



SSIS

High School
Program of Studies 2009-2010

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Principal's Message

Dear SSIS High School Students and Parents,

The SSIS High School program builds upon the academic foundation and learning habits established in middle school. The course of studies is designed on the assumption that SSIS students will, upon graduation, continue their education in university. Each year the program is reviewed in an effort to hold standards high and allow students and families to meet goals.

Each student comes to high school with a unique set of strengths, interests and an individual outlook about how to achieve their goals and dreams. SSIS offers course options that permit students to individually structure their program in a way specific to their personal educational goals. In addition, there are many activities, both academic and athletic in nature, in which students are encouraged to take part. A college counselor helps students and their parents identify a student's future aspirations and the academic program the student should take to achieve those goals.

Courses and credit requirements for graduation are specified in the following pages. Students continue to have a wider variety of options in 2009-2010, including Advanced Placement courses, to individually tailor their program to their interests and abilities. SSIS will offer the International Baccalaureate (IB) diploma program beginning with the school year 2010-2011. It is an exciting time to be a student at Saigon South International School.

Please take the time to read through the Program of Studies carefully and in cases where you can make elective choices, choose courses thoughtfully with your future goals and aspirations in mind. Feel free to contact teachers or our school counselor if you have questions about any of these courses.

Sincerely,

Paul A. Johnson
Middle School/High School Principal

GENERAL INFORMATION

THE SSIS Philosophy and Mission Statement

SSIS is a college preparatory school committed to the intellectual and personal development of each student in preparation for a purposeful life as a global citizen.

Core Values: SSIS Believes In and Promotes...

- Academic Excellence
- Sense of Self
- Dedicated Service
- Balance in Life
- Respect for All

SSIS Curriculum Philosophy

Curriculum at Saigon South International School emanates from the school's mission, incorporates our many cultures, and is broader than the content of study. All courses of study are student centered, focused on making meaning for students, and rooted in conceptual understanding augmented by skill development. Work is celebrated by a flexibility of thought, relies on prior experience, and is process oriented. Studies are an interactive process involving students, teachers, parents, and administrators – all working to support the learning process. Learning is enhanced by an understanding of child development, social interactions, scientific pedagogy, and proven best practices of teaching.

Faculty understand the importance of incorporating various strategies for instruction. School standards are clearly articulated and US based standards are incorporated appropriately. Teachers continually assess educational progress and integrate lessons clustered around themes so that students can appreciate relevancy and the connectedness of events. Schooling is a preparation for lifelong learning.

Admissions Statement

Saigon South International School (SSIS) is a Pre School through twelfth grade not for profit, coeducational day school, which provides quality education based on an American curriculum. English is the language of instruction.

SSIS will accept students who can be successful in the regular academic high school program. Admissions decisions are based on previous grade placement, credits (Carnegie units) accumulated, previous academic record and placement examinations.

SSIS admits second language learners to the high school on a limited basis. Consideration is given to the ratio of native English speakers to non-native English speakers in any one classroom as well as to a balance of nationalities. Students at the high school level must have a level of English proficiency that will allow them to be successful in the regular classroom.

Class Placement

Class placement is based on current grade level, previous courses taken, classroom performance and credits earned.

Grade Placement

1. Grade placement and graduation are totally dependent upon the accumulated credits earned during high school.
2. Students who successfully complete the British GSCE “O” level examinations or an equivalent examination system may receive two credits for each examination up to a maximum of 12 credits and be placed in Grade 11.
3. Before a student is “officially” accepted for enrollment, all high school records, or middle school records for Grade 9 applicants, must be submitted to the Admission’s Office and reviewed by the Director of Admission.
 - o **Freshmen (Grade 9)** will be those students who have earned less than six (6) high school credits.
 - o **Sophomores (Grade 10)** will be those students who have earned six (6) or more high school credits.
 - o **Juniors (Grade 11)** will be those students who have earned twelve (12) or more high school credits.
 - o **Seniors(Grade 12)** will be those students who have earned eighteen (18) or more high school credits.

*A credit is given for the successful completion of a course which meets 3 - 4 blocks per week (120 - 160 hours).

Special Needs

SSIS may admit students with mild learning disabilities who show potential to be academically and socially successful in the regular academic program. SSIS does not have a special services program that would offer daily support for students with an identified learning disability or in need of study skills. A school psychologist is available for referrals, conducting educational testing services and consulting.

Important Considerations

This booklet contains descriptions of classes offered in Grades 9-12. It should be used when students plan their program of studies. Students should find out as much as they can about individual courses – objectives, requirements, prerequisites (if any) and credit value.

All students in Grades 9-12 must annually enroll in enough courses to earn the equivalent of seven SSIS credits. The only exception is students with a heavy load and high academic class demands during their senior year.

Students enrolled in the English as a Second Language Program who intend to graduate from SSIS should review credit standing with the guidance counselor. Students are encouraged to visit the guidance counselor in order to become familiar with the graduation requirements.

AP vs IB, What is the difference?

AP	IB
AP courses were developed by college and university faculty to challenge talented and advanced high school students	The IB program was developed by a group of international educators to set a program for pre-university
Allows students to pursue college/university level study while still in high school	Allows students to pursue college/university level study while still in high school
Is an excellent preparatory program for university	Is an excellent preparatory program for university
Most US colleges/universities and institutions in 28 countries have an AP policy granting incoming students college credit, placement or both for qualifying AP Exam scores	Many colleges and universities both in the US and other countries recognize IB. Many will grant credit for IB higher level courses with qualifying IB Exam scores. Some US universities grant credit for Standard level courses
Successful participation in AP courses is a strong predictor of success in university	Participation in IB is a strong predictor of success at university
The Advanced Placement International Diploma (APID) is a globally recognized certificate	The IB Diploma is a globally recognized certificate, generally required for admission to university in Europe
AP offers 34 courses in a wide variety of subject areas. Students choose individual areas of strength	IB offers courses in 6 disciplines. Students must take one course from each of 5 disciplines the 6 th is a choice from any discipline. Three courses must be Higher level and three must be Standard level
Students may choose to enroll in individual courses or complete the full Advanced Placement International Diploma Program	Students may choose to enroll in individual courses or complete the full IB Diploma Program
Breadth of study is important	Depth of study is important
Subject specific	Interconnectedness of subjects
Only cost is the examination	Cost to the school plus cost of the examination

Credits (Carnegie Units)

1. One credit is earned for the successful completion of a one year course that meets for 210 minutes per week. Students are expected to remain in yearlong courses for both semesters.
2. One-half credit is earned for the successful completion of a semester course.
3. **Credit will be given only for courses taken while students are enrolled at the ninth through twelfth grade levels.**
4. Auditing: With administrative approval a student may audit a course to gain the knowledge necessary for a sequential course. Although no credit is granted, students are required to do all class work. An audit must be granted by administrative approval within the first two weeks of the semester. "Audit" will be entered on the permanent record.

Certificate of Attendance

A certificate of attendance may be granted to students who have completed four years of high school but who do not meet the specific requirements for an SSIS diploma.

Repeating a Grade or Course

Students in grades 9-12 who fail required courses must repeat those courses (or the equivalent) during the regular school year. Their grade placement, however, will be determined by the total number of credits they have earned. In certain circumstances a student may be allowed to repeat a course for a better grade and a better understanding of the content material. This can only be done with the approval of the school principal and only after a student and his parents have first consulted with the school counselor.

Independent Study Policy

The requirements for independent study or correspondence courses are:

1. No course will be accepted for credit that is already offered by SSIS.
2. No credit will be accepted from an unlicensed, unaccredited school.
3. A proposal must be made which includes time requirements, curriculum outline, supervisor, and testing format of the course in question.
4. Final approval will be made by the High School Principal upon recommendation of the School Counselor.

College Entrance Requirements

Students should begin their college planning early in their high school careers. Since each college establishes its own particular requirements, it is important that students follow the suggestions given in the individual college catalogues.

Recommended college entrance requirements include:

English	4 credits
Mathematics	3-4 credits
Science	3-4 credits
History and Social Sciences	3-4 credits
Foreign Language	2-4 credits of the same language
Fine Arts	1 credit

Factors that determine college/university acceptance include:

1. A student's overall four-year scholastic record (transcript). Colleges generally look for students who show strong academic promise. Choice of courses and grades are the single most important consideration in college admission.
2. Recommendations of teachers and the school counselor.
3. College admissions test scores. Most colleges require the College Board Examination (SAT Reasoning Test), the American College Test (ACT), or their own examinations. Highly competitive US universities require the SAT Subject Test. Additionally, students who are second language learners and want to attend a university in an English speaking country will be required to submit the TOEFL (Test of English as a Second Language) or IELTS results. Each college or university will have policies on test score requirements for admission purposes.
4. Essays
5. Participation in extra-curricular activities and community service.
6. Leadership Activities
7. Special Talents (Music, Sports)

Graduation Requirements

The graduation requirements for an SSIS Diploma are:

Academic Discipline	Required Credits
English	4
Mathematics	3
Science	3
History and Social Sciences	3
Modern Language/ESL	2
Health and Physical Education	2
Fine Arts	1
Electives	6
TOTAL	24

The following courses are required for graduation:

Mathematics:

- Algebra I,
- Geometry,
- Algebra II or another mathematics course above the level of Algebra II.

Science

- Science 9
- Science 10
- At least one of Biology 11, Chemistry 11, Physics 11 or Environmental Systems 11

Social Sciences

- History 9
- History 10
- Geography 9
- Geography 10
- At least one Grade 11 Humanities course

ENGLISH

Overview:The high school English program at SSIS is a college preparatory program which includes language and literature study, vocabulary development, speaking, reading and research skills, and developmental writing instruction. Students read some of the world's greatest literature, learn rhetorical analysis, and sharpen their critical thinking skills, while engaging in a study of genres across various literary periods. Students learn to develop their own voice as writers, improve their command of grammatical and stylistic conventions and develop their oral presentation, viewing and listening skills. The program offers both core classes and electives.

English 9

Grade: 9
Length: 1 Year
Textbook: *Prentice Hall Literature Series (Gold Edition)*
Credit: 1.0

English 9 introduces effective reading and writing strategies to freshman students in a literature-based context. Through reading various literary genres such as short stories, essays, poems, letters, and novels, students explore the great themes and ideas of writers while examining the different forms of literature. Students practice the writing process of: prewriting, drafting, evaluating, revising, proofreading, and publishing in both creative and expository written assignments. Emphasis will be placed on content, ideas, structure, organization, and grammar and usage conventions to assist students in expressing themselves in clear, rich, and engaging prose. Thoughtful participation in class discussions, group work, independent study and research are integral components of this class, and students will be expected to maintain a writing journal as a vehicle to express their thoughts and reflect on the class readings. A portfolio binder is also required to help students maintain a collection of their writings and monitor progress over the course of the year.

Writing for Success

Grade: 9
Length: 1 Semester
Textbook: *Prentice Hall Literature Series (Gold Edition)*
Credit: 0.5

This course will allow students to develop and refine their written communication skills. The focus of the course will be on developing writing fluency and will emphasize grammar and vocabulary development in combination with story and essay writing assignments. Students will work to develop their revision and proofreading skills, and will be trained to work effectively with other students in a workshop environment.

English 10

Grade: 10
Length: 1 Year
Textbook: *Prentice Hall Literature Series (Platinum Edition)*
Selected Novels

Credit: 1.0

Tenth grade English will have students read extensively from novels, short stories, drama, and poetry. Interpretation and structural awareness will be emphasized. Improvement of written skills will be stressed through various essays, compositions, journal entries, and grammatical exercises. Specific writing assignments may include literary criticism, essay development, creative writing, and research related papers. These writing assignments will be taught with the writing process in mind. This class is designed to help students become independent, effective thinkers, readers, and writers where they build on vocabulary, note taking, test taking, writing, and reading skills. It is also expected that students will learn to listen and assess other's viewpoints and contribute appropriately to group discussions. Students will build on their knowledge from English 9 to continue to learn to express themselves both orally and in writing with mature thought in an effort to enlarge their comprehension of written and spoken language.

English Language Development

Grades: 9 and 10
Length: 1 year
Textbook: Writers Inc

Credit 1.0

This English language course is designed to support the language development of non-native English speakers. Students will experience an integrated approach to the acquisition and development of English language skills. Through the close study of selected literary texts written in English and of works of world literature in translation, students will not only learn and practice the strategies of successful readers, but will also develop the traits of strong writers and effective speakers. An emphasis will be placed on mastering the structure and syntax of English as well as expanding vocabulary with the view of attaining greater fluency. A portfolio of student work will be maintained for the purposes of assessment and self-evaluation.

Advanced Placement English Language and Composition

Grade: 11
Length: 1 Year
Textbook: *Prentice Hall Literature Series (The American Experience)*
Everyday Use Rhetoric at Work in Reading and Writing (AP Edition)
The McGraw-Hill Reader: Issues Across The Disciplines (9th Edition)

Credit: 1.0

Advanced Placement courses offer students the opportunity to do **college level** work while still in high school. The class is available to academically oriented students. Upon completion of the Advanced Placement course, students will take the internationally administered examination in May. Dependent upon their performance on the examination, the student may receive college credit. The result of the AP exam taken in May will have no impact on grade for the class. This course is designed for top juniors who are motivated students with the intelligence and skills necessary for independent study. This is a college level course with college texts. The expectation for the class will be that the student will be able to read and understand the concepts of various and diverse topics. Students will become skilled readers of prose from a variety of periods, disciplines, and rhetorical contexts. Students will examine writers' purposes, audience expectations, as well as how the uses of different resources of language contribute to effective writing. The students will also compose their own writing in a variety of modes for a variety of rhetorical purposes. Students will read complex European literature as well as several North, Central, and South American Literary works.

Advanced Placement English Literature and Composition

Grade: 12
Length: 1 Year
Textbook: Textbook: *Literature – An Introduction to Reading and Writing*
A Short Guide to Writing About Literature

Credit: 1.0

Advanced Placement courses offer students the opportunity to do **college level** work while still in high school. The class is available to academically oriented students. Upon completion of the Advanced Placement course, students will take the internationally administered examination in May. Dependent upon their performance on the examination, the student may receive college credit. The result of the AP exam taken in May will have no impact on grade for the class.

This class provides a rigorous first year college-level study that will consist of in-depth analysis, study, and evaluation of a wide range of representative literary works from the 16th to the 20th centuries. It is designed to deepen the student understanding of the ways writers use language to provide meaning and enjoyment for their readers. Students are expected to be knowledgeable in close reading and analytical study of literature. They will also be expected to discuss how the work reflects the social and historical values of the time. Students will consider the style, structure, and themes of many works with the expectation that they will write about these elements as well as employ these elements into their own writing. Writing assignments will focus on the critical analysis of literature in various writing modes.

English 11/12

Grade: 11/12
Length: 2 Year
Textbook: The American Experience (11); The British Tradition (12)

Credit: 1.0 each year

Over the course of the final two years in High School, students in English 11 and English 12 will strengthen their ability to study, appreciate, and use language.

English 11/12 is a course designed to continue and strengthen the unifying ideas in the language arts curriculum. It centers on each student's ability to use language purposefully in order to think and learn. Students will be asked to communicate effectively with a range of audiences for a variety of purposes. They must continue to improve their ability to gather, manage, and evaluate information. They will be asked to explore, respond to, and appreciate the power of language and literature.

English 11/12 is intended to help prepare students for academic study in university. There is an emphasis on literary texts. Students will be able to do the following:

- Study and give accounts of complex and sophisticated texts and issues.
- Be perceptive and analytical in making sophisticated adult judgments.
- Be critical and reflective readers of literary texts.
- Express themselves precisely when writing for a variety of complex purposes.
- Communicate in confidently and effectively in the formal style required in certain situations.
- Demonstrate knowledge and control of language processes.

Students are required to examine and evaluate ideas and style in materials studied and in their own writing. In their own work, students will see a move to greater objectivity in their own style. This reflects the demands of academic writing. They will improve their ability to deal with abstract ideas and complex issues. Students will explore social, political, ethical, and cultural issues in the world at large. The literature under consideration will include a variety of genres and come from different times, cultures, and geographic regions.

Emerging Writers' Workshop

Grade: 9, 10 and 11
Length: 1 semester

Credit: 0.5

Students enrolled in this course will learn to improve their skills by focusing on the Six Traits of effective writers: Ideas, Organization, Sentence Fluency, Word Choice, and Conventions. Techniques for generating ideas and stimulating creativity will be shared, and strategies for producing organized and coherent text will be presented and practiced. Reading selected texts by well-known authors as models, students will develop an awareness of sentence fluency, voice, and word choice and use that awareness to improve all three traits in their own writing. Conventions such as spelling, grammar, and sentence structure will be addressed with the view of reducing the frequency of errors and improving readability. Focused feedback as well as opportunities for self-evaluation of work will be provided on a continuous basis. Students will be required to maintain a writer's notebook as a source of inspiration for writing assignments during the semester. A portfolio of student writing will serve as the basis of assessment.

Advanced Composition

Grade: 10-12
Length: 1 Semester

Credit: 0.5

Textbook: *Odyssey from Paragraph to Essay, The Lively Art of Writing*

The Advanced Composition class is designed to offer extensive practice in honing and improving composition skills. The course will highlight and reinforce the use of the writing process in advancing writers. The primary goal is to help improve the student's use of language more effectively in written prose. The students will be introduced to elements, structures, and expectations of multiple modes of writing such as: purpose, audience, tone, organization, and content. While this is primarily a composition course students will read various forms of literature and then be asked to create their own writings in that form. The students will be asked to write in multiple forms that will be expected of them in a college English course.

Public Speaking

Grade: 9-12
Length: 1 Semester
Textbook: *Speech craft*

Credit: 0.5

This course is designed to give students practice in developing their speech communication skills. These skills will include: organizational skills, techniques of delivery, listening skills, awareness of body language, using speech aids and developing an overall knowledge of what constitutes effective oratory. Students are exposed to theoretical and applied speech communication principles in this class while delivering a variety of speeches using different modes and purposes for speaking.

Yearbook/Photojournalism

Grades: 9-12

Length: 1 Semester

Credit: 0.5

Students in this class take responsibility for producing the school yearbook. Students assume various leadership roles in planning and managing the teams, researching vendors and printing companies, photographing the school events, writing text, doing layout, and the design of the cover. Students develop skills such as time management and forecasting, cost management, and artistic design; they develop competencies in digital photography, editing written communication, and working together as a group. Students are expected to meet several crucial deadlines throughout the semester, and the main assessment for the course is the final production of the yearbook.

Debate

Grade: 9 - 12

Length: 1 Semester

Credit: 0.5

Textbook:

This course is designed to give students practice in developing their debate skills. These skills will include: constructing an argument, logical structures, synthesizing sources, questioning, and listening and delivery skills. In this course, students are exposed to theoretical and applied debate principles through the Lincoln/Douglas and Group Debate mode. As a member of the class, students will be required to participate in one debate tournament.

ENGLISH LANGUAGE SUPPORT

SSIS provides an English Language Support Program for non-native English speakers whose English competency skills fall below grade level. The program prepares students with the English language skills and competencies needed for content studies in the regular classroom setting. The program stresses reading, writing and oral communication skills.

All non-native English speakers are evaluated for their language skills. Student placement is determined by the Director of Admissions in consultation with the ESL Department and Principal.

English Language Support

Grade: 11 & 12
Length: 1 year

No credit

Students with a need to strengthen their English language skills in order to be more successful in their upper division courses are encouraged to enroll in this class. Remediation and reinforcement of instruction in the regular English and/or Social Studies class are offered by certified ESL teachers or by a dually certified ESL /content area teacher. Improvement of writing, reading, and speaking skills will be stressed and strategies for competence in all these areas will be introduced and practiced. Smaller class size will allow for more personalized instruction and will facilitate teacher feedback and self-assessment of student progress.

MATHEMATICS

Overview: The high school mathematics program is intended to provide the required mathematical skills to college-bound students. The curriculum offers a variety of courses that develop a core of mathematical knowledge in Algebra, Geometry, Advanced Algebra as well as Pre-Calculus for all students who will enter university, as well as advanced university level courses for those who are ready for additional higher level mathematics.

Algebra I

Grade: 8-9
Length: 1 Year Credit: 1.0
Prerequisite: Pre-Algebra or Grade 8 Math
Textbook: *HRW Algebra 1*
Special Requirement: TI-84 Plus graphing calculator (Preferably Silver Edition)

This course is designed for students who have mastered basic mathematics skills and the concepts of Pre-Algebra. Topics covered in this course include properties of algebraic expressions, linear equations, systems of equations and inequalities, graphing of linear and quadratic functions, exponential expressions, polynomials and rational expressions. Solving word problems using a variety of methods is an integral part of the course. Algebra I emphasizes problem solving as well as oral and written communication and reasoning skills.

Geometry

Grade: 9-10
Length: 1 Year Credit: 1.0
Prerequisite: Algebra I
Textbook: *HRW Geometry*
Special Requirement: TI-84 Plus graphing calculator (Preferably Silver Edition)

Focusing on two and three-dimensional exploration, this course explores all aspects of geometry. Emphasis will be placed on methods of derivation and proof of important geometric facts. Hands-on activities help students to understand the concepts. Topics will include triangles, congruency, quadrilaterals, polygons, similarity, circles as well as area and volume of two and three dimensional shapes along with transformations and constructions. Previously acquired algebraic reasoning will be incorporated into the program and will be used to further enhance students' mathematical reasoning.

Algebra II

Grade: 10-12
Length: 1 Year Credit: 1.0
Prerequisite: Algebra I & Geometry
Textbook: *HRW Algebra II*
Special Requirement: TI-84 Plus graphing calculator (Preferably Silver Edition)

This course covers all standard topics of advanced algebra. Topics from the Algebra 1 course are expanded. The main focus is on various functions including polynomials, rationals and radicals, exponentials and logarithms with emphasis on graphing. Further topics include quadratic equations and inequalities, systems of linear equations and inequalities, matrices, permutations & combinations, probability along with irrational and complex numbers. This course emphasizes problem solving as well as oral and written communication and reasoning skills. Extensive use is made of Texas Instruments TI-83 graphing calculators.

Pre-Calculus

Grade: 11-12
Length: 1 Year Credit: 1.0
Prerequisite: Algebra II
Textbook: *Larson Hostetler – Pre-Calculus with Graphing Approach*
Special Requirement: TI-84 Plus graphing calculator (Preferably Silver Edition)

This course is intended to provide the essential mathematical background required to be successful in calculus upon entrance to university. The emphasis is on a graphical approach to solving equations and functions, developing the concepts that play critical roles in calculus and their applications to solving real life problems. An in-depth study of trigonometric functions is also included. Technology and its use also plays a pivotal role in understanding the concepts.

AP Calculus

Grade: 11/12
Length: 1Year Credit: 1.0
Pre-Requisites: Pre Calculus and **teacher recommendation**
Textbook: *AP Calculus by Finney, Demana, Waits, Kennedy*
Special Requirement: TI-84 Plus graphing calculator (Preferably Silver Edition)

This **university level** Calculus AB course is primarily concerned with developing the students' understanding of the concepts of calculus and providing experiences with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically and verbally. The course generally covers themes of derivatives, integrals, limits, approximation, and applications and modeling. Technology is used regularly to reinforce the relationships among the multiple representations of functions. Upon completion of this course, students are prepared to take the AP Calculus AB Examination.

AP STATISTICS

Grade: 11/12
Length: 1 Year Credit: 1.0
Pre-Requisites: Algebra 2 and **teacher recommendation**
Textbook: *The Practice of Statistics, 2nd Edition, Freeman*
Special Requirement: TI-84 Plus graphing calculator (Preferably Silver Edition)

In this course, students will be introduced to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

- Exploring Data: Describing patterns and departures from patterns
- Sampling and Experimentation: Planning and conducting a study
- Anticipating Patterns: Exploring random phenomena using probability and simulation
- Statistical Inference: Estimating population parameters and testing hypotheses

Students who successfully complete the course and examination may receive credit and/or advanced placement for a one-semester introductory college statistics course.

SCIENCE

Overview: The science curriculum is designed to expose students to the major scientific disciplines through a wide range of courses and topics. The major goal is to help students understand and adapt to a world that is changing, or still being discovered, and to understand that critical review of the data related to these changes is a necessary part of science. We believe that the application and acquisition of knowledge through the laboratory or field experience is the basic activity of science. Therefore, students will continuously be challenged to explore science ideas and utilize skills through a well-designed series of laboratory activities in each course. Students will be expected to record data, draw conclusions, and make inferences and communicate their experimental findings. Through lectures, activities and labs our students will be challenged to develop individual thinking and critical attitudes concerning the methods of science and the limitations of the scientific method.

Science 9

Grade: 9
Length: 1 Year
Textbooks: *Prentice Hall – Physical Science*
Holt, Rinehart and Winston – Biology: Principles & Explorations
Credit: 1.0

Science 9 is an integrated science course that provides a basic understanding of the four major strands of science; physics, chemistry, biology and environmental science. The course offers students an opportunity to explore each strand of science, while many activities enable overlap between topics. Emphasis throughout the course is on developing skills and strategies used in upper level science courses through an examination of topics that are relevant to everyday life. Major topics of study include; motion, electricity, heat, atomic interaction, cells and environmental systems. This course emphasizes historical contributions in the development of scientific thought. It stresses the interpretations of maps, charts and tables, while utilizing technology to collect, analyze and report data. Problem solving and decision-making are integral parts of the course.

Science 10

Grade: 10
Length: 1 Year
Credit: 1.0
Textbook: *Prentice Hall – Physical Science*
Holt, Rinehart and Winston – Biology: Principles & Explorations

Science 10 is an integrated science course that provides students the opportunity to extend their understandings of physics, chemistry, biology and environmental science. Emphasis throughout the course is on developing and mastering the strategies necessary in upper level science courses through an examination of topics that are relevant to everyday life. Major topics of study include; cellular energy systems and heredity; chemical reactions and equations; forces, motion, and properties of waves; and human impact on environmental systems.

Biology (Not offered in 09/10)

Grade: 11

Length: 1 Year

Credit: 1.0

Textbook: *Holt Rinehart and Winston, Biology*

The biology course is designed to provide students with a detailed understanding of living systems. Emphasis is placed on the skills necessary to examine alternative scientific explanations, actively conduct controlled experiments, analyze and communicate information, and acquire and use scientific literature. The history of biological thought and the evidence that supports it are explored and provide the foundation for investigating biochemical life processes, cellular organization, mechanisms of inheritance, dynamic relationships among organisms, and the change of organism through time. The major areas covered during the course include cell biology, genetics, evolution, ecology, and taxonomy. The importance of scientific research that validates or challenges ideas is emphasized.

AP Biology

Grade: 11-12

Length: 1 Year

Credit: 1.0

Textbook:

This **university level** course is designed to be taken by students after the successful completion of a course in high school biology, although a few highly accelerated students may take it in place of the regular biology class. The course aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. Primary emphasis in an AP Biology course is on developing an understanding of concepts rather than on memorizing terms and technical details. Essential to this conceptual understanding are the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology and application of biological knowledge and critical thinking to environmental and social concerns. The three general areas covered include: Molecules and Cells, Heredity and Evolution, and Organisms and Populations. Upon completion of this course students may take the AP Biology Examination.

Chemistry

Grade: 11-12

Length: 1 year

Credit: 1.0

Textbook: *Holt, Rinehart and Winston; Chemistry*

In this course, students will study a broad range of chemistry concepts. The course highlights the importance of problem solving and logic in understanding chemistry rather than simply memorizing facts. It involves the appropriate and effective use of technology to learn, understand and apply chemical concepts. The topics covered include chemical foundations, atomic theory, the periodic table, stoichiometry, chemical reactions, atomic structure and periodicity, bonding, states of matter, solutions, and acids, bases and salts. The course also involves an extensive technology-based laboratory program with an analytical approach to lab work.

AP Chemistry

Grade: 11-12
Length: 1 year
Textbook: *Chemistry* by Zumdahl and Zumdahl

Credit: 1.0

This **university level** Chemistry course is designed to be taken by students after the successful completion of courses in high school chemistry and algebra. It is the equivalent of the general chemistry course usually taken during the first year of college. Students in this course will attain a depth of understanding of fundamentals and a competence in dealing with chemical problems. The course contributes to the development of the students' abilities to think clearly and to express their ideas orally and in writing, with clarity and logic. This course qualitatively differs from the usual secondary school course in chemistry with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, as well as the kind of laboratory work done by students. Quantitative differences appear in the number of topics treated, the time spent on the course by students, and the nature and the variety of experiments done in the laboratory. Upon completion of this course students can take the AP Chemistry Examination.

Physics

Grade: 11-12
Length: 1 year
Textbook: *Holt, Rinehart and Winston Physics*

Credit: 1.0

This Physics course emphasizes an understanding of experimentation, the analysis of data and the use of reasoning and logic to evaluate evidence and formulate hypotheses. The use of mathematics in problem solving is important, but a conceptual understanding of physical systems remains the primary concern. Students build upon basic physical science principles by exploring in depth the nature and characteristics of energy and its dynamic interaction with matter. Key areas covered include force and motion, kinetic molecular theory, energy transformations, wave phenomena and the electromagnetic spectrum, light, electric and magnetic fields, and non-Newtonian physics. The course stresses the practical application of physics in other areas of science and technology and how physics affects our world. This course also involves an extensive use of a technology based laboratory program with an analytical approach to lab work.

Environmental Science 11

Grade: 11 – 12
Length: 1 year
Textbook: Environmental Science

Credit: 1.0

The Environmental Science course comprises an overview of earth environments (physical, geological, hydrologic, atmospheric and biological) and the interactions between these environments. Also examined will be the modifications (use and misuse) of the physical environment and current environmental issues.

Students will study the ecological, political and economic factors which influence natural resource and land-use decision making. They will appraise alternative strategies to cope with conservation issues with regard to water, energy, forest, wildlife and soils. Regional planning in the 21st century will also be a focus.

HISTORY AND OTHER SOCIAL SCIENCES

Overview: The high school Social Studies program is designed to develop the ability to think critically about the human condition in order to make informed decisions that guide social action. Students are encouraged to reflect upon their own cultural identities, and recognize and respect cultural similarities and differences within a global perspective. In Grades 9 and 10 students develop an understanding of the essential issues that inform us about History and Geography. At the Grade 11 and 12 level, students may choose from a wide variety of options.

History Grade 9: The Age of Revolutions: 1789-1914

Grade: 9
Length: 1 Semester
Textbook:
Credit: 1.0

This course traces the revolutionary developments in Europe from the Enlightenment to the First World War. The French Revolution and the Industrial Revolution led to the rapid rise of the West during this period. The key focus of this course will be on explaining how the new revolutionary ideas of liberalism, nationalism and socialism transformed the political, economic and social structures around the globe. Topics will include the causes, course and consequences of the French Revolution, the rise of liberal and national movements in Europe, the impact of the Industrial Revolution on state power and class tensions, the rise of socialism and concluding with the Great Powers of Europe on the eve of the First World War. There will be extensive use of documents and students will be required to write numerous argumentative essays throughout the course.

History Grade 10: Asia and the Challenges of Modernization: 1850-1976

Grade: 10
Length: 1 Semester
Textbook:
Credit: 1.0

This course traces the very different paths to modernization taken by China and Japan as a response to western imperialism from the middle of the nineteenth century to the death of Mao in 1976. When modernization began in Japan in 1868, the nation was a militarily weak country, was primarily agricultural, and had little technological development. It was controlled by hundreds of semi-independent feudal lords. When the Meiji period ended, with the death of the emperor in 1912, Japan had joined the ranks of the Great Powers with a rapidly growing industrial base as well as a powerful army and navy. On the other hand, China's political and economic development followed a far more tortuous and tragic path. Students will examine the numerous attempts at modernization and the resulting consequences. The course will conclude by examining the dramatic economic and social transformations led by Deng and his successors. There will be extensive use of documents and students will be required to write numerous argumentative essays throughout the course.

United States History

Grade: 11-12

Length: 1 Year

Credit: 1.0

Textbook: *American Nation*, Boyer

This course presents a chronological understanding of the development of the United States beginning with pre-Columbian American civilizations up to the modern era. Students will analyze the cause and effect relationships in U.S. history; for example, "How did the search for a shorter route to Asia lead to the landing of Columbus in the West Indies?" and "How did increasing colonial discontent with British taxes play a part in bringing about the Revolutionary War?" Furthermore, students will be exposed to various primary source documents to further enhance their historical understanding of significant events. Using primary documents, the class will study the ideas which led to the creation of the Constitution and the underlying principles of American democracy. The course analyzes the rise of the U.S. as a world power, the major wars, and cultural and political developments in the U.S. Students will read and write daily, discuss the assigned readings and debate viewpoints on many issues. Topics for discussion include: Revolution, Civil Rights, Immigration and Global Leadership

Global History Grade 11 and 12: Twentieth Century Themes

Grade: 11 - 12

Length: 1 Year

Credit: 1.0

Textbook:

This course traces two topics associated with the International Baccalaureate program. The first topic, Single Party States, will examine in depth the rise and fall of Nazism in Germany from the early 1920's to its defeat in 1945 as well as the struggle for power in China between the Nationalists and the Communists up to 1949 and the Communists in power up to the death of Mao Zedong in 1976. The second topic will be the Cold War from 1945 to the collapse of the Soviet Union in 1991. The scope of this topic will be truly global dealing with such themes as the origins of the Cold War in Europe and Asia, Soviet-American rivalry in the Middle East, Central America, the Caribbean and Africa, the nuclear arms race and domestic problems in the USA and USSR during this period. There will be extensive use of documents and numerous argumentative essays throughout the course.

Geography Grades 9 and 10

Grade: 9 and 10
Length: 1 Semester
Textbook:

Credit: .5 credit each

As this subject is new to SSIS, the first two questions that come to mind are: what is geography and why study it? Geography is the study of patterns in time and space, analyzing the interaction between and the impacts of the physical and the human world on each other. One concept we will be looking at is: sustainability. If we continue with our current life style, research suggests that we will need several more planets. We only have one. Are we running out of resources? Who is using the resources and what are they being used for? What alternatives are there? Is overpopulation the problem or overconsumption? What countries, groups and environments are affected most? Another area of interest for geographers is learning about the physical world. For example, how and where are land masses being built and destroyed? How do climatic processes and hazards affect ecosystems and humans? To what extent can humans manage the environment and deal with environmental hazards? Or are we at nature's mercy? The last theme that we will look at has to do with our human world. It is becoming 'smaller' due to a process called globalization. How are tourism, the Internet, multi-national companies and global financial networks impacting our cultures, economies and environments? Will we have one dominant world language? Why are cultures disappearing? How does a Wall Street crash in New York impact our own lives in Ho Chi Minh City? Geography is current, exciting, changing and attempts to explain the world around us.

Geography

Grade: 11-12
Length: 1 Semester
Textbook:

Credit: 1.0

As this subject is new to SSIS, the first two questions that come to mind are: what is geography and why study it? Geography is the study of patterns in time and space, analyzing the interaction between and the impacts of the physical and the human world on each other. Ask anyone "What are the problems our world is facing today?" They will say things like 'climate change', 'poverty', 'overpopulation', 'human rights' and 'environmental degradation'. Being inspired by the United Nations Millennium Development Goals, the IBO designed a syllabus (the core section) that covers global issues, analyzing their causes and coming up with solutions. We will ask questions like, how can countries become more developed? Are water wars a foreseeable future in areas with water scarcity? Are we going through an energy crisis? Besides the core content, the syllabus contains optional units. The first unit we will cover is related to one of the fastest and largest growing industries in the world: the leisure industry, which includes tourism, sport and recreation. Most of us are tourists at least once a year. What is the impact of our behavior on the environment, culture and economy on a local, national and global scale? To what extent are ecotourism and sustainable tourism viable alternatives to mass tourism? The second unit focuses on the geography of food and health. How can we measure health? Is there enough food in the world to feed everyone? If there is, why are some people starving? How can diseases like AIDS and Malaria be contained? Throughout the course, we will consider a wide variety of case studies from a local, national, regional and international scale. IB Geography teaches you about the world and aims to inspire a personal commitment towards resolving many of these issues.

AP Psychology

Grade: 11-12

Length: 1 Year

Credit: 1.0

Textbook: *Psychology, seventh edition in modules, by David G. Myers*

This **university level** course in Psychology will introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. The content areas covered include the history of psychology, research methods, biological bases of behavior, sensations and perception, states of consciousness, learning, cognition motivation and emotions, developmental psychology, personality, testing, abnormal psychology, treatments of disorders, and social psychology. Upon completion of this course students can take the AP Psychology Examination.

AP-Macro Economics

Grade: 11-12

Length: 1 Semester

Credit: 0.5

Textbook: *Economics Seventeenth Edition, McConnell, Campbell R. and Brue, Stanley L.: Boston. MA. McGraw-Hill Higher Education. 2006.*

This **university level** course in Macroeconomics gives students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price determination, and develops students' familiarity with economic performance measures, economic growth, and international economics. Upon completion of this course students can take the AP Macro Economics Examination.

AP-Micro Economics

Grade: 11-12

Length: 1 Semester

Credit: 0.5

Textbook: *Economics Seventeenth Edition, McConnell, Campbell R. and Brue, Stanley L.: Boston. MA. McGraw-Hill Higher Education. 2006.*

This **university level** course in Microeconomics gives students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. Upon completion of this course students can take the AP Micro Economics Examination.

AP Comparative Governments

Grade: 11-12

Length: 1 year

Credit: 1

Textbooks: *Introduction to Comparative Politics*
Essentials of Comparative Politics

This rigorous **university level** course provides students with the conceptual tools necessary to develop an understanding of some of the world's diverse political structures and practices. Students will study methodology, power, institutional structure, civil society, political/economic change and public policy. Students will compare and contrast different democratic structures, totalitarian one-party systems, and variations of these governmental forms. There will be an emphasis on conceptual and thematic analysis in six countries: China, Great Britain, Iran, Mexico, Nigeria and Russia. Upon completion of this course students can take the AP Comparative Government and Politics Examination.

Model United Nations

Grade: 11 -12

Length: 1 semester

Credit: 0.5

Textbooks:

The Model United Nations class prepares students for participation in a Model United Nations conference. Through researching and representing a particular country, students learn the structure and the working process of the United Nations and will better understand international issues, policy making and the activities of the United Nations. Students will gain valuable skills in public speaking, research and writing, negotiation and powers of persuasion, leadership and organization.

Students will research a specific resolution, gain an understanding of the problem and an appreciation of the difficulties in gaining support for its passage on the floor of the General Assembly. Debates and presentations will be a regular part of this class.

MUN culminates with students representing SSIS at a Model United Nations conference. The MUN students will represent a country delegation and each delegate will be responsible for presenting a resolution before his/her committee or commission.

The MUN program requires the students to be out of the country for several days and will involve considerable expenses including the cost for the trip the MUN conference.

Global Issues

Grades: 11-12

Length: 1 Semester

Credit: 0.5

In a world where the lives of our neighbors next door are inextricably linked to those of our neighbors abroad, students need to understand the linkages between local and global issues, and how they can personally help to build positive local and global communities.

This course gives a thematic overview of issues faced globally in the twenty-first century and is designed to help students understand complex global issues and sustainable solutions. Based on the UN Millennium Development goals, topics covered will include: development and poverty, gender and cultural issues, conflict and diversity, health and the environment, sustainability, population growth, our ecological footprint, food, water and energy resources.

PE and HEALTH

Overview: The high school program in Physical Education offers students the opportunity to develop their skills and learn strategies to remain physically and mentally fit for life. In addition to the core class in fitness, students can select from a variety of physical education courses including: team sports, lifetime sports, and specialized classes including dance, swimming, life guard training and water safety specialty classes.

Physical Education Grade 9

Grades: 9
Length: 1 Year
Textbook: Skills for Health and Wellness
Prerequisite: None
Credit: 1

Physical Education for Grade 9 students will include swimming, health and a variety of sports and activities. The textbook "Skills for Health and Wellness" will be available in addition to swimming instruction and fitness skill testing. Swimming may include stroke development and refinement as well as strength and endurance training. Sports and activities may include any of the following: Basketball, Volleyball, Soccer, Floor Hockey, Handball, and Track and Field, Badminton, Ultimate Disc or Pilates along with some skills for fitness activities.

Physical Education Grade 10

Grades: 10
Length: 1 Year
Textbook: Skills for Health and Wellness
Prerequisite: None
Credit: 1

Physical Education for Grade 10 students will include swimming, health and a variety of sports and activities. The textbook "Skills for Health and Wellness" will be available in addition to swimming instruction and fitness skill testing. Swimming may include stroke development and refinement as well as strength and endurance training. Sports and activities may include any of the following: Basketball, Volleyball, Soccer, Floor Hockey, Handball, and Track and Field, Badminton, Ultimate Disc or Pilates along with some skills for fitness activities.

Physical Education Grade 11

Grades: 11 & 12
Length: 1 Semester
Prerequisite: None
Credit: 0.5

Physical Education for Grade 11 students will focus on Team Sports. Students will be introduced to a variety of team games which will incorporate individual skills, offensive and defensive strategies and drills to improve on these skills in each sport. Concepts of teamwork to achieve team goals will also be introduced. Team sports may include the following: Basketball, Volleyball, Soccer, Ultimate Disc, Floor Hockey, Handball, Swimming, Track and Field, along with some skills for fitness activities.

Physical Education Grade 12

Grades: 12

Length: 1 Semester

Credit: 0.5

Prerequisite: None

Physical Education for Grade 12 students will focus on Lifetime Sports and Activities. A major objective of this type of program is to have each student, while understanding the need for a planned activity program, incorporate physical activity into his or her daily lifestyle. A range of lifetime sports and activities will be offered to students and may include: Tennis, Golf, Pilates, Badminton, Nautilus Weight Training, Walking, Table Tennis, Jogging, Swimming or Disc Golf.

American Red Cross Lifeguard Training

Grades: 9-12

Length: 1 semester

Credit: 0.5

Pre-Requisite: swim test and age 15 by July

An American Red Cross Lifeguard will be trained in the skills and knowledge needed to prevent and respond to aquatic emergencies. This course teaches equipment-based rescue skills and techniques used by professional lifeguards including spinal injury management and post-rescue care. Participants will learn how to recognize an aquatic emergency and act promptly and appropriately. First Aid and CPR (Cardio-Pulmonary Resuscitation) training is included in the Lifeguard course and completion of all elements is required to become a Certified ARC Lifeguard.

Water Safety Instructor Aide (WSIA)

Grades: 11-12

Length: 1 semester

Credit: 0.5

Pre-Requisite: Swim test and age 16 by July

The WSIA course prepares candidates to teach swimming lessons to individuals of all ages. The course will focus on fundamentals of swimming and classroom management principles. Additionally, students will learn elements and strategies for planning, preparing and conducting effective and safe swim lessons. Upon successful completion of the course, participants will receive the following certificates: First Aid and CPR Training.

Athletic and Recreational Leadership

Grades: 11-12

Length: 1 semester

Credit: 0.5

This course focuses on the development of leadership skills. Students will acquire the knowledge and skills required to plan, organize, promote and implement athletic and recreational activities for the SSIS student body.

Student will:

- Analyze a variety of leadership styles
- Demonstrate teamwork skills that achieve positive results
- Demonstrate an ability to coordinate a detailed plan for a physical education or recreational event
- Demonstrate an ability to promote the benefits of lifelong participation in recreational and leisure activities
- Demonstrate an ability to help others develop and implement personal health related plans
- Demonstrate mentoring skills
- Demonstrate an ability to help others understand how physical activity, nutrition, and a positive self-image contribute to well-being
- Apply safety procedures for injury prevention.

WORLD LANGUAGES

Overview: Two Modern Language credits (in the same language) are required for graduation. Modern language teachers at SSIS offer programs in Spanish and Chinese to help students appreciate other cultures and prepare them to communicate in multicultural settings. These languages have been chosen because they are two of the most frequently spoken languages in the world.

Spanish I

Grade: 8 – 11
Length: 1 Year Credit: 1.0
Textbook: *BuenViaje Level 1, from Glencoe/McGraw-Hill*

Spanish I introduces students to the Spanish language and helps them develop a basic proficiency in listening, speaking, reading, and writing Spanish; it also prepares them for further study of the language. The course emphasizes personal and social communication in Spanish, teaching common vocabulary and basic grammatical structures. Cultural information about Spanish speaking lands and peoples is interwoven into this class. The course offers a framework for proficiency in the language and an appreciation of the cultures of the countries in which Spanish is spoken.

Spanish II

Grade: 9-12
Length: 1 Year Credit: 1.0
Textbook: *BuenViaje Level 2, from Glencoe/McGraw-Hill*
Prerequisite: Spanish I

Students in Spanish II continue to develop their skills in Spanish, mastering new vocabulary, learning more complex grammatical constructions and developing their listening and reading competencies. Students use the language for authentic communication and presentation. Students learn to read stories, newspapers, and articles and other forms of literature in Spanish to help them understand the issues of Spanish communities as well as the Spanish language. An interactive classroom environment taught by a native speaker enriches the cultural exchange.

Spanish III

Grade: 10-12
Length: 1 Year Credit: 1.0
Textbook: *BuenViaje Level 3, from Glencoe/McGraw-Hill*
Prerequisite: Spanish I and Spanish II

Students in Spanish III will continue the study of Spanish allowing them to use the language with a high level of proficiency and read literature in Spanish. Focusing on a country or region of the Spanish-speaking world, students will have the opportunity to explore the culture and history, journalism, and literature of each location, and to participate in conversations that would take place in that location.

Spanish IV

Grade: 11-12
Length: 1 Year
Prerequisite: Spanish II
Texts: A variety of Novels

Credit: 1.0

Spanish IV offers an intensive coverage of Spanish literature with an extensive linguistic focus to provide students a solid foundation in advanced Spanish grammar. Students analyze various selections of poems, novels, letters from Spanish and Latin American literature, including among others, Ana Maria Matute, Miguel de Cervantes, Jorge Luis Borges, Gabriel Garcia Marquez, and Pablo Neruda. Additionally, they will create their own stories. Thoughtful discussion, written composition and oral presentation will be fundamental components in this class. Students maintain their own portfolio with their pieces of writing.

Chinese I

Grade: 9-11
Length: 1 year
Prerequisite: None
Textbook: Chinese for Youth level 1

Credit: 1.0

Chinese I introduces non-native Chinese speakers to Chinese and helps them develop a basic proficiency in listening, speaking, reading, and writing. It also prepares them for further study of the language. Students are introduced to the Chinese Pinyin and the Tonal system, learning how to recognize and pronounce 400 Chinese characters, as well as how to use Chinese software to produce those characters. The course teaches everyday vocabulary and basic grammatical structures. Information about Chinese-speaking cultures and peoples is interwoven through the course. The course offers a framework for proficiency in the language and an appreciation of the cultures which use it.

Chinese II

Grade: 10-12
Length: 1 year
Prerequisite: Chinese I
Textbook: Chinese for Youth level 2

Credit: 1.0

Students in Chinese II continue to develop their skills in Chinese, memorizing approximately 400 new characters, learning more complex grammatical constructions and developing their listening and reading competencies. Students use the language for authentic communication and presentation. Students learn to read stories, articles, poems, and other forms of literature in Chinese to help them understand the issues of Chinese communities and the Chinese language. An interactive classroom environment taught by a native speaker, enriches the cultural exchange.

Chinese III

Grade: 11-12
Length: 1 year
Prerequisite: Chinese II
Textbook: Chinese for Youth level 3

Credit: 1.0

Students in Chinese III will develop advanced abilities in listening, speaking, reading, writing and typing skills, and further broaden their knowledge of Chinese culture, enabling them to read newspapers, longer texts, poems, anecdotes, and engage in extended conversations. Students will memorize an additional 350 Chinese characters and be able to write essays on assigned topics.

VISUAL AND PERFORMING ARTS: MUSIC; DANCE; ART

Overview: Visual and Performing Arts courses at SSIS include a variety of classes and disciplines. Students can elect to take classes in art, music and dance. They can explore all aspects of the visual and performing arts, from digital photography and ceramics to instrumental music and show choir to dance making and choreography. Several of the courses are semester long and others are full year programs of study.

DANCE

Dance 9

Grade: 9
Length: 1 year

Credit: 1.0

Through ongoing participation in dance, students will develop strength, flexibility, and endurance. This is a physically demanding course and can be used to meet the requirements for a Physical Education, Fine Arts or Elective credit.

Through the study of a variety of dance forms, including Ballet, Jazz, Modern, Hip Hop, Ballroom and Latin, students will develop their dance techniques and improvisation skills.

As their awareness of the elements of dance progress, students will choreograph different dance forms to a variety of themes. Students should expect to be work both independently and collaboratively as they develop these skills.

Through participation in a variety of dance styles and techniques, students will develop an understanding of the elements of choreographic principles and practice applying their knowledge creatively.

Dance/Pilates

Grade: 10 - 12
Length: 1 year
Length: 1 year

Credit: 1.0

Through the study of a range of dance styles, techniques and genres, students will expand their perception of dance and demonstrate a variety of style specific skills. Working individually and in groups, students will:

- Order movements into an expressive code – imagine, capture and project
- Develop individual aesthetic responses
- Understand the vocabulary of dance and the associations between dance and science, music and art
- Explore and develop their physical abilities and skills in a variety of genres
- Identify goals for personal growth, and examine means of attaining them

All students enrolled in Dance/Pilates will be expected to participate in both classroom and dance workshop.

A portion of each class will be dedicated to developing the core strength and flexibility that is integral to dance performance. Pilates, a core strengthening that integrates all of the elements recommended for a complete workout, will form the basis of the conditioning aspect of this course.

Dance Team Performance Class

Grade: 10 - 12

Length: 1 year

Credit: 1.0

This course is designed for students who have demonstrated dance skills and who wish to develop both a broad and deep repertoire of movement skills and understanding. Students will refine the use of their body as an instrument of communication while developing advanced technique and expressive skills which clearly convey ideas, images and feelings. Through the critical analysis of performances by themselves and others, students will develop advanced choreography and performance skills. Both private and public performances will form a compulsory portion of the course assessment.

Students will be required to audition for this class. While previous dance experience is not mandatory, the expectation will be that students have previous movement experience and understand the intricacies of individual and group work.

MUSIC

Music Technology

Grades: 11 / 12

Length: 1 Semester

Credit: 0.5

Music Technology students will receive hands-on experience creating music and sound using computer and digital based recording equipment. Each student will put together a portfolio of recorded music while learning the fundamentals of software composition and sound production. Basic techniques in the use of software samplers, sequencers and synthesizers will be taught with an emphasis on creativity and originality. Students do not have to have any previous musical training to take this course.

Grade 9 Band

Grade: 9

Length: 1 Year

Credit: 1.0

Grade 9 band students will develop basic musical skills within a wind ensemble setting. Basic music literacy skills will be taught with an emphasis on sight-reading as well as accurate performance of rhythmic and pitch material. Students will listen to and perform a variety of music from different cultures and historical eras, while learning how to play with skill and accuracy appropriate to a junior high school band. Students are expected to rehearse in an after-school ensemble and perform in quarterly concerts.

Grade 10 Band

Grades: 10

Length: 1 Year

Credit: 1.0

Building on the fundamentals learned in Grade 9 band, Grade 10 band students will be increasingly challenged to develop their ensemble skills. Intermediate performance techniques, coupled with a more challenging repertoire of music will allow students to perform in both large and small ensemble situations. Emphasis will be put on sight-reading skills with the addition of basic improvising techniques. Students will begin to develop good listening skills that will allow them to play with accuracy and musicality in concert situations. Students are expected to rehearse in an after-school ensemble and perform in quarterly concerts.

Instrumental Music 11/12

Grades: 11/12

Length: 1 Year

Credit: 1.0

Grade 11 and 12 students will further develop their musical potential in an advanced, performance based class. Advanced sight-reading skills will emphasize musical elements such as dynamics and articulations coupled with a strengthening of fundamental performance techniques. Students will develop good listening skills while learning to analyze and evaluate music for stylistic consideration. As well, students will be exposed to a varied repertoire comprising music from different genres and cultures. Students are expected to rehearse in an after-school ensemble and perform in quarterly concerts.

Chorus 10

Grades: 10
Length: 1 Year

Credit: 1.0

This course provides the opportunity for students with little or no musical training to sing in a mixed voice choir. Students will study basic vocal techniques and how they relate to producing music in a large ensemble. Study includes the cultivation of a beautiful tone, aesthetic awareness, basic sight-reading skills and team spirit. Attention will be given to music from a variety of different cultures and the choral techniques associated with each culture. Students will sing a variety of music including pop, folk music, and classical repertoire music. Students are expected to rehearse in an after-school ensemble and perform quarterly.

Vocal Ensemble/Show Choir

Grades: 10-12
Length: : 1 Year

Credit: 1.0

Pre-requisite: Audition required

This course is designed for students who wish to improve their vocal abilities within the framework of a small ensemble. Students will study proper sound production, how to achieve accuracy in pitch and rhythm, breathing techniques and vocal diction. Attention will be given to solo performance as well as ensemble work and will include performance analysis and evaluation. Throughout the course, students will select their own music, make performance decisions, and present music individually in quarterly recitals. The Show Choir will perform in a number of recitals, both on campus, and at other venues.

ART

ART 9 – 2D Drawing, Painting and related Media

Grade: 9
Length: 1 Year
Prerequisite: None

Credit: 1.0

In this art class, students will be instructed in various drawing and painting methods and media. The course will include an introduction of elements and principles of design and color theory. In the first semester, students will focus on observational drawing of still life, natural and man-made forms, landscape and seascape and human forms. They will receive in-depth instructions on how to capture the use of light and shadow, the illusion of depth, figurative and facial proportion, positive and negative space, design and drawing using the right side of the brain.

In the second semester, students will focus on 2D painting and related media (collage, computer generated art, printmaking). Students will produce different paintings or mixed media projects individually or collaboratively while making extensive research of various art movements. The completion of an art journal is an integral part of the course. Students will learn how to speak and write about art and complete a self-assessment. A large scale art show will be set up by students as part of this class. Students will go on one field trip per semester to the art museums, local galleries or places of interest which are relevant to the unit study.

ART 10 – Ceramics and Three Dimensional Design

Grade: 10
Length: 1 Year
Prerequisite: None

Credit: 1.0

In this art class, students will be instructed in creating various 3D designs. The course will include an introduction of elements and principles of design and various ways and techniques of creating three dimensional pieces. In the first semester, students will focus on ceramics, clay and plaster. Introduction to hand building, coil building, mould making, casting and wheel throwing techniques. Students will learn the properties and limitations of clay, glazes and firing processes in order to produce effective and interesting ceramic pieces. In this class, students can expect to do mostly hands-on activities revolving around some historical & cultural themes. Their major project will be an "installation" by producing copies of their original masterpiece using casts and moulds. In the second semester, students will be introduced with different media other than clay and plaster, such as wire sculpture, styrofoam, wood, metal, paper and composite material. Students will create assemblage, wire and metal sculptures, carving, 3D architectural models, figure sculptures and combination of different media to create more complex forms. The art journal is an integral part of the course and all students are required to work on this inside and outside of the classroom. Personal self-assessment is an important aspect of improving 3D design. Students will participate in a large scale art show, go on one field trip to the art museum, local galleries and other places which are relevant to the unit study.

Advanced Art (2D and 3D design)

Grade: 11-12

Length: 1Year

Prerequisite: Art 9 or Art 10

Credit: 1.0

In this advanced designart class, students are expected to respond on given design problems using their specialized media. Students will learn how to document, explore and respond creatively to a given themerevolving around some historical, cultural and contemporary issues. In the first semester, students will review the elements and the principles of design and composition. Units of study will focus on challenging students to explore various themes and design questions. Each unit will center on design strategies and design manipulations. In the second semester, students will produce a “concentration portfolio” of their selected theme. All students are required to work consistently withtheir research workbook (RWB) in order to document the process of design. All students will participate in an art show; go to the art museum, local galleries and interview or collaborate with different local artists.

Portfolio – AP 2D Design (Visual Arts)

Grade: 11-12

Length: 1 Year

Credit: 1.0

Prerequisite: 2 years of art study, portfolio and teacher recommendation

Supplies: A variety of Art supplies must be purchased and kept at home. If the portfolio will be submitted to the college course, student will bear the cost of slide production and other AP costs.

This is an advanced art class that students can take to build an Advanced Placement 2D Design Art Portfolio. It is not required to take the AP exam at the end of the year, but students will be graded on the same standard as the Advanced Placement standards and encouraged to take the exam. Emphasis in this course is on the completion of original projects and the creative process.

The students will complete a concentration of work (12 pieces) that is based on a theme of their choice. They will have “Breadth” assignments (12 pieces) that are skill based and these are expected to show a variety of techniques, art concepts, higher level skills, and themes. Beside their concentration and breadth works, each candidate will submit 5 quality pieces. The course will include rigorous evaluation of the elements and principles of design and color theory, and concepts. The research workbook is an integral part of the course. A completion of 100 page hardbound book,(50 pages persemester) is due at the end of each semester. Students will put together a quarterly art shows in the school corridors that possess a high degree of originality and independent ideas. Each student should be able to commit an ample time each week outside of class to work on the required number of pieces. The AP College Board recommends a ratio of 1:1 which means an hour of teaching class and an hour outside the teaching class.

Portfolio – AP 2D Design (Digital Photography)

Grade: 11-12
Length: 1 Year

Credit: 1.0

Prerequisite: Digital Photography and Advance Digital Photography

Supplies: DSLR Camera (or any digital camera that could adjust manually the exposure, aperture size and focal length of the camera), and a good computer with Adobe Photoshop at home. It is an advantage for the candidate to have different types of lenses like Macro lenses, zoom lenses and fish eye lenses. If the portfolio will be submitted to the College Board, student will bear the cost the AP registration cost. There are times where students are required to print their digital shots. Students will bear the cost of printing.

This class is designed for those students who want to pursue photography in a very different level. This is an advanced class that challenges and prepares students who want to pursue college courses related to photography such as: commercial design, publishing, advertising etc. It is not required to take the AP exam at the end of the year, but students will be graded on the same standard as the Advanced Placement standards and encouraged to take the AP exam. Emphasis in this course is to complete 3 different portfolios: breadth, concentration and quality. The students will submit 12 concentration works that is based on a theme of their choice. They will have 12 "Breadth" assignments that are skill based and these are expected to show a variety of techniques, photographic concepts, use of lightings, high-level of photographic skills, composition and photographic manipulation. The course will include rigorous evaluation of the elements and principles of design and color theory, and concepts. Beside the portfolio, students will document their work inside their art journal. A completion of 100 page hardbound book, (50 pages per semester) is due at the end of each semester. Students will put together a quarterly art shows in the school corridors that possess a high degree of originality and independent ideas. Each student should be able to commit an ample time each week outside of class to work on the required number of pieces. The AP College Board recommends a ratio of 1:1 which means an hour of teaching class and an hour outside the teaching class.

Portfolio – AP 3D Design

Grade: 11-12
Length: 1 Year

Credit: 1.0

Prerequisite: Advance Art or Art 10 based on teacher's recommendation

Supplies: A variety of Art supplies must be purchased and kept at home. If the portfolio will be submitted to the college course, student will bear the cost of slide production and other AP costs.

This is an advanced art class that students can take to build an Advanced Placement 3D Art Portfolio. It is not required to take the AP exam at the end of the year, but students will be graded on the same standard as the Advanced Placement standards and encouraged to take the exam. Emphasis in this course is on the completion of original projects and the creative process. The students will complete a concentration of work (6 pieces) that is based on a theme of their choice. They will have "Breadth" assignments (8 pieces) that are skill based and these are expected to show a variety of techniques, art concepts, higher level skills, and themes. Beside their concentration and breadth works, each candidate will submit 5 quality pieces. The course will include rigorous evaluation of the elements and principles of design and color theory, and concepts. The research workbook is an integral part of the course. A completion of 100 page hardbound book, (50 pages per semester) is due at the end of each semester. Students will put together a quarterly art shows in the school corridors that possess a high degree of originality and independent ideas. Each student should be able to commit an ample time each week outside of class to work on the required number of pieces. The AP College Board recommends a ratio of 1:1 which means an hour of teaching class and an hour outside the teaching class

INFORMATION COMPUTER TECHNOLOGY

Information Computer Technology 9 and 10.

Grade: 9 and 10

Length: 1 semester each year

Credit: 0.5

As they work through a variety of projects, students will be provided with an overview of the many different ways in which technology helps us communicate ideas. Over the two semesters in Grades 9 & 10, students will become increasingly more confident and sophisticated in their use of electronic collaborative tools, multimedia tools and Internet search and research tools. Through the use of these various tools, each student will be provided with a broad base of experiences that can be utilized in other classes and in real life situations.

In addition, as students examine these tools they will also examine technology related issues. They will be required to take part in an online asynchronous class discussion dealing with technology, society and ethics.

Computer Science 10

Grade: 10

Length: 1 Semester

Credit: 0.5

This course will appeal to students interested in studying computer science, including programming. Students will learn to create simple solutions to the classic problems. No previous programming experience is required or assumed. The ability to use logic and problem solving similar to that used in Mathematics will be useful to computer science 10 students. Although the course will focus on the Java programming language, what is learned will be applicable to other programming languages as well.

Multimedia Tools

Grade: 10- 12

Length: 1 Semester

Credit: 0.5

The rapid changes taking place in the field of Technology permits the informed user to easily combine text, graphics, sound, 3D animation and video media.

In this class, students will choose from a variety of options to create their own projects. Students will combine graphics, sound, images and incorporate these into presentations. Multimedia Tools is designed to meet the individual interests of students and is a project-based course which will enable students to explore a variety of different multimedia tools.

Digital Photography

Grade: 11/12

Length: 1 Semester (Semester 1)

Credit: 0.5

Prerequisite: None

Supplies: Digital camera 5 mega pixels or above, down loading cords and storage supplies, 1GB memory stick, and package of photo quality glossy paper.

This course provides basic instruction in the use and function of a digital camera; how to take good photographs; and how to evaluate composition, contrast, lighting and subject matter. Students study the basics of camera functions, the effective presentation of prints, power point slide shows and collages. In this class students are required to shoot outside of class time, learn to use Adobe Photoshop and have their own digital camera 5 mega pixels or above. Students will assess their work and participate in a photographic show and make field trips to local areas for photographic exploration.

Advanced Digital Photography

Grade: 11-12

Length: 1 Semester (Semester 2)

Credit: 0.5

Prerequisite: Digital Photography 1

Supplies: Digital camera 5 mega pixels or above, down loading cords and storage supplies, 1GB memory stick, black portfolio with clear sleeves for storage of photographs and several packages of photo quality glossy paper

This class is a continuation of Digital Photography 1. The Photo projects are based on student generated series and themes. The projects and sketchbook entries will be planned and discussed with the Photo teacher at the beginning of the semester and the class is based on portfolio building and advanced use of Photoshop. Also included are how digital photographs are used in other disciplines such as journalism, graphic design, commercial design and computer generated design.

Yearbook Design

Grade: 9-12

Length: 1 Year

Credit: 0.5

Prerequisite: None

Supplies: Digital camera 5 mega pixels or above, down loading cords and storage supplies.

This class will produce the school's yearbook. In this class, students will learn the different principles and elements of design and composition and color theory. They will receive basic instruction in the use and function of a digital camera, how to take good photographs and how to evaluate composition, contrast, lighting and subject matter. In this class students will learn how to use digital manipulation software like Adobe Photoshop.

VIETNAMESE STUDIES

Vietnamese Studies

Grades 10, 11, and 12

(Required of all Vietnamese citizens)

Vietnamese and World Literature (3 or 4 periods per week)

Vietnamese and World History (1 or 2 periods per week)

Vietnamese and World Geography (1 or 2 periods per week)

These Saturday courses are required by the Vietnam Ministry of Education (MOET) of all Vietnamese nationals. They are based on the regular curriculum of the National Education System. The tests are prepared and administered by the teachers, however, students are not required to take the national examination for each course, nor do they take the graduation exam. Students must receive a grade of pass, though, in order to graduate from SSIS. These courses will be listed on the transcript, but they do not count toward SSIS graduation credits.