

**YANGON ACADEMY
INTERNATIONAL SCHOOL**

**Elementary School
Program of Studies**

2025 - 2026

Revised June 2025

YA International School Elementary School

Purpose

As an international school with many nationalities, we need to ask the question: “From whose perspective do we teach?” Our response to this question is one that is compelling and grounded in good practice in American international schools around the world.

YA International School’s education is based on globally refined curriculum standards that, year on year, lead to and prepare students for Secondary School. The content we select is structured around themes and issues that have relevance to all cultures.

At every grade level and in all subjects, teachers develop units that explore a theme or an aspect of a subject starting with the subject standards that students must reach. With this structure, our students learn the important and essential skills, concepts, and content within a framework that is flexible enough for an international school.

Johannes Dippenaar
Elementary School Principal

About YA International School

Established in 2004, YA International School is a private, English-medium school offering an American-based curriculum. The school provides quality education to children ages 2 to 18, from pre-nursery through grade 12. Qualified, experienced English-speaking teachers from around the world provide a strong academic foundation for learning. Our ever-improving campus facilities include air-conditioned classrooms, a library, a computer lab, music and art rooms, science labs, a full-sized sports court, and highspeed wi-fi access throughout campus, all of which contribute to an exciting and rigorous educational experience.

Vision

YA International School empowers students to reach their full potential.

Mission

YA International School is a dynamic international school that provides a challenging K-12, American-based education, which prepares our students for excellence in university and life. Our community inspires students to love learning and to contribute positively within a diverse and ever-changing world.

Schoolwide Learning Outcomes (SLOs)

The following six (6) SLOs are the foundation for all teaching and learning at YA International School. As such, it is the expectation that all members of the school community will strive to know, understand, and achieve these learning outcomes.

1. Effective Communicators



- Listen respectfully and with sensitivity.
- Share information and ideas clearly and honestly.
- Communicate in many ways by speaking and writing and through art, music, movement, math, and social interaction.
- Use technology to responsibly share ideas.

2. Creative and Critical Thinkers



- Create new ideas for good purposes.
- Reflect and find creative solutions.
- Do their best.
- Use art to make life better for themselves and others.

3. Healthy Individuals



- Enjoy activities to stay healthy.
- Support the health and safety of self and others.
- Show happiness with their body and mind.

4. Collaborative Team Players



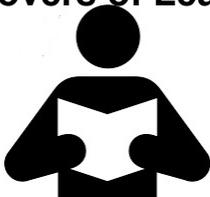
- Work positively with others.
- Support classmates.
- Lead classmates by example.
- Understand that each classmate is important.

5. Responsible Global Citizens



- Show respect for others.
- Show responsibility for their actions.
- Value and honor family.
- Respect different people and cultures.
- Care for the environment and community.

6. Lovers of Learning



- Show excitement and curiosity for learning.
- Develop their abilities.
- Use their imagination and develop new ideas.
- Take responsibility for their learning.

Global Competencies

Global Competence is the knowledge to understand and act on issues of global significance. YA International School has adopted four **domains** for global competence as presented by the Asia Society & the Council of Chief State School Officers (CCSSO) - United States to foster an awareness and a curiosity about how the world works. These Global Competencies are embedded within the SLOs.

A globally competent student is able to:

Investigate the world beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.

Recognize perspectives, others' and their own, articulating and explaining such perspectives thoughtfully and respectfully.

Communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.

Take action to improve conditions, viewing themselves as players in the world and participating reflectively.



STUDENT REQUIREMENTS AT YA INTERNATIONAL SCHOOL

A YA International School student is expected to:

- Be diligent in attempting to master such studies as are part of the program in which a student is enrolled.
- Exercise self-discipline.
- accept such discipline as would be exercised by a kind, firm, and judicious parent.
- Attend classes punctually and regularly.
- Be courteous to fellow students and obedient and courteous to teachers.
- be clean in person and habits.
- Take tests and examinations as required.
- Show respect for school property.

Homeroom

Each class has a homeroom teacher. Students should turn to their homeroom teacher for guidance and counselling. If a student has a concern or a matter they need to share or discuss with an adult, they may approach their homeroom teacher or the assistant teacher. If further assistance is needed, the homeroom teacher will help the student approach the Elementary Principal and/or the Counselor about it.

Monitoring student progress

Student progress is continually monitored by teachers in various ways and recorded on progress reports and report cards. Parents/guardians will be invited to meet with teachers twice a year in November and March to discuss their student's progress.

REPORTING STUDENT PROGRESS

Grading

At YA International School students receive grades for their schoolwork. To determine a student's grade the teacher will consider all evidence collected through observations, conversations, and student products and performance. In addition, the teacher will consider that some evidence carries greater weight than other evidence; for example, some performance tasks reveal more about students' skills and knowledge than others.

Determining a report card grade will involve teachers' professional judgments, and an interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence.

Reporting

Teachers will communicate findings from assessment and evaluation of achievement to the parents, the child, and others involved in the child's learning. Reporting must always indicate the child's growth and achievement in relation to the learning standards for the program. Reporting should reflect achievement in the skills and strategies that the children are developing as they progress through the program.

The grades are reported in the format of:

- E – Excels in Expectations
- M – Meets Expectations
- A – Approaches Expectations
- B – Beginner

Reporting student progress to parents

Parent-teacher conferences can be very productive. Parents of students who are not making satisfactory progress between reporting periods are formally contacted between reporting periods and remedial action is suggested.

Reporting Periods

There are four reporting periods in the school year: Four in the form of written pupil's progress reports which are sent home, and two as Parent-Teacher Conferences when report reports are handed directly to the parents. To earn a quarter grade, arriving or departing elementary students must attend school at least one-half of a quarter. One-half of a quarter is determined by dividing the number of days in a quarter by half.

The four report cards for 2025-26 will be issued as follows:

- Quarter 1 - October 2025, during parent-teacher conferences
- Quarter 2/Semester I - January 2026
- Quarter 3 - March 2026 during parent-teacher conferences
- Quarter 4/Semester II - June 2026

SCHOOLWIDE ASSESSMENTS

Throughout the school year, YA International School uses computer-adaptive tests to help assess the level of knowledge and skills of our students in English and Math.

The Measures of Academic Progress (MAP) are administered to students in grades 3 through 5 and measure student progress in Reading, Language Usage, Mathematics, and Science. These MAP assessments are an externally developed and scored set of tests which are currently used in many high-quality international schools in more than 54 countries around the world. We test each YA International School student twice a year (Fall and Spring) to fully evaluate the success of our school programs and to improve the learning of each student.

In addition to the MAP, YA International School administers the HMH Growth Measure associated with our English Language Arts program in kindergarten through grade 5. This assessment provides us with information on the student's growth in English language over time and helps the school evaluate the success of our language arts program.

THE CURRICULUM

The core curriculum for elementary grades includes English Language Arts and Literacy, Mathematics, Science, Social Studies, Music, Visual Art, Health & Physical Education, Computer Studies, and Myanmar Studies. The Elementary curricular framework uses the following Standards for developing its year-long unit plans:

- English Language Arts - Common Core State Standards
- Mathematics - Common Core State Standards
- Science - Next Generation Science Standards (NGSS)
- Social Studies - American Education Reaches Out (AERO)
- Music - American Education Reaches Out (AERO)
- Visual Arts - American Education Reaches Out (AERO)
- Health & PE - Society of Health and Physical Education (SHAPE)
- Computers - International Society for Technology in Education (ISTE) and Computer Science Standards (CSTA)

ELEMENTARY SCHOOL COURSES

The following courses are taught by the Homeroom Teacher:

- ❖ English Language Arts (Foundational Skills, Reading, Writing, Speaking, Listening)
- ❖ Mathematics
- ❖ Science and Technology
- ❖ Social Studies (Society, Geography, History)

The following courses are taught by subject Specialist Teachers:

- ❖ Myanmar Studies (Language and Culture)
- ❖ Music
- ❖ Art
- ❖ Health & Physical Education
- ❖ Computer Studies

English Language Arts and Literacy

Elementary teachers follow a balanced literacy approach to reading and writing. Teaching capitalizes on the key literacy skills of reading, writing, listening, and speaking.

Some of the components of the approach include phonemic awareness and phonics instruction, reading aloud, independent and partner reading (private time and partner time), guided reading in small groups, shared reading, and independent practice.

Following the Common Core standards for writing, our instruction focuses on teaching students the academic demands of the three main types of writing: informational, narrative, and persuasive/opinion. Beginning in Kindergarten, each grade level has units of study specifically designed to teach students discrete skills in the three text types, following grade-level standards and benchmarks.

Our primary resource for English Language Arts is Houghton Mifflin Harcourt's *Into Reading* series, which consists of a print textbook used in class and a digital subscription that includes the Rigby Levelled Library, which students can use at home.

Mathematics

Starting with the 2024-25 school year, YA International School is adopting the Singapore Math framework using SL Education's *Think! Mathematics Series*. Aligned with the Common Core Standards, the five instructional areas covered at each grade level are:

- Numbers and Operations Patterns
- Functions and Algebra
- Measurement
- Geometry
- Data Analysis and Probability

Science

Inquiry-based learning is the focus of the science curriculum. The Science curriculum directly correlates and is based on the Next Generation Science Standards (NGSS). This curriculum also lays a strong emphasis on STEM (science, technology, engineering, math) education. It encourages students to be critical, creative thinkers focused on solving real-world problems.

Social Studies

The Social Studies curriculum focuses on eight standards (big ideas) for learning:

- Time, Continuity, and Change
- Connections and Conflict
- Geography
- Culture
- Society and Identity
- Government
- Production, Distribution, and Consumption
- Science, Technology, and Society

Teachers use our local environment, Myanmar, and Asia as a reference, as well as our position as global citizens and the behaviours that encourage lifelong learning.

Art

The visual arts program engages students in exploring various mediums. They acquire art skills and develop an appreciation for different types of expression while exploring and using new vocabulary. As students participate in creating and designing art, their creations move from simple to more complex. Student artwork is displayed around the school throughout the year.

Music

The music program requires children to move to music, identify sounds, sing, develop melody, and play a variety of instruments. At the upper elementary grades, children are taught how to read traditional music notation. Throughout the year children have multiple opportunities to showcase their learning through scheduled performances.

Health & Physical Education

The main objective of the Health and Physical Education program is to provide students with the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. Students build motor skills through various physical activities such as jumping, throwing, and catching, in addition to developing their social skills through interactive games and activities.

Computer Studies

All elementary students in kindergarten through grade 5 participate in regular computer studies lessons in the computer lab. Computer classes mainly focus on developing basic computer skills and using technology as a learning tool. In addition to using technology for research, instruction and creation, students are taught computer programming.

Myanmar Studies

The Myanmar Studies Program aims to provide students with knowledge, understanding and appreciation of the people, culture, and history of Myanmar through learning the language itself. Topics include the history and beliefs related to major Myanmar festivals and celebrations of various communities in Myanmar with an emphasis on listening, speaking, reading, and writing in Myanmar. Students also learn about the impact of significant individuals and historical events in Myanmar, geographical and cultural diversity, as well as unifying features of the country. Students who are new to Myanmar and the language are provided with accommodations to meet their level of experience with the content and standards of the course.

EAL – English Support Program

English as an Additional Language (EAL) program designed to support our elementary students in developing their English language skills. This program aims to provide targeted assistance to students who are learning English, helping them build confidence and proficiency in reading, writing, listening, and speaking. Our goal is to ensure that every student receives the support they need to thrive in both their academic learning and daily communication. Through small group instruction, individualized support, and engaging activities, the EAL program helps students become more comfortable and capable in English while fully participating in the classroom.

STEM Program

STEM (Science, Technology, Engineering, and Math) program for our elementary students! This engaging initiative is designed to spark curiosity, build foundational skills, and nurture a love for science and discovery. By exploring hands-on activities, experiments, and creative problem-solving, students will develop critical thinking and a deeper understanding of the world around them. Our goal is to **keep curiosity alive** and encourage lifelong learning in the

sciences. We look forward to seeing our young scientists grow, explore, and innovate—one week at a time.

CURRICULUM RESOURCES

Textbooks and other resources are provided by the school to support students in accessing the curriculum. Our Kindergarten through Grade 5 Curriculum is supported by the following textbooks and resources which are aligned with the standards and available across the grades in print and/or digital format.

ENGLISH: *Into Reading* (Houghton Mifflin Harcourt) consists of print and digital materials such as:

- *myBook* Language Arts textbook
- Writer's Notebook
- Big Books and Little Books
- Read Aloud Books
- Focal Texts
- Rigby Leveled Library
- Letter, Word, Picture, Alphabet, and Alphafriends cards
- Wrap-up, Get Curious, Alphafriends, and Articulation videos

MATHEMATICS: *Think! Mathematics* (SL Education), consisting of a Pupil's Book, My Pals Are Here! Workbook and Homework Book

SCIENCE: *Mystery Science* (KG – Grade 5)

SOCIAL STUDIES:

- KG Various resources on topics such as geography, history, culture, and society – Twinkl Program
- Gr. 1 *Social Studies: School & Family* Twinkl Program
- Gr. 2 *Ancient Civilizations* – Twinkl Program
- Gr. 3 *Our Communities* – Twinkl Program
- Gr. 4 *Myanmar: Yesterday and Today* - MOE
Myanmar Enchantment of the World MOE - Website
- Gr. 5 *Social Studies: World Culture and Geography* – Twinkl Program

CO- AND EXTRACURRICULAR PROGRAMS

Student Activities

A variety of clubs, craft opportunities, and sporting activities are available to YA International School elementary students. While these vary from year to year, examples include Drama Club, Basketball, Soccer, Reader's Theatre, Chess, Choir, Board Games, Music Lessons, and Dancing.

Student Council

An Elementary School Student Council is elected each year by the student body. It addresses school matters and sponsors activities that are of interest to the students. The Student Council organizes social, community outreach, and fundraising activities.

The Student Council consists of a:

- President (from Grade 5)
- Vice-President (from Grades 4 or 5)

Our SLOs in Action:



Creative and Critical Thinker



Lovers of Learning



Responsible Global Citizens



Healthy Individuals



Effective Communicators



Collaborative Team Players



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