:	Graduation Requirement
Open to:	10
Prerequisite(s):	Algebra I and Geometry
Recommendation Required:	No
Leads To:	Pre-Calculus, AP Statistics, Statistics
Course Description:	This course provides a comprehensive study in advanced algebraic skills and concepts. The course encompasses equations, inequalities, graphing, polynomials, functions, rational expression, linear systems, radicals, complex numbers, coordinate geometry, trigonometry, exponential and logarithmic functions.

Advanced Functions and Modeling

Open to:	11
Prerequisite(s)	Geometry and Algebra II
Recommendation Required:	No
Leads to:	Pre-Calculus, Statistics, AP Statistics
Course Description:	This course focuses on strengthening the algebraic skills necessary for college majors which do not require Calculus. This course further develops algebraic skills using functional analysis. Students who need their algebra skills honed before taking Pre-Calculus would benefit by taking this course. Students will have the opportunity to explore how mathematics is used in the area of their own interest.

Pre-Calculus

Open to:	11
Prerequisite(s):	Geometry, Algebra II
Recommendation Required:	No
Leads To:	AP Calculus AB, AP Calculus BC
Course Description:	This course provides a comprehensive study of functions by examining different types of functions: polynomial, rational, exponential and logarithmic, and trigonometric. In addition, the calculus concepts of limits, rates, and areas under the curve are developed. Students taking Pre-Calculus should have strong algebra skills.

AP Calculus AB

Open to:	12
Prerequisite(s):	Pre-Calculus
Recommendation Required:	Yes
Course Description:	The AP Calculus AB course consists of a full academic year of work in calculus. Topics covered include elementary functions, limits, differential calculus with applications, integral calculus with applications, and differential equations. The AP syllabus is equivalent to a college-level Calculus I course. Problems are approached algebraically, verbally, graphically, tabularly and numerically. Students cannot take both AP Calculus AB & AP Calculus BC.

AP Calculus BC

Open to:	12
Prerequisite(s):	Pre-Calculus
Recommendation Required:	Yes
Course Description:	This course covers one full year of college calculus and is designed for students oriented toward mathematics, science or engineering. Topics include all of the content of AP Calculus AB (elementary functions, limits, differential calculus with applications and integral calculus with applications) as well as parametric, polar and vector, functions; sequences, infinite and power series. It emphasizes not only techniques and applications but also focuses on theory and rigorous treatment of the material. Students cannot take both AP Calculus AB & AP Calculus BC. Because the course covers all of AP Calculus AB, students will have a score from the College Board for both AP Calculus exams when the complete AP Calculus BC.

Statistics

Open to:	11 & 12
Prerequisite(s):	Algebra II
Recommendation Required:	No
Course Description:	Statistics is a year-long course designed for students who have an interest in being able to effectively conduct research, read and evaluate journal articles, further develop critical thinking and analytic skills, and act as an informed consumer and citizen. Students will obtain a background in the basic concepts of data analysis. The course focuses on how to collect, organize, graph and analyze sets of data using spreadsheets and then make reasonable conclusions about the data, emphasizing conceptual understanding and clear written communication of results.

AP Statistics

Open to:	11 & 12
Prerequisite(s):	Algebra II
Recommendation Required:	Yes
Course Description:	AP Statistics introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: observing patterns and departures from patterns, deciding what and how to measure, producing models using probability theory and simulation, and confirming models and making estimates. This course emphasizes conceptual understanding and clear written communication of results.

AP Computer Science A

Note:

Elective credit only. Cannot be taken for math credit.

Open to:

11 & 12

Prerequisite(s):

Algebra II

Recommendations Required: Yes

Course Description:

AP Computer Science A is a year-long basic computing course designed to investigate the math and logic of computers, explore the basic and advanced features of software development, and understand the concepts of object-oriented programming using the Java programming language. This course engages students in critical thinking exercises, programming and problem-solving activities, as well as program analysis and design which are fundamental to university-level computing courses.

Physical Education & Health

The most successful students understand that a well-balanced approach to education and life is in their best interest. SIS students have the opportunity to improve their health and fitness through our Physical Education and Health program. Whether it's in the classroom or in the gym students will have the opportunity to work individually on their own fitness and work on their collaboration and communication skills in small and large groups.

Regular Diploma	Honors Diploma	US 4-year College (Minimum)	US 4-year College (Recommended)
2	2	none	none

Physical Education and Health

Note: Graduation Requirement.
 Open to: 9
 Prerequisite(s): None
 Recommendation Required: No
 Leads to: Life Sports and Health
 Course Description: Students in PE are motivated to demonstrate ability in a variety of individual and teams sports. In Games, students will focus on making good tactical decisions, leadership and transferring skills and strategies across a wide variety of sports. In Health, students will learn human anatomy, exercise physiology, goal setting and the principles of training. These units give students the appropriate tools to deal with the stress of high school life, and manage their health during adulthood.

Assessment is an integral part of teaching and learning and should allow both the student and the teacher to assess what the student can do, and how he/she can use the knowledge and acquired skills. Students will be evaluated using a variety of assessment techniques, such as self-evaluation, peer evaluation, teacher observation, written tests and extension projects.

Life Sports and Health

Note: Graduation Requirement. Must be taken in grade 10.
 Open to: 10-12
 Prerequisite(s): Physical Education and Health
 Recommendation Required: No
 Leads to: Advanced Sports and Recreation
 Course Description: Life Sports is designed to expose students to a variety of sports and recreational activities, an appreciation for sport and physical activity and encourage the pursuit of wellness outside of school. Students learn the importance of physical activity as a lifestyle choice towards achieving optimal health. Assessment is an integral part of teaching and learning and should allow both the student and the teacher to assess what the student can do, and how he/she can use the knowledge and acquired skills. Students will be evaluated using a variety of assessment techniques, such as self-evaluation, peer evaluation, teacher observation, written tests and extension projects. In Health, students will discover the effects of smoking and drinking alcohol.

Advanced Sports and Recreation

Open to: 11-12

Prerequisite(s): Life Sports

Recommendation Required: No

Course Description: Advanced Sport and Recreation is a course designed for students who have a real interest in getting physically active. The course will be split into a variety of units encompassing Basketball, Soccer, Fitness, Badminton and Volleyball. Students will also have an opportunity to leave campus and participate in recreational activities such as Ice Skating, Hiking, Bowling, Screen Golf, Skiing and Tennis. Lastly, students will learn how to perform CPR, basic first aid and how to respond in emergency situations. There will also be the opportunity to add different units of work depending on student interest.

Science

Seoul International School's science curriculum is based on the Next Generation Science Standards (NGSS) and the Advanced Placement (AP) courses. All 9th grade students will take the same science course, Biology and Ecology. After successful completion of this course, students will take Chemistry and Physics in 10th grade. The following flowchart shows the course offerings and a brief explanation of the flow of course offerings.

Regular Diploma	Honors Diploma	US 4-year College (Minimum)	US 4-year College (Recommended)
2 credits	3 credits	3 credits	4 credits

Biology & Ecology

Note:

Open to:

Prerequisite(s):

Recommendation Required:

Leads To:

Course Description:

Graduation Requirement

9

None

No

Chemistry & Physics

Biology & Ecology is our high school's life science course developed from the performance expectations of the Next Generation Science Standards. The concepts in this course build upon students' science understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts from earlier grades. All the units for this course fall within the five overarching topics of the NGSS performance expectations: 1) Structure and Function, 2) Inheritance and Variation of Traits, 3) Matter and Energy in Organisms and Ecosystems, 4) Interdependent Relationships in Ecosystems, and 5) Natural Selection and Evolution. Throughout the course students will be required to solve real world problems, use and develop models, engage in inquiry and argumentation, design controlled experiments, collect and analyze data, as well as communicate effectively through their writing and presentation of results.

Chemistry & Physics

Note:	Graduation Requirement
Open to:	10 & 11
Prerequisite(s):	Biology & Ecology
Recommendation Required:	No
Leads To:	AP Chemistry, AP Physics I, AP Biology and AP Environmental Science, and Anatomy & Physiology
Course Description:	The Chemistry & Physics course aims to introduce students to a range of topics based on the NGSS and to better see connections between the disciplines. The chemistry content covered will include atomic structure and the principles of chemical bonding, thermochemistry, stoichiometry and organic chemistry. The physics content will focus on forces, work, energy, wave mechanics, electrostatics, thermodynamics, and graphical analysis. It is an aim of this course for students to be able to use the language of Chemistry and Physics in real world settings and apply higher level thinking skills in solving scientific problems.

Anatomy & Physiology

Open to:	11 & 12
Prerequisite(s):	Biology & Ecology; Chemistry & Physics
Recommendation Required:	No
Course Description:	Anatomy & Physiology is designed to study the human body in both form and function. The learning will focus on body systems and their interconnectedness. This class will have a strong lab component in which students will conduct several dissections through the year. Students who are interested in pursuing a career in a medical field are encouraged to take this class as an exploratory option. This class may be taken before, concurrent with or after AP Biology.

Environmental Science

Open to grades:	10-12
Prerequisite(s):	Biology & Ecology, Chemistry & Physics or concurrent enrollment
Recommendations Required:	No
Leads to:	AP Environmental Science
Course Description:	Environmental Science is our high school's interdisciplinary science course about natural and manmade systems developed from the earth science performance expectations of the NGSS. The concepts in this course build upon students' science understanding learned in previous science courses, while creating a setting open to student-driven explorations. There is a large focus on labs and eliminating myths about the environment. Due to the interdisciplinary nature of this course, students apply basic concepts of biology, chemistry and physics to construct explanations for natural phenomena as well as create solutions to human-influenced impacts. The units for this course fall within the overarching topics of the NGSS performance expectations: 1) History of Earth, 2) Earth's Systems, 3) Weather and Climate, and 4) Human Sustainability.

AP Biology

Open to:

10-12

Prerequisite(s):

Biology & Ecology; Chemistry & Physics or concurrent enrollment

Recommendations Required: Yes

Course Description:

AP Biology prepares students to take advanced biology courses at the university level. This course develops and expands material taught previously by going into greater depth and focusing on four main ideas: The process of evolution drives the diversity and the unity of life; Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis; Living systems store, retrieve, transmit and respond to information essential to life processes; Biological systems interact and these systems and their interactions possess complex properties.

AP Chemistry

Open to:

11 & 12

Prerequisite(s):

Chemistry & Physics; Pre-Calculus or concurrent enrollment

Recommendations Required: Yes

Course Description:

AP Chemistry prepares students to take advanced chemistry courses at the university level. This course develops and expands material taught previously by going into greater depth and focusing on applying chemical concepts in a laboratory setting. This course moves at a swift pace; all students will be expected to have a strong background in the fundamentals of chemistry prior to enrolling in this course. Laboratory work is a key component of this course, and experiments will accompany all topics covered during the year. Students will be asked to do a range of experiments and then analyze and communicate their results through laboratory reports. The skills learned in the chemistry classroom and laboratory will give students the ability to solve problems that can be applied to future endeavors in the sciences or any field in which they choose to study.

AP Environmental Science

Open to grades:

11 & 12

Prerequisites:

Biology & Ecology; Chemistry & Physics; Environmental Science strongly recommended; Geometry

Recommendations Required: Yes

Course Description:

Environmental science is an interdisciplinary, hands-on course that emphasizes earth systems and sustainability to support students' understanding of the planet we live on. Students will gain insight into the complex interactions between humans and Earth, assess current problems associated with those interactions, and evaluate solutions to the problems humans must face. Topics in the course include human population growth, natural resources, energy, pollution, and climate change. In this course students will be required to perform calculations and draw upon concepts from life and physical sciences in order to be successful.

AP Physics I

Open to:

11 & 12

Prerequisite(s):

Chemistry & Physics; Pre-Calculus or concurrent enrollment

Recommendations Required: Yes

Leads To:

AP Physics II

Course Description:

AP Physics I is an algebra based physics class equivalent to a first semester college course. The class is designed to build off the basic science skills and concepts learned in Chemistry & Physics. The course content is presented at a college level difficulty and requires strong mathematical and reasoning skills. Students are expected to spend significant time studying outside of class. Content includes kinematics, classical mechanics, energy, momentum, rotational motion, mechanical waves, and basic circuits. Laboratory work is a key component of this course and experiments will accompany all topics covered during the year. Students will be asked to do a range of experiments and then analyze and communicate their results through laboratory reports and presentations. Additional time outside of class may be required to complete labs.

AP Physics II

Open to:

12

Prerequisite(s):

Physics I and Pre-Calculus or concurrent enrollment in Pre-Calculus

Recommendations Required: Yes

Course Description:

AP Physics II is an algebra based physics class equivalent to a second semester college course. It is designed for high school students who have already had a year of high school physics. Content for AP Physics II includes thermodynamics, fluid mechanics, electricity, magnetism, optics, modern atomic physics, and nuclear physics. Laboratory work is a key component of this course, and experiments will accompany all topics covered during the year. Students will be asked to do a range of experiments and then analyze and communicate their results through laboratory reports and presentations.

Social Studies

The SIS Social Studies curriculum is modeled after standards commonly found in U.S. high schools. The program focuses on developing advanced critical thinking skills and on giving students opportunities to express themselves through a variety of assessment types. Students need a minimum of three credits in Social Studies to graduate, including compulsory courses in World History and U.S. History. Students are also offered a wide range of elective classes including: AP U.S. History, AP World History, AP Art History, AP Microeconomics and Macroeconomics, and AP Psychology. SIS also offers Asian Studies as well as Government and Politics as elective choices.

Regular Diploma	Honors Diploma	US 4-year College (Minimum)	US 4-year College (Recommended)
3 credits	3 credits	2 credits	4 credits

World History

Note:	Graduation Requirement
Open to:	9
Prerequisite(s):	None
Recommendation Required:	No
Leads To:	US History, AP US History, AP World History
Course Description:	World History 9 focuses on modern world history from 1700 to the present. The course is organized thematically into 4 units, each covering a major global development during this time period: political revolutions, new states and independence movements, modernization, and social movements. Units are linked by the central, overarching question of the course: does change lead to progress? Through this inquiry-based approach students will be asked to weigh claims for and against this central question. Each unit will involve a case study, followed by independent student investigation and research into a similar case. Students will have opportunities to research and investigate topics of interest and demonstrate their understanding through several types of media including research essays, videos, and performances. By the end of the course students will demonstrate that they are able to read critically and effectively, evaluate historical claims, analyze historical documents, and research independently.

U.S. History

Note:	Graduation Requirement (or AP US History)
Open to:	10 & 11
Prerequisite(s):	World History
Recommendation Required:	No
Leads To:	Social Studies AP or non-AP electives
Course Description:	This course is a survey of United States history from the end of the Civil War to the present day. The first semester begins with a very brief overview and review of American history from the pre-colonial period to the Civil War. Emphasis is then placed on the Reconstruction period and explores how the U.S. emerged as a world power during the late 19th century. The second semester focuses on the 20th century including progressivism, America's role in the international community, World War I, The Great Depression, World War II, The Korean War, The Vietnam Conflict, the development of US foreign policy and The Civil Rights movement. Students will connect how US history is currently impacting the actions of the US and the world.

AP U.S. History

Open to:	11-12
Prerequisite:	US History or AP World History
Recommendations Required:	Yes
Leads To:	Social Studies AP or non-AP electives
Course Description:	This intensive course is a college-level survey of United States history. It traces the development of American history over 400 years, from the pre-colonial period to the end of the 20th century. Students will develop an understanding of themes in United States history, with emphasis on political, economic and social ideals that helped shape America to this day. Much attention is given to students learning to analyze historical evidence, compare historical interpretation, and express historical understanding in their writing.

AP World History

Open to:	10-12
Prerequisite(s):	World History
Recommendations Required:	Yes
Leads To:	Social Studies AP or non-AP electives
Course Description:	This college-level course helps students develop a greater understanding of the evolution of global processes with regard to Asia, the Americas, Africa, Oceania, and Europe. The course focuses on helping students learn to analyze historical data; develop chronological reasoning; compare societies and eras in history; as well as use historical documents. Periodization is an organizing principle to address change and continuity in the world during multiple time periods starting from 1,200 CE to the present.

Contemporary Asian Studies

Open to:	11 & 12
Prerequisite(s):	None
Recommendation Required:	No
Course Description:	Contemporary Asian Studies is a multidisciplinary seminar course focusing on global themes as they apply to and are manifest in Asia. The course is designed to develop a range of research and presentation skills through analyzing a variety of texts, discussing a variety of perspectives, and synthesizing conclusions. Students will leave this course with both a deeper understanding of Asia as a region and the ability to make reasoned arguments about issues pertaining to Asia from perspectives that extend beyond the prevailing Anglo-American viewpoint. The first semester of the course will focus on developing those skills beginning with a review of seminal texts in Asian thought and followed by an exploration of imperialism, human rights, and gender. The second semester is dedicated to individual and group research designed to give students an opportunity to demonstrate proficiency in basic inquiry-based research skills.

AP Psychology

Open to:	11 & 12
Prerequisite(s):	None
Recommendations Required:	Yes
Course Description:	This course is an intensive college-level introduction to the field of psychology and places emphasis on the systematic and scientific study of the behavior and mental processes of human beings in a range of contexts. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Through assessments and projects students will apply their understanding of theoretical approach and methods. The underlying objective is for students to identify the impact of different psychological approaches and how they are applied in a variety of situations and to their own lives

Government & Politics

Open to:	11 & 12
Prerequisite(s):	None
Recommendation Required:	No
Course Description:	This course is a basic intro to political science and how you can participate in politics by first understanding basic systems of government and economics. Once we have that structure, we can better understand current events and political movements from a global perspective. By the end of the year, you should have developed some political identity and philosophy. This class is an elective, meaning students will do most of the work in class. Students should be prepared to attend class every day on time and ready to participate, including many in-class discussions, class projects, and independent research. Everyone is welcome in this class.

AP Microeconomics & Macroeconomics

Open to: 12

Recommendations Required: Yes

Course Description:

This college-preparatory course introduces students to both microeconomic and macroeconomic concepts. Microeconomics looks at scarcity, opportunity costs, and the laws of comparative advantage. In addition they will look at market structures and the roles of consumers and producers while making individual choices. Macroeconomics focuses on the global economic picture and the role of government in economic systems, as well as the cooperation and conflict among nation-states while making economic decisions. Students are required to pay for and sit for both the Microeconomics and Macroeconomics Advanced Placement exams.

World Languages

The Seoul International School World Languages Department believes that the study of world languages offers valuable educational, social and cultural experiences for students. SIS provides a challenging curriculum that helps students to compare, connect and promote cultural consciousness through the exploration of another language.

Studying a world language is a process that requires regular and autonomous practice within four main areas: listening, speaking, reading and writing. In order to make sufficient progress, students must demonstrate the following qualities: risk-taking, perseverance and self-evaluation. Two years of study in Spanish or Chinese (Mandarin) are required at SIS for a diploma with Honors.

The SIS World Language Department reserves the right to move any student into a different course if it finds that he or she has been inappropriately placed.

Regular Diploma	Honors Diploma	US 4-year College (Minimum)	US 4-year College (Recommended)
None	2 credits	2 credits	3-4 credits

Students in both Spanish and Chinese classes are placed similar to any other strand of classes in the course guide. Typically, prior classes in the preceding appropriate grade level are prerequisites. SIS students begin formal, year-long Spanish I and Chinese I study in grade eight. Students new to the high school, with no language class experience (grade nine/ten) typically also start with Chinese I or Spanish I.

After completion of each level of language study in each successive grade, students move to the next level of study. Language courses at SIS are intensive, engaging and encourage active, conversational learning. They are not typical memorization or rote workbook classes as experienced in many other academies and schools. Therefore, it is rare for SIS students to advance past a particular class just because of study in another school or summer course. Students are placed in conjunction with observation and input from the World Languages department. There are no placement tests for World Language classes.

Spanish I

Open to:	9-11
Prerequisite(s):	None
Recommendation Required:	No
Leads to:	Spanish II
Course Description:	In this beginning course, students will build a foundation for language study centered on speaking, listening, reading and writing through the gradual incorporation of authentic materials. Even as beginners, students will use Spanish daily to express ideas, ask questions and build on previous learning. In addition to new vocabulary and grammar concepts, students will also be introduced to relevant cultural and geographical information. Spanish I is an engaging and interactive class designed to ignite interest in the Spanish language and Latino culture.

Spanish II

Open to:	9-12
Prerequisite:	Spanish I
Recommendation Required:	No
Leads to:	Spanish III
Course Description:	Spanish II builds upon the foundation established in Spanish I and provides an opportunity for increased expression and comprehension. Students will be introduced to the past tense and will begin to establish communication in both tenses. The goal of the class is to enable students to communicate and express ideas in Spanish. In order to expand understanding of the language, cultural material will be included in activities and projects throughout the course. Students will explore Latino culture and make comparisons with their own, make connections with other subjects, and try to use Spanish in a larger community. Students will also continue to use authentic materials from songs, newspapers, magazines, and movies on a frequent basis.

Spanish III

Open to:	10-12
Prerequisite:	Spanish II
Recommendations Required:	No
Leads to:	Spanish IV or AP Spanish (rising seniors only)
Course Description:	In Spanish III students will continue to have exposure to authentic communication and interaction using Spanish. Tenses learned in Spanish I and II will be applied in practical and real-life situations in order to increase fluidity. Students will grow increasingly more comfortable sharing ideas in past, present and future tenses. In addition to building confidence and expanding vocabulary, students will also study a variety of advanced grammar concepts in explicit and implicit contexts. These will provide a base that will be built upon during both Spanish IV and AP Spanish. Students will also continue to examine the different cultures of Spanish-speaking countries through the exposure to authentic material.

Spanish IV

Open to: 11 & 12

Prerequisite: Spanish III

Recommendations Required: Yes

Leads to: AP Spanish

Course Description: Spanish IV is designed to prepare students for effective, consistent and accurate expression beyond the classroom. Literacy (linguistic, as well as cultural) plays an important role in advanced levels of language acquisition. While students will continue to review and practice grammatical structures acquired in the previous three years of study in explicit and implicit contexts, the goal should be one of refinement, not merely mastery. A primary focus of the course is on use of language in a variety of situations with several different tenses. Students will engage in all aspects of the writing process throughout the year with the hope of gaining a fluidity of personal expression. A focus on reading comprehension will allow students to read from different literary genres and expand vocabulary that will allow students to communicate abstract concepts. Upon completion of Spanish IV, students will be well-practiced in examining different cultures of Spanish-speaking countries through various medias including the Internet, films, music, and other authentic materials.

AP Spanish

Open to: 11 & 12

Prerequisite: Spanish III (rising seniors only); Spanish IV

Recommendations Required: Yes

Course Description: This course is designed to meet the requirements of the AP Spanish Language Course by emphasizing communication, cultures, connections, comparisons, and communities. Students learn to communicate orally, in writing and read to gain knowledge of cultures that use the Spanish language. Students also connect that knowledge to their own backgrounds.

Comparisons between Spanish and English strengthen fluency and enable students to participate in multilingual communities, opening the doors to opportunity.

All Spanish grammar covered in years one to four are intensely reviewed solely within implicit contexts. The implicit contexts is composed of authentic written and recorded texts in the form of newspapers, magazines, novels, radio, television and internet broadcasts. Students will have numerous opportunities to develop skills in speaking, writing, listening and reading. Receptive communication will develop through listening and reading activities designed to develop understanding of the Spanish-speaking world cultures.

Chinese I

Open to:	9-11
Prerequisite(s):	None
Recommendation Required:	No
Leads To:	Chinese II
Course Description:	<p>Chinese I is an introductory course to Mandarin which refers to Standard Chinese. With communicative classroom activities and online practice, this course seeks to help students acquire the rudimentary knowledge of Chinese and develop basic skills in understanding, speaking, reading and writing. By the end of the course, students are expected to have a good command of the pronunciation system and basic grammar; to be able to conduct daily conversation in simple Chinese; and to read and write short passages with an active vocabulary of about 200 simplified Chinese characters.</p>

The ultimate goal of this course lies in enhancing students' communicative competence. During the early stages of their Chinese studies, class time will primarily be devoted to acquiring basic oral and listening skills. Later, when students are more familiar with structural conventions, they will be challenged with listening and reading materials that include some unknown characters to create an authentic context. In addition students will be exposed to Chinese culture in order to better understand the cultural background in which their language skills will be used.

Chinese II

Open to:	9-12
Prerequisite:	Chinese I
Recommendation Required:	No
Leads To:	Chinese III
Course Description:	<p>Chinese II continues to develop students' language skills in the areas of listening, speaking, reading and writing. Unit topics allow students to further develop vocabulary, grammar and language structures in order to communicate with friends, family and acquaintances. Various culturally embedded activities will be integrated into the curriculum as well. Unit topics vary from social interactions (visiting friends, making appointments, phone calls); reflecting on the experience of learning Chinese; personal life; shopping and transportation. By the end of this course, students are expected to master basic verb tenses and to be able to communicate in authentic situations, expressing personal opinion on specific topics.</p>

Chinese III

Open to:	10-12
Prerequisite:	Chinese II
Recommendation Required:	No
Leads to:	Chinese IV or AP Chinese (rising seniors only)
Course Description:	Chinese III continues to develop students' language skills in the areas of listening, speaking, reading and writing skills. Unit topics allow students to develop their vocabulary, grammar and language structures to communicate with people in Chinese. Various cultural activities will be integrated into the curriculum ranging from Chinese cuisine; the Chinese zodiac and birthday celebrations; and living and traveling in China. By the end of this course, students are expected to master a variety of grammar structures to write coherent sentences with transitional vocabulary. Formats of writing include storytelling and responding to personal writing. Students will be able to communicate in authentic situations in a Mandarin-speaking environment using interpersonal, interpretive, and presentational skills such as negotiating for meaning, circumlocution, and extrapolation.

Chinese IV

Open to:	9-12
Prerequisite:	Chinese III
Recommendation Required:	No
Leads To:	AP Chinese
Course Description:	This course continues to develop students' four language skills of listening, speaking, reading and writing skills. The units present topics through which students further develop their vocabulary, grammar and language structure to communicate with people in Mandarin-speaking cultures. Various cultural activities will be integrated into the curriculum as well. Units include Travel in China; Chinese Festivals; School Education; Fashion; Growing Pain; Computer and Technology. By the end of this course students are expected to communicate clearly and effectively in a Mandarin-speaking environment, and demonstrate awareness, empathy, and appreciation of Chinese cultures and perspectives.

AP Chinese

Open to:

10-12

Prerequisite:

Chinese III (rising seniors only), Chinese IV

Recommendations Required: Yes

Course Description:

The AP Chinese Language and Culture course presents topics through which students further develop their vocabulary, grammar and language structure to communicate with people in the Mandarin-speaking world. Various culturally specific activities will be integrated into the curriculum. Units include Chinese Geography; Changes in China; Chinese History; and Historical Figures; Chinese Literature and Art; Health and Wellness; and Gender Equality in China. By the end of this course, students are expected to communicate in Chinese and accomplish various tasks, interpret challenging written and auditory sources (at a level intended for native speakers), exchange information, and engage in a culturally appropriate manner. Students are also expected to master linguistic and cultural knowledge as well as tactics that will help them understand context, infer meaning, and make correct choices in their written and oral communications.

Miscellaneous

Work-Study

Open to:	11 & 12
Prerequisite:	None
Recommendation Required:	No
Course Description:	<p>Work-study is an opportunity to develop more professional interaction skills by helping teachers with a number of tasks over the course of the year. In addition to classroom assignments, students can be assigned to work in the library, school offices, or as a peer mentor. Students will be evaluated on the quality and frequency of their communication, work ethic, response to feedback, and several reflections to be completed over the course of the year. The peer mentor program is a limited opportunity for upcoming 11th and 12th grade students who have the desire to create a more supportive and welcoming environment at SIS. Peer Mentors will have the ability to form meaningful connections with students who are new to SIS or would benefit from having an experienced student to guide and assist them through the school year. Peer Mentors will complete a brief training program provided by the Counseling Department to improve on communication skills, develop qualities to become a positive leader, and tips for goal setting as well as organization. Much of the mentoring may take place outside of the school day and so this designated block will allow Peer Mentors to collaboratively develop plans for their mentees as well as complete their own obligations. There will be opportunities for Peer Mentors to organize social events and activities for their Mentees during and outside of the school day. Only 8 Sophomores and 8 Juniors will be selected for these positions for the following school year based on their existing standing at SIS and their responses in the required application.</p>

Pathways Hub

Open to:	12
Prerequisite:	None
Recommendation Required:	No
Course Description:	<p>Pathways hub is an opportunity for students to design and complete their own learning experience. For some this may mean registering for an online course affiliated with a college while others may take the opportunity to write that screenplay they have been dreaming of completing. In most cases, the only limit to this course is the student's individual imagination. In order to enroll in this course students will need to complete an application that includes a clear plan of action and what the deliverable outcome will be. Students will be supervised during course time and some work must be able to be completed during the scheduled time. Students will be evaluated on their use of time at school, faithful completion of the approved plan, and regular written reflections completed over the course of the year. All of your 12 years of learning converge at this one point and the work that you do will help your pathway to the future.</p>