



**2016-2017**

**YANGON INTERNATIONAL SCHOOL**

**MIDDLE SCHOOL**

**COURSE DESCRIPTIONS**

**GRADES 6-8**

## **Mission Statement**

*Yangon International School,  
a private Pre-K-12 college preparatory school,  
seeks to foster the development of the whole child,  
who is a participating global citizen and lifelong learner.  
One who is academically well prepared,  
socially responsible, culturally sensitive,  
and personally fulfilled.*

***Dear YIS Secondary School Students and Parents:***

*Yangon International School offers a wide variety of courses based on American curriculum models, with our educational/instructional materials sourced from the United States and internationally.*

*The high school course of study options reflect a college preparatory school environment, with Advanced Placement (AP) courses as a cornerstone of our program—in a variety of upper level subjects.*

*Yangon International School has a well-qualified faculty with staff from the United States, Canada, and other western countries, in addition to host-country nationals teaching in the Myanmar Studies program. Our school's low student to teacher ratio ensures great relationship building with kids and faculty, promoting a wonderful school atmosphere.*

*Thank you for taking the time to review our YIS course catalog, and please feel free to discuss this information with our staff, at your convenience.*

*Sincerely,*



*Jeff Johanson  
Secondary School Principal  
Yangon International School*

## **Schoolwide Learning Results**

When students leave Yangon International School, we expect them to be prepared for their next educational experience by being:

### **~ Academically well prepared**

*Students should:*

- Reach their potential in all curricular areas.
- Be effective problem solvers, and critically analyze information.
- Be effective communicators.
- Demonstrate inquisitiveness and curiosity.
- Be responsible, independent learners and thinkers.

### **~ Socially responsible**

*Students should:*

- Demonstrate honesty and integrity.
- Demonstrate social and environmental responsibility.
- Work cooperatively and collaboratively with each other as a team.
- Develop habits of punctuality, accountability, and responsibility

**~ Culturally sensitive**

*Students should:*

- Understand and respect cultural and individual differences.
- Develop a global perspective.

**~ Personally fulfilled**

*Students should:*

- Be self-confident, open-minded, and adaptable.
- Develop healthy habits and lifestyle.
- Work toward their development of talents and interests.
- Value effort as a means to accomplish goals.
- Gain a better understanding of self.
- Display attributes of a life-long learner



**Special Areas 6 - 8**

Art Jason Arsenault, Danette Ulrich

Music and Katherine Lewiston, Stefanie Britton  
Performing Arts

Myanmar Studies Mya Thida  
Phyu Thi

Physical Education Britney Albert, Jonnie Paton

Technology Jonathan Gomez

Library Haley Kemper

ESL Teacher Daniel Prost

## **Student Courses Grades 6-8**

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A **sixth grader** would normally have the following courses:

- Language Arts
- Mathematics
- Social Studies
- Science
- Physical Education
- Information Technology
- Art
- Performing Arts
- Myanmar Studies

A **seventh grader** would normally have the following courses:

- Language Arts
- Mathematics
- Social Studies
- Science
- Physical Education
- Information Technology
- Art
- Performing Arts
- Myanmar Studies

An **eighth grader** would normally have the following courses:

- Language Arts
- Mathematics / Algebra
- Social Studies
- Science
- Physical Education
- Information Technology
- Art
- Performing Arts
- Myanmar Studies

## GRADE 6

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### COURSE: LANGUAGE ARTS 6

Objective: To provide all students the ability to grow as readers, speakers, writers, and thinkers while being prepared for high school, college, and beyond. These classes will focus on the mechanics of writing, best practice reading strategies, the ability to make connections between texts and the reader, other texts, and the world, and to understand how history and geography have an effect on the world today.

Reading Focus: Throughout the year students will be reading at level texts in order to show quantifiable growth as a reader. This will be done using small groups; teacher led all class reads, and independent reading which will be done daily.

Writing Focus: All students will be able to complete a 5-paragraph thesis driven text using appropriate conventions to convey meaning.

Thinking focus: To become 21st Century Thinkers, students will make connections between texts and the world around them in order to understand broader concepts and to see how the world is tied together as a global community.

Speaking focus: As future leaders of the community students will be provided the opportunity to publicly speak in order to convey meaning using author's purpose.

## COURSE: MATHEMATICS 6

Textbook: *Holt McDougal Mathematics: Grade 6, 2012.*

In Grade 6 math, students will master concepts introduced in elementary grades such as decimals, fractions, data interpretation, geometric and measurement tools, and equations. Students will also have new concepts introduced to them that will aid and deepen their overall mathematical understanding. Students will be acquiring some of the skills they will need to succeed in later mathematical fields such as algebra and geometry. Students will be regularly applying *Guided Problem Solving* strategies on their daily and weekly assignments such as: drawing pictures, identifying patterns, acting a situation out, making tables and equations and working backwards. Along with problem solving, this course incorporates reasoning, communication of mathematical ideas and thinking, connection to other concepts in the field of mathematics and in other curricular areas, and representing practical everyday situations through the use of real life, weekly exercises and specific projects.

Resources Used: Math-kit equipment and consumables, videos, internet, and games

## COURSE: SOCIAL STUDIES 6

Social Studies, as defined by the National Council for Social Studies is the "integrated study of the social sciences and humanities to promote civic competence." In this class you will study the world around you with a focus on social, political, economic, religious, geographic, cultural, and historical perspectives in Africa and Southwest Asia. You will learn the basics of research, utilizing non-fiction texts, and how to state a claim and support it. This is a standards based class that will help to prepare you for high school social studies classes and beyond.

## COURSE: SCIENCE 6

### Textbooks:

- *Matter and Energy* Science Fusion Series, Holt McDougal, (2012).
- *Space Science* Science Fusion Series, Holt McDougal, (2012).
- *Ecology and the Environment* Science Fusion Series Holt McDougal,(2012).

The middle school science curriculum is designed to continue student inquiry and deepen student understanding of the general sciences. The grade 6 curriculum explores aspects of experiments and variables, as well as life, physical, and earth sciences. The integrating strands (science as inquiry and history and the nature of science) are taught in context with the relevant conceptual standards.

The conceptual standards are: populations and ecosystems, Earth in the solar system, properties and changes of properties in matter. Throughout the course, students address the essential question of how people use scientific inquiry to understand the living world.

Resources Used: Laboratory equipment and consumables,  
Internet

## COURSE: PHYSICAL EDUCATION 6

Physical Education is an essential part of the total educational program. Our course will contribute to the total development of every student through the natural medium of physical activity, which will recognize the physical, mental, emotional, and social characteristics of each student. The physical education program will provide a variety of experiences to help all students develop the skills, knowledge, and attitudes necessary to maintain a lifelong healthy and active lifestyle!

## COURSE: MIDDLE SCHOOL INFORMATION TECHNOLOGY (6<sup>TH</sup>, 7<sup>TH</sup>, 8<sup>TH</sup>)

The objective of the Middle School Information Technology courses is to establish a foundational understanding of technology and the role it plays in our lives. The grades 6<sup>th</sup> – 8<sup>th</sup> technology curriculum has been designed to promote and encourage technological literacy. Each year of the program is a stepping-stone for the next, and will review and build upon the foundation of knowledge developed in previous years until a mastery level has been achieved. YIS is committed to implementing school-wide technology integration to enhance learning in all content areas. Also, each student will create a digital portfolio beginning in 6<sup>th</sup> grade where they will store and manage all of their IT projects while at YIS.

### *Major Areas of Study:*

- Basic Operations
- Word Processing
- Spreadsheet (tables charts, and graphs)
- Multimedia and Presentation Tools
- Acceptable Use, Copyright, and Plagiarism
- Research (gathering and using information)
- Communication and Collaboration

## COURSE: ART 6

In middle school students will further develop their knowledge of the elements of art. They will learn to appreciate how the principles of design can be manipulated to impact a composition. The art curriculum is also designed to help developing more creative thinking and encourage creative risk taking.

The main goals are:

- expressive experimentation with a variety of media, techniques, and processes,
- knowledge and use of appropriate art vocabulary,
- continued practice of the skills of craftsmanship, and
- safe and responsible use of materials and tools.

Also, students will continue to be exposed to the works of the old masters and contemporary artists and, work in groups and individually to learn how to look at and respond to art in an increasingly sophisticated manner.

**Note:** Students are required to have a sketchbook to generate ideas, practice drawing, and explore personal expression.

## COURSE: PERFORMING ARTS 6

### *The Creative Process*

How do artists and musicians create? What tools are in the musician's arsenal that allow them to build music?

These are questions that we will attempt to answer throughout this year as we explore the relationship between process and product, artist and audience. We will read, write, analyze and perform music throughout the year, with two concerts at the end of each semester. Expectations for you, the students, are: that you will develop skills and processes that empower you to make strong musical decisions during rehearsal and performance; that you think about and learn the value of advance preparation and rehearsal; and that you reflect upon and understand *empathetically the importance of timeliness, reliability, and consistency in rehearsal and in life in general.*

## COURSE: MYANMAR STUDIES (6-8)

Textbooks: Based on *Government Myanmar Text Books*  
*Myanmar Culture Books* (MS level)  
*Myanmar Geography Books* (MS level)  
*Myanmar History Books* (MS level)  
*Knowledge Books*  
*Novels*  
*Journals*

### Philosophy of Language and Culture

The goal of Myanmar Studies program is for students to learn how to communicate effectively and to develop an understanding of the Myanmar culture and heritage. An emphasis is placed on reading, writing, listening, and speaking for a variety of purposes and situations.

### MS Myanmar Studies

Students in grades 6-8 are presented with complex reading passages that expand their knowledge of vocabulary, grammar, Myanmar geography, history and culture, including: festivals, heroes, and showing respect towards elders. Myanmar font and typing skills and Myanmar Dictionary skills are the parts of classroom functions.

### Curriculum preparation

Writing the alphabet and vowels	The 12 months festival
Poems	Slang
Field trip	Myanmar history
Myanmar geography	Games
Myanmar customs	Etiquette
The important of color in representing Myanmar Culture	

## COURSE: MYANMAR TRADITIONAL MUSIC AND DANCE

Instruments: See & Warr, Myanmar harp, bamboo xylophone, CD & Tape player and other requirements

### Philosophy of Culture and Language

The purpose of teaching Myanmar music and dance is to understand the basic concepts of Myanmar culture, to love Myanmar traditions and customs and to keep the essence and beauty of Myanmar. We will start from basic theory and practice. Myanmar traditions include singing, dancing and playing the instruments.

In Grade 6 to Grade 10 we do traditional songs with the play (see and warr), Myanmar harp, bamboo xylophone, piano and traditional dance, opera and Myanmar festival dance.. The students will be tested to see how much they have achieved. Students will receive an explanation on the Myanmar day homage paying ceremony, special activities and performances. Each student will understand the traditional music and culture of their country. Then, they can share this with the world. They will understand the importance of the musical dances and instruments.

### Curriculum preparation

- |                              |  |
|------------------------------|--|
| *Writing alphabet and vowels | *Coloring                                |
| *The 12 months festival      | *Myanmar customs                         |
| *Poems                       | *Myanmar riddles                         |
| *Songs                       | *Slang                                   |
| *Dance                       | *Field trips                             |
| *Games                       | *Body actions                            |
| *Myanmar traditional foods   | *Matching words                          |
| *Myanmar cultures            | *Buddhist prayers                        |
| *Stories                     | *How to use Myanmar - English Dictionary |

**COURSE: ENGLISH AS A SECOND LANGUAGE  
(ESL) 6**

ESL support will be provided in Secondary this year in small groups and individually both inside and outside of the English/ Language Arts classroom, depending on the needs of the student. The ESL teacher will work closely with the English and core area teachers to provide supplementary materials to enhance learning and comprehension of the coursework.

Students will be expected to work hard in class as well as outside of the classroom. Communication with the ESL teacher is important to success.

## GRADE 7

### COURSE: LANGUAGE ARTS 7

Students enrolled in Grade 7 Language Arts (LA) will study the skills and concepts needed to be effective readers, writers, and speakers. As such, the Grade 7 LA curriculum deals with both language and literature and aims to develop students' skills in the areas of reading, writing, viewing, listening and speaking. Students will explore a range of literary elements and analyze their application in various genres of literature. Students will also examine various aspects of the writing process, including grammar and the correct use of conventions, to further develop their communication skills. They will also study a number of metacognitive strategies in order to become more strategic thinkers by better understanding the ways in which they are processing information. Technology will be incorporated into coursework where appropriate.

#### OBJECTIVES

At the end of the course, students should be able to:

- Understand and comment on the language, content, structure, meaning and significance of both familiar and previously unseen pieces of writing
- Demonstrate a critical awareness of a range of written and visual texts
- Use language to narrate, describe, analyze, explain, argue, persuade, inform, entertain and express feelings
- Compare texts and connect themes to show similarities or differences across genres including short stories, novels, poetry, nonfiction, drama and other forms of visual media
- Express an informed personal response to literary and non-literary texts and demonstrate the ability to approach works independently
- Understand connotations within a language in order to interpret the author's or speaker's intentions
- Express ideas with clarity and coherence in both oral and written communication
- Structure ideas and arguments, both orally and in writing, in a sustained and logical way, and support them with relevant examples
- Distinguish the main ideas in a text from the secondary ideas
- Use and understand an appropriate and varied range of vocabulary and idiom
- Use correct grammar with appropriate and varied sentence structure
- Show awareness of the need for an effective choice of register suited to the audience in both oral and written communication.

## COURSE: MATHEMATICS 7

Textbook: *Mathematics, Grade 7(2012)* , Holt McDougal

Math 7 is designed to help students become more confident, fluent, and capable in numerical calculations, theoretical ideas, representations of real numbers, measurement, geometry, and descriptive statistics. Students will also learn to manipulate equations using inverse operations, properties of equality, and the distributive property to isolate the variable. A variety of problem-solving techniques will be used throughout the course.

Units of study include:

- algebraic reasoning
- integers and rational numbers
- applying rational numbers (decimals and fractions)
- proportional relationships
- percents
- collecting, displaying, and analyzing data
- geometric figures
- measurement and geometry
- probability
- multi-step equations and inequalities

This course also marks a dividing point for students in their mathematical careers. Those students who have developed proficiency in math skills, problem solving skills, and abstract reasoning will progress to Algebra 1 in eighth grade while students who require further development of these skills will have an additional year of pre-algebra before studying algebra in ninth grade.

## COURSE: SOCIAL STUDIES 7 (*Western World*)

Social Studies, as defined by the National Council for Social Studies is the "integrated study of the social sciences and humanities to promote civic competence." In this class you will study the world around you with a focus on social, political, economic, religious, geographic, cultural, and historical perspectives in the Western World. You will learn the basics of research, utilizing non-fiction texts, and how to state a claim and support it. This is a standards based class that will help to prepare you for high school social studies classes and beyond.

## COURSE: SCIENCE 7

Textbook: *Science Fusion: Human Body, Dynamic Earth, and Motion, Forces, and Energy (3)*. Holt McDougal, 2012.

The middle school science curriculum is designed to continue student inquiry and extend student understanding of the general sciences.

The Grade 7 curriculum explores topics in the biological, physical and earth sciences. The conceptual standards include: structure and function in living systems, health, heredity, motion and forces and the structure of the earth. These concepts are integrated using the strands: science as inquiry, history of science and the nature of science. Throughout the course, students will address the essential question of how people use scientific inquiry to understand the living and physical world around them.

## COURSE: PHYSICAL EDUCATION 7

Physical Education is an essential part of the total education program. Our course will contribute to the total development of every student through the natural medium of physical activity, which will recognize the physical, mental, emotional, and social characteristics of each student. The Physical Education program will provide a variety of experiences to help all students develop the skills, knowledge, and attitudes necessary to maintain a lifelong healthy and active lifestyle.

## COURSE: MIDDLE SCHOOL INFORMATION TECHNOLOGY (6<sup>TH</sup>, 7<sup>TH</sup>, 8<sup>TH</sup>)

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### *Major Areas of Study:*

- Basic Operations
- Word Processing
- Spreadsheet (tables charts, and graphs)
- Multimedia and Presentation Tools
- Acceptable Use, Copyright, and Plagiarism
- Research (gathering and using information)
- Communication and Collaboration

## COURSE: ART 7

In the middle school art classes, students are challenged to bring creativity and discipline to the exploration of the visual arts. Units of study involve perception and the process of creating and reflecting. Art students also cultivate global awareness and an appreciation of cultural heritage through the study of contemporary art and art in history. The goal is to provide students with the tools they need to create personal works of high quality while gaining a deeper understanding of the universal language of Art.

**Note:** Students are required to have a sketchbook to generate ideas, practice drawing, and explore personal expression.

## COURSE: PERFORMING ARTS 7

### ***Music and Media***

How does music influence the way we interpret popular media? What role does music play in our understanding of historical and current events?

These are some questions will attempt to answer as we explore the relationship between music and culture in current and historical events. We will read, write, analyze and perform music throughout the year, with two concerts at the end of each semester. The expectations for you, the students, are: that you will develop skills and processes that empower you to make strong musical decisions during rehearsal and performance; that you think about and learn the value of advance preparation and rehearsal; and that you reflect upon and understand *empathetically the importance of timeliness, reliability, and consistency in rehearsal and in life in general.*

## COURSE: MYANMAR STUDIES

Textbooks: *Government Myanmar Text Book (KG to Grade 10)*  
*Myanmar Culture Books*  
*Myanmar History Books*  
*Customary law of Myanmar Books*

Myanmar studies is a course to help students understand the culture, language and traditions of Myanmar. Students practice writing, reading and speaking skillfully.

In Grade 5 to Grade 8 students will understand the reading passage and using more vocabulary, grammar, and knowledge about Myanmar History and Culture and the festival in Myanmar.

In Grade 9 to Grade 10 students will study about Myanmar history, culture traditions and customs.

### Philosophy of Culture and Language

In Myanmar Studies the students learn about their cultural heritage and reading, writing, speaking and listening. The students will demonstrate skills on effort and showing respect toward adults.

Students will work on playing collaboratively. Students take responsibility for their own actions. Students will show interest and enjoyment in reading. They will demonstrate and understand what has been read. Students will listen attentively and follow directions. Students will participate appropriately in discussions.

## COURSE: MYANMAR TRADITIONAL MUSIC AND DANCE

Instruments: See & Warr, Myanmar harp, bamboo xylophone, CD & Tape player and other requirements

### Philosophy of Culture and Language

The purpose of teaching Myanmar music and dance is to understand the basic concepts of Myanmar culture, to love Myanmar traditions and customs and to keep the essence and beauty of Myanmar. We will start from basic theory and practice. Myanmar traditions include singing, dancing and playing the instruments.

In Grade 6 to Grade 10 we do traditional songs with the play (see and warr), Myanmar harp, bamboo xylophone, piano and traditional dance, opera and Myanmar festival dance.. The students will be tested to see how much they have achieved. Students will receive an explanation on the Myanmar day homage paying ceremony, special activities and performances. Each student will understand the traditional music and culture of their country. Then, they can share this with the world. They will understand the importance of the musical dances and instruments.

### Curriculum preparation

- |                              |  |
|------------------------------|--|
| *Writing alphabet and vowels | *Coloring                                |
| *The 12 months festival      | *Myanmar customs                         |
| *Poems                       | *Myanmar riddles                         |
| *Songs                       | *Slang                                   |
| *Dance                       | *Field trips                             |
| *Games                       | *Body actions                            |
| *Myanmar traditional foods   | *Matching words                          |
| *Myanmar cultures            | *Buddhist prayers                        |
| *Stories                     | *How to use Myanmar - English Dictionary |

**COURSE: ENGLISH AS A SECOND LANGUAGE  
(ESL) 7**

ESL support will be provided in Secondary this year in small groups and individually both inside and outside of the English/Language Arts classroom, depending on the needs of the student. The ESL teacher will work closely with the English and core area teachers to provide supplementary materials to enhance learning and comprehension of the coursework.

Students will be expected to work hard in class as well as outside of the classroom. Communication with the ESL teacher is important to success.

## GRADE 8

### COURSE: LANGUAGE ARTS 8

#### Textbooks:

- *Glencoe Literature, Course 3* (2009)
- *Write Source, Level 8* (2005)
- *Grammar for Middle School: A Sentence Composing Approach* (2006)

Language Arts 8 focuses on increasing the learner's proficiency in the areas of reading, writing, speaking, and listening. To accomplish this goal, students will focus on reading and responding to a variety of texts in diverse genres through whole class texts, literary circles (small groups), or self-selected texts. Students will also be engaged in the writing process as they write in various structures including narrative, expository, descriptive, and persuasive. In these formats, students will develop critical thinking skills and research skills. In addition, students' skills will be enhanced through a variety of activities with vocabulary, grammar, usage, and mechanics.

Students will have exposure to some of the following texts:

- The Pearl by John Steinbeck
- Of Mice and Men by John Steinbeck
- The Outsiders by S. E. Hinton
- Zlata's Diary by Zlata Filipovic
- Short Stories
- Poetry
- Other Nonfiction

## COURSE: MATHEMATICS 8

Textbook: *Mathematics, Grade 8* Holt McDougal, (2010)

In this year's Math 8 course, students will be exposed to a variety of algebraic and geometric topics in order to successfully prepare them for subsequent mathematics courses dealing with more complex themes and operations. Students will learn about rational numbers, graphs and functions of graphs, exponents and roots, and ratios. Additionally, much of the course will focus on geometric analysis including angles, patterns, and volume measurements.

We are fortunate to have a brand new mathematics curriculum which includes a text book that aligns its content with the current Grade 8 math standards. The text book also includes a variety of engaging and worthy components including real-world applications, problem solving and critical thinking assignments, and in-text assessments to ensure that students are competent to move onto each subsequent chapter throughout the year.

## COURSE: ALGEBRA I (GRADE 8)

Textbook : Holt McDougal, *Algebra 1*(2012)

Students will further their study of math by examining the relationships among numbers and using symbols to represent numbers and ideas. To do so, students will solve equations and inequalities using many methods: trial-and-error, algebraic manipulation, tables, graphs, and technology (computers and calculators). Students will learn many new concepts with a focus on linear equations, quadratic equations, polynomials, systems of linear equations, exponential equations, and data analysis and probability. Concept development will be enhanced through the use of many “real-world” examples so that students can see how the concepts apply to jobs, science, and other academic subjects.

Units of study include:

- equations
- inequalities
- functions
- linear functions
- systems of equations and inequalities
- exponents and polynomials
- factoring polynomials
- quadratic functions and equations
- exponential functions
- data analysis and probability

## COURSE: SOCIAL STUDIES 8 (*Global Geography*)

WHAT is WHERE, WHY THERE, and WHY CARE?

WHAT is WHERE? An important, but often overvalued, part of geography. Map skills and the ability to be able to identify locations on a map, will be learned to help support the more important reasons for studying geography.

WHY THERE? More important than knowing the where of geography, is the why there? If students can identify China on a world map, that is good. If students can identify that China is the most populous country in the world and is home to 1/5 of humanity; that is better. Better yet though, is a student who can identify demographic trends and can explain the distribution of the over 7 billion people that live on our planet and why the wealthiest fifth of humanity control 46% of the world's income while approximately half of the world's population live in poverty (less than \$2 a day).

WHY CARE? Students should learn the critical thinking skills that are necessary to care about the world around them, and in turn, help make the world a better place.

*We will focus on the 5 Themes of Geography:*

- LOCATION – Where is it?
- PLACE – What is it like?
- REGION – How are places similar or different?
- MOVEMENT – How do people, goods, and ideas move from one location to another?
- HUMAN INTERACTION – How do people relate to the physical world and their culture?

Assessments will come in the form of daily work, quizzes, projects, unit exams and final exam.

## COURSE: SCIENCE 8

Textbook: The Science Explorer series (2009) and Science Fusion series (2012)- From Bacteria to Plants, Cells and Heredity, Earth's Changing Surface, Sound and Light and Electricity and Magnetism.

Grade 8 Science is part of the Middle School Science program here at YIS. Each year in Grades 6, 7 and 8, students will study units in Life Science, Chemistry, Physics and Earth Science to provide a foundation for their future Science classes in Grades 9 – 12.

The goal of this course is to help students understand the basic science concepts to enable them to explain WHY and HOW things happen in the world around them .

The Major Units studied in Grade 8 Science are: Viruses and Bacteria, Cells, Cell Division and DNA, Inheritance, Waves, Sound and Light, Magnetism, Electric Charges and Current and Earth's Changing Surface

This course is divided into 10 units of approximately 3 weeks each. Each unit will consist of daily reading assignments from the textbook, labs, activities, classwork assignments, a group project, short quizzes and a unit test. At the start of each unit, students will be provided with a schedule, showing reading assignments, the topics to be discussed in class, labs, classwork assignments, quiz and test days. An outline is provided at the start of each unit which includes the vocabulary, discussion topics and a summary of the main ideas for the unit. Students are expected to work cooperatively with a partner or group during a number of class activities, including classwork, projects and Labs.

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- Communication and Collaboration

## COURSE: PHYSICAL EDUCATION

Physical Education (PE) is a course that prepares students physically, mentally and socially. This course focuses on teaching student about having a healthy lifestyle which includes physical activity. It will also introduce the student to a variety of competitive and cooperative sports, teach student how to perform with good sportsmanship and how to positive handle conflict.

- Use a variety of basic and advanced movement forms.
- Uses movement concepts and principles in the development of motor skills
- Understands the benefits and costs associated with participation in physical activity.
- Understands how to monitor and maintain a health-enhancing level of physical Activ
- Understands the social and personal responsibility associated with participation in physical activity.
- Understand the importance of water safety, and being a responsible Swimmer.

Resources Used: Sports Equipment.

## COURSE: ART 8

In 8th grade Art, students will bring creativity and discipline to the exploration of the Visual Arts. The areas of study will utilize the processes of creating art and reflecting on works of art and their own art. Students will use sketchbooks for drawing practice, personal expression, and as a tool for generating and working through ideas.

We will study the work of artists from a variety of time periods and cultures to gain an understanding of historic context and inquire how the work relates to contemporary works of art.

## COURSE: PERFORMING ARTS 8

### ***The Science of Sound***

How is sound created? How can manipulate sound to create music? What qualifies as music?

These are questions we will attempt to answer throughout the year as we explore how music and science interact. We will read, write, analyze and perform music throughout the year, with two concerts at the end of each semester. The expectations for you, the students, are: that you will develop skills and processes that empower you to make strong musical decisions during rehearsal and performance; that you think about and learn the value of advance preparation and rehearsal; and that you reflect upon and understand *empathetically the importance of timeliness, reliability, and consistency in rehearsal and in life in general.*

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### Philosophy of Culture and Language

The purpose of teaching Myanmar music and dance is to understand the basic concepts of Myanmar culture, to love Myanmar traditions and customs and to keep the essence and beauty of Myanmar. We will start from basic theory and practice. Myanmar traditions include singing, dancing and playing the instruments.

In Grade 6 to Grade 10 we do traditional songs with the play (see and warr), Myanmar harp, bamboo xylophone, piano and traditional dance, opera and Myanmar festival dance.. The students will be tested to see how much they have achieved. Students will receive an explanation on the Myanmar day homage paying ceremony, special activities and performances. Each student will understand the traditional music and culture of their country. Then, they can share this with the world. They will understand the importance of the musical dances and instruments.

### Curriculum preparation

- |                              |  |
|------------------------------|--|
| *Writing alphabet and vowels | *Coloring                                |
| *The 12 months festival      | *Myanmar customs                         |
| *Poems                       | *Myanmar riddles                         |
| *Songs                       | *Slang                                   |
| *Dance                       | *Field trips                             |
| *Games                       | *Body actions                            |
| *Myanmar traditional foods   | *Matching words                          |
| *Myanmar cultures            | *Buddhist prayers                        |
| *Stories                     | *How to use Myanmar - English Dictionary |

**COURSE: ENGLISH AS A SECOND LANGUAGE  
(ESL) 8**

ESL support will be provided in Secondary this year in small groups and individually both inside and outside of the English/Language Arts classroom, depending on the needs of the student. The ESL teacher will work closely with the English and core area teachers to provide supplementary materials to enhance learning and comprehension of the coursework.

Students will be expected to work hard in class as well as outside of the classroom. Communication with the ESL teacher is important to success.

**Notes:**