



**YANGON ACADEMY
INTERNATIONAL SCHOOL**

**High School
Program of Studies**

2025 - 2026



Using Your High School Program of Studies

The High School Program of Studies at YA International School is designed to equip students and their families with the essential tools and information needed for purposeful and ambitious academic planning from Grade 9 through Grade 12. With guidance from their Counselor and support from their parents, students are encouraged to make thoughtful, forward-looking course selections that reflect both their passions and their highest potential. We believe in aiming high, embracing ambition, and rising to every challenge.

Mike Gordon
School Director

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, highly 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 high speed 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)

Effective Communicators



- Listen respectfully and ask questions to facilitate understanding.
- Present information and ideas clearly and honestly with sensitivity to others.
- Demonstrate the ability to effectively communicate in multiple ways: speaking, writing, artistic/musical expression, kinesthetic/movement, mathematical/logical, interpersonal/social, intrapersonal/reflective, media/technology.
- Use appropriate technology as a tool to convey ideas.

Creative and Critical Thinkers



life.

- Create, adapt, and evaluate new ideas in the light of the common good.
- Think reflectively and creatively to evaluate and solve problems.
- Achieve excellence, originality, and integrity in their own work.
- Analyze and employ the arts, media, and technology to enhance the quality of

Healthy Individuals



- Participate in leisure and fitness activities for a balanced and healthy lifestyle.
- Support the health and safety of self and others.
- Demonstrate a robust sense of physical and emotional happiness.

Collaborative Team Players



- Demonstrate the skills of effective collaboration to achieve personal and group goals.
- Collaborate meaningfully, supportively, and efficiently on teams.
- Demonstrate leadership through collaboration and teamwork.
- Understand that each member of a team plays an essential role, and all are interdependent.

Responsible Global Citizens



- Demonstrate a positive sense of respect for the dignity and welfare of others.
- Act ethically, taking responsibility for their own actions.
- Value and honor the role of family in society.
- Respect and affirm the diversity and interdependence of the world's peoples and cultures.
- Demonstrate care and concern for the environment and community.

Lovers of Learning



- Demonstrate attributes of passion, curiosity, and inquiry.
- Continually develop their given potential.
- Take risks to imagine and innovate.
- Accept responsibility for learning.

Global Competency at YA International School

Global Competency represents the knowledge and understanding as well as the skills and habits to act on issues of global significance. By striving to develop Global Competency, YA International School students are empowered “to contribute positively within a diverse and ever-changing world”. Toward these ends, YA International School has embedded within our SLOs the **Four Domains** for global competency as developed by the Asia Society & the Council of Chief State School Officers (CCSSO-United States).



At YA International School, globally competent students are 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.



The 7 Teaching Principles of YA International School

Developed and adopted by the faculty, the following research-based teaching principles are published by the school to guide teachers in their instruction and to inform all stakeholders of what effective teaching looks like in our classrooms.

Principle #1: Creating a Healthy Classroom Culture

The effective teacher creates high expectations and healthy social norms within the classroom that allow students to collaborate authentically, to experience success, and to develop confidence in their ability to learn, all of which is predicated upon ensuring the safety, protection, and dignity of each student.

Principle #2: Role Modeling for Global Citizenship

The effective teacher models the habits and attitudes of the ethically global citizen.

Principle #3: Assessing for Understanding

The effective teacher uses various and frequent modes of formal and informal assessment to monitor student understanding, to provide timely feedback, and to target instruction.

Principle #4: Knowing and Understanding Students

The effective teacher knows and understands the students' cultural contexts, prior knowledge base, and developmental stages.

Principle #5: Seeking Students' Misunderstandings and Misconceptions

The effective teacher strives to make student thinking visible and addresses students' misconceptions and underdeveloped understandings.

Principle #6: Maintaining Student Focus on Standards, Themes, and Concepts

The effective teacher maintains students' focus on subject standards, central organizing themes, and underlying concepts.

Principle #7: Teaching Metacognition

The effective teacher equips students with the skills to "learn how to learn" by providing explicit instruction in metacognition.

Student Expectations 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.
- complete assessments as required.
- show respect for school property.



Monitoring Student Progress

Advisory

Each student is assigned to a grade-level advisory section with a faculty advisor. Students should turn to their advisor for guidance on their program of study and any counseling issues. If a student has a concern or a matter they need to share or discuss with an adult, they may approach their advisor. If further support is needed, the advisor will help the student approach the Counselor and/or the Principal.

Monitoring Student Progress

Student progress is continually monitored by teachers in various ways and recorded using the online Plus Portals system, giving students and parents updated access to assessment results. Student achievement is reported quarterly through progress reports and report cards, and parents/guardians are invited to meet with teachers twice a year at the end of the first and third quarters. If a student is earning a grade lower than a C- at mid-quarter, a progress report will be issued to alert them to improve their academic performance. The student is responsible for returning the signed progress report to the teacher to confirm that the parent/guardian has been informed of their academic status.

Attendance

In addition to grades, student attendance is required a minimum of 85% of the time per semester to receive credit for the course. Attendance is regularly uploaded to the online Parent Plus Portal.

Reporting Student Progress

Report Cards and Parent-Teacher Conferences

There are four reporting periods in the school year: two in the form of written report cards which are sent home, and two as parent-teacher conferences when reports are handed directly to the parents. Parents/guardians are invited to meet with teachers at the end of the first and third quarters to discuss their child's progress. Report cards are also uploaded to the Parent Plus Portal system.

The four report cards for 2025 - 2026 will be issued as follows:

- First quarter: October 2025 during parent-teacher conferences
- First semester: January 2026
- Third quarter: March 2026 during parent-teacher conferences
- Second semester: June 2026

Examinations

For the core classes of English, Social Studies, Mathematics, and Science, and for all the AP classes, students in Grades 9 - 12 are required to sit for cumulative exams twice a year at the end of the first and second semesters. Semester exams are calculated as 20% of the semester grade in that course. In the event a student is unable to take an exam due to illness, a doctor's certificate is required to schedule a makeup exam.

Additional details concerning student reports are provided in the *Secondary Parent-Student Handbook*.

Grading

At YA International School students receive letter grades for their schoolwork. A student's grade is determined by his/her performance in class activities, completion of assignments, performance on class projects, tests, examinations and other summative assessments. The Principal will meet with the parents of those students who earn a D in two or more courses, or an F in one or more courses in a quarter, in addition to the parent-teacher conferences.

- A is assigned to work that demonstrates excellence and is clearly exceptional.
- B represents work that is very good and shows signs of high achievement.
- C represents satisfactory completion of all assignments.
- D represents academic achievement at a minimum level.
- F indicates that key standards have not been met and no credit is earned.

Credits

Successful completion of a class that runs all year (two semesters) will earn the student 1.0 credit toward graduation. Courses that run for one semester earn 0.5 credit. Advanced Placement (AP classes) are valued at 1.0 credit and grades will be scaled to match the AP exam scoring bands.

Grading Scale

Letter Grade	Percentage Grade	Course Credit (Year)	Course Credit (Sem.)	GPA Weight*
A+	98-100	1.0	0.5	4.0
A	94-97	1.0	0.5	4.0
A-	90-93	1.0	0.5	3.67
B+	88-89	1.0	0.5	3.33
B	84-87	1.0	0.5	3.0
B-	80-83	1.0	0.5	2.67
C+	78-79	1.0	0.5	2.33
C	74-77	1.0	0.5	2.0
C-	70-73	1.0	0.5	1.67
D+	68-69	1.0	0.5	1.33
D	64-67	1.0	0.5	1.0
D-	60-63	1.0	0.5	0.67
F	50-59	0.0	0.0	0.0

Grade Point Average (GPA)

Beginning with the first semester of the 9th grade, students' cumulative grade point averages (GPA) are determined. This information is requested on many university applications. The GPA is computed using only semester grades earned at YA International School, starting with Grade 9. Grades from other schools are not included. This is calculated by multiplying the Course Credit by the GPA Weight, then adding values of all courses taken to date.



Graduation Requirements

To graduate from YA International School, a student graduating from YA International School in 2025 must earn a minimum of 25 credits across all subject areas in grades 9-12. Students graduating in 2026 must earn a total of 27 credits.

Subject	YA Credits Required (Class of 2025)	YA Credits Required (Class of 2026)	University Credits Recommended
English	4	5	4
Mathematics	3	3	4
Social Studies	3	3	4
Science	3	3	4
Myanmar Studies	3	4	
Art	1	1	
Computer Studies	1	1	
Music	1	1	
Health & Physical Education	1	1	
Electives	5	5	
Total (Minimum)	25	27	

Graduation with Honors

Upon graduation, YA International School recognizes students with superb academic results for courses completed over a two-year minimum period at YA International School only, with the following designations:

- **Summa Cum Laude** (with highest praise/distinction) – GPA of 3.8 or above
- **Magna Cum Laude** (with great praise/distinction) – GPA of 3.6 – 3.7
- **Cum Laude** (with distinction) – GPA of 3.4 – 3.5



Required Courses by Grade Level

Grade 9	Credit	Grade 10	Credit
English 9	1.0 1.0	English 10	1.0 1.0
Academic Writing 9	1.0 1.0	Myanmar Studies 10	1.0 1.0
Myanmar Studies 9	1.0 1.0	Algebra II	1.0 0.5
Geometry	0.5 0.5	World History	0.5 0.5
SE Asia Studies	0.5	Biology	0.5
Physical Science	0.5	Music 10	0.5-2.0
Music 9	0.5-1.0	Art 10	
Art 9		Computer Studies 10	
Computer Studies 9		Health & PE 10	
Health & PE 9		Electives	
Electives (optional)			
Yearly Credits	8-10	Yearly Credits	7-10



Grade 11	Credit	Grade 12	Credit
English 11 or AP Language	1.0 1.0	English 12 or AP Language	1.0 1.0
Myanmar Studies 11	1.0 1.0	Myanmar Studies 12	1.0 1.0
Math Elective	1.0	Math Elective*	1.0 0.5
Social Studies Elective	0.5	Social Studies Elective*	0.5
Science Elective	0.5-2.0	Science Elective*	0.5-1.0
College Counseling Seminar 11		College Counseling Seminar 12	
Electives		Capstone Electives	
Yearly Credits	5.5-10	Yearly Credits	6-10

**Highly recommended*

Advanced Placement (AP)

The Advanced Placement Program (AP) is an American-based program designed to offer the challenge of college level courses for talented high school students in a variety of subjects. Students prepare for a rigorous external examination in May and may receive university credit in the U.S for high scores. Currently, the school offers AP courses in Mathematics, Science, Social Studies, English, and Art.

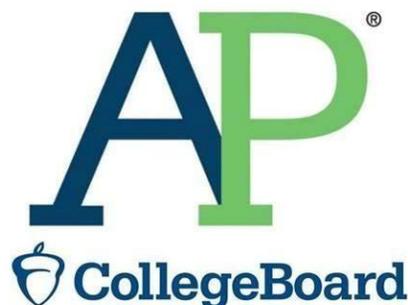
AP courses require long-term commitment from students. For this reason, students must demonstrate the following before being admitted to any AP courses:

- A high level of motivation and good grades across most subject areas
- Fulfillment of course prerequisites as stated in this *High School Program of Studies*
- A high level of achievement (usually a B or better) in courses deemed prerequisite to the selected AP courses
- An understanding and acceptance of the increased homework demands
- Written subject teacher and parent approval
- Payment for exams is considered part of the family's financial obligations
- A commitment to complete all course requirements, including external examinations

Final determination for enrollment in AP courses will be made by the Principal in consultation with the Counselor and Subject Teacher. It is required that any student enrolled in AP courses will sit for the exam(s) in May. For AP Students who choose not to sit for the AP examination(s), their final transcript will not have the prestigious “AP” designation accompanying the course title. Instead, the designation of “Honors” will appear next to the course title and the opportunity to earn college credit will not be possible.

AP Courses Offered in 2025-26

AP English Language and Composition
AP Precalculus
AP Calculus AB or BC
AP Statistics
AP Biology
AP Physics 1 (Algebra-based)
AP Chemistry
AP Environmental Science
AP Psychology
AP World History: Modern
AP Studio Art (2-D and 3-D)
AP Drawing
AP Computer Science A
AP Macroeconomics (AP Microeconomics offered alternating years)



Study leave will be granted to those students taking AP exams on the day of the specific exam and the day before only. Students are responsible for informing their teachers concerning AP exam leave and are required to make up for any work missed. Similar study leave may be granted for the SAT, PSAT, or TOEFL/IELTS testing times. More information regarding Advanced Placement can be found on the College Board website: <https://apstudent.collegeboard.org/home>

Changing Courses

Course changes must be made during the first seven school days of the semester. A completed Drop/Add form must be submitted to the high school Administrative Assistant with approval by the Principal and with the appropriate teacher signatures. A request to add, drop, or otherwise change any course can be made only under the following circumstances:

- The change is necessary to meet graduation requirements.
- The change is necessary to meet post-secondary study goals.
- The student has already earned credit for the course.
- An error occurred in course placement or course registration; or a course prerequisite is missing.

The deadline for Add/Drop requests for the 2025-26 school year will be the end of the school day on **Monday, August 25, 2025.**

**Personalized Online Learning:
Credit: 0.5 (Semester Elective)
Grades 11-12 Only
Enrollment Approval by Principal**

YA International School offers limited online course opportunities in 2025-26 for those students with a special academic interest, which is not offered within the published Program of Study. This personalized learning elective is for students in Grades 11-12 only. Students should see the Principal for pre-requisites, as well as the application and approval process.



High School Courses in 2025-2026

English Language Arts

Five credits are required for graduation, and an English course must be taken every year.

English 9 (Required)

Credit: 1.0

Prerequisites: English 8

Primary Resource: *Into Literature Grade 9* (HMH, 2022)

The Grade 9 literature course builds on the skills and knowledge students acquired in previous English literature courses focusing on introducing students to a wider range of literature, including novels, plays, poetry, and non-fiction texts. Students learn to analyze and interpret literary texts, understand the elements of literature, and appreciate the art of language. Students read works by classic and contemporary authors, and learn about literary movements, such as Romanticism,

Realism, Modernism and more. The course may also include a focus on cultural and historical context, and students may be expected to analyze how literature reflects and shapes society and culture. They will learn to analyze texts in more depth and complexity, focusing on literary elements such as point of view, symbolism, and imagery, and literary devices like metaphor, simile, and imagery. The course will also include a focus on writing and research skills, where students will write literary analysis and critical essays, and develop research skills to support their writing. Students will be encouraged to think independently and express their own thoughts, opinions, and ideas. The goal of this course is to help students develop advanced literary analysis skills, improve their critical thinking, and research abilities and gain a deeper understanding and appreciation of literature.

Academic Writing 9 (Required) Credit:

1.0

Prerequisites: Academic Writing 8

Primary Resource: *Into Literature Grade 9* (HMH, 2022)

The Grade 9 English Writing course continues to build upon the students' literacy skill students have developed in previous years, focusing on becoming increasingly confident and independent writers and thinkers. They will learn to analyze texts in more depth and complexity, focusing on literary elements such as point of view, symbolism, and imagery, and literary devices like metaphor, simile, and imagery. The course also aims to develop students' writing skills and help them express themselves effectively. Students learn to write in various forms and styles, such as descriptive, narrative, persuasive, and expository writing. They also learn to use different organizational patterns and rhetorical strategies to support their ideas. Students will continue to improve their writing skills by studying grammar, vocabulary, and various writing techniques. Building research skills through utilizing various sources and integrating evidence into written work and investigating and understanding the use of persuasive and descriptive language to affect an audience is an integral part of this course. Overall, the goal is to build students' proficiency in communication and critical thinking exposing them to diverse perspectives, both cultural and literary.

English 10 (Required)

Yearly Credit: 1.0

Prerequisite: English 9

Primary Resource: *Into Literature Grade 10* (HMH, 2022)

The 10th grade English course builds on the skills and knowledge gained in previous grades and continues to deepen students' understanding of literature and writing. Students are expected to read and analyze a wide range of texts from various genres and time periods, including novels, plays, poetry, and non-fiction texts. They learn to analyze literary elements such as plot, character, setting, point of view, theme, and symbolism, and to understand the cultural and historical context of the texts. The course also aims to help students continue to develop their writing skills and to express themselves effectively in writing. Students continue to learn to write in various forms and styles, such as descriptive, narrative, persuasive, and expository writing. They also learn to write

literary analysis, research papers, and to use different organizational patterns and rhetorical strategies to support their ideas. In this grade level, students are expected to engage in independent reading, research and analysis, class discussions, and group work to prepare them for advanced coursework in 11th and 12th grades.

English 11 (Required or AP Language and Composition)

Yearly Credit: 1.0

Prerequisite: English 10

Primary Resource: *Into Literature Grade 10* (HMH, 2022)

The English course at the grade 11 level includes the study and analysis of literary texts from various genres and periods. These texts may include plays, novels, poems, and short stories, and can range from classical literature to contemporary works. The course may also focus on the study of literary devices, such as symbolism, imagery, and metaphor, as well as literary movements and their cultural and historical contexts. The students will also develop their writing skills, including the ability to analyze and interpret literature, as well as express themselves clearly and effectively through writing. Students may also study literary movements, such as Romanticism, Realism, Modernism, and Post-modernism, and learn about the authors and the historical context of the works. Also, students will be exposed to works from various cultures and will discuss themes common in literature from diverse cultures. They learn to understand the impact of culture and history on literature. Overall, the course aims to improve students' critical reading and writing skills, and to expose them to a wide range of literary works and styles. In this grade level, students are expected to engage in independent reading, research and analysis, class discussions, and group work to prepare them for advanced coursework in 12th grade.



Eng
Yearly Credit:

Compositi



Prerequisite: English 11 or AP Language and Composition

Primary Resource: *Into Literature Grade 12* (HMH, 2022)

The grade 12 English literature course is focused on the study and analysis of literary texts from various genres and periods. The course often includes the study of texts such as novels, plays, poetry, and short stories and can range from classical literature to contemporary works. Students will develop their critical thinking skills through close reading and analysis of the texts, and explore the cultural, historical, and social contexts in which the works were written. The course may also focus on the exploration of themes and issues such as identity, power, and morality, as

well as the study of literary devices and movements. Additionally, the course may include a research component where students are expected to independently analyze and interpret literary works using research and writing skills. Also, students will be encouraged to engage in class discussions and group activities to foster a deeper understanding of the texts they are reading and to develop their ability to articulate their ideas effectively. The course also aims to improve students' writing abilities through clear, analytical, and critical prose. The goal of the grade 12 English literature course is to prepare students for post-secondary education by fostering their appreciation and understanding of literature, and by developing their critical thinking, reading, and writing skills.

AP English Language and Composition (Elective)

Yearly Credit: 1.0

Prerequisite: English Teacher's recommendation and Teacher's approval

Primary Resource: *The Language of Composition* by Shea, Scanlon, et al. (2018)

AP English Language and Composition is a college-level course designed to prepare students for the Advanced Placement English Language and Composition exam. The course covers a wide range of topics, including rhetorical analysis, argumentation, and literary analysis. In our AP English course, students read a variety of texts from different time periods and genres, including novels, poems, essays, and plays. They will also be expected to write essays analyzing the various rhetorical strategies and literary devices used in the texts they read.

The course is designed to help students develop strong critical thinking and writing skills, which will be essential for success in college and beyond. Students will learn to analyze texts in a detailed and nuanced way and to construct logical and well-supported arguments. Also, students will be encouraged to engage in class discussions and group activities to foster a deeper understanding of the texts they are reading and to develop their ability to articulate their ideas effectively. Throughout the course, students will be expected to read and write extensively and actively participate in class discussions and group activities. Overall, students will be exposed to a broad range of literary and non-literary texts with an emphasis on close reading, critical thinking, and clear and effective communication.

Social Studies

Three credits are required for graduation; four credits are recommended by universities.

Southeast Asia 9 (Required) Credit:

1.0

Prerequisites: Social Studies 8

Resource: ASEAN Organization (website)

Social Studies for 9th graders at YA International School will include the rudimentary historical, political, economic, and cultural foundations and developments of Southeast Asian countries and the Southeast Asia region. The course focused on the historical, cultural, political, economic, and demography of the region and the countries in Southeast Asia. Specifically, this course focused on the organization of the Association of Southeast Asian Nations (ASEAN) and its member countries, the development and achievement of the region, and the social issues affecting the countries in Southeast Asia.



World History 10 World Connections (Required)

Credit: 1.0

Prerequisites: Southeast Asia 9

Resource: TCi *History Alive! World Connections* (print and digital)

In this inquiry-based course students will explore topics ranging from Early Humanity to The Impact of Industrialization on Global Revolutions, providing them with a comprehensive overview of World History. They will also build a rich knowledge base about the interconnectedness of historical events, by learning about key historical themes, such as cultural interaction, political and economic structures.

Using various sources and teaching approaches, the course will be structured in both a chronological and a thematic fashion, with each unit/lesson integrating inquiry, content, literacy, and citizenship. They will hone their literacy skills throughout the course. From writing narratives and arguments to reading expository texts and rich primary resources, literary assignments are integrated throughout the interactive student notebook and classroom activities. Assessments

include a variety of paper and online assessments, e.g., quizzes, lesson games, presentations, mind maps, posters, tests, and examinations.

Contemporary Global Issues (Elective)

Credit: 1.0

Prerequisites: World History: World Connections 10

Resource: Miscellaneous online sources

This year-long elective will explore present-day global and regional issues in depth using project-based learning. With current print and digital sources classroom students will have an opportunity to delve into social, political, and economic problems emergent in the world and Asian region today. They will also study the structure and function of regional and international organizations designed to address and act on these problems.

AP Psychology (Elective)

Credit: 1.0

Prerequisites: History Teacher's recommendation and Principal's approval

Resource: *Myers' Psychology for the AP Course* (BFW/Worth Publishers, 2018)

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes (cognition). While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. Skills assessed include defining, explaining and applying concepts, behavior, theories and perspectives, analyzing and interpreting quantitative data, and analyzing psychological research studies.

AP World History: Modern (Elective)

Credit: 1.0

Prerequisite: History Teacher's recommendation and Principal's approval

Resource: *World History: Modern [1200-Present]* (AMSCO, 2020)

AP World History: Modern is designed to be the equivalent of a two-semester introductory college or university world history course. In AP World History: Modern, students investigate significant events, individuals, developments, and processes in six historical periods from approximately 1200 C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, continuity, and change over time. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state-building,

expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.

AP Microeconomics (Elective offered in 2025-26) Credit:

1.0

Prerequisite: History Teacher’s recommendation and Principal’s approval

Resource: *Krugman’s Economics for the AP Course, 3rd ed.* (Anderson & Ray, 2019)

AP Microeconomics is a first-year college-level course. The focus is on the principles of economics that apply to the functions of individual economic decision-makers. A major focus is on the study of the theory of the firm: perfect competition, monopolistic competition, oligopoly, and monopoly. The course also develops students’ familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

AP Macroeconomics (Elective offered in 2026-27) Credit:

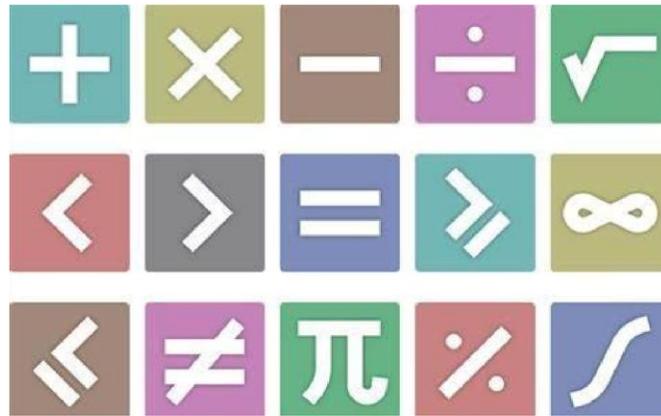
1.0

Prerequisites: History Teacher’s recommendation and Principal’s approval

Resource: *Krugman’s Economics for the AP Course, 3rd ed.* (Anderson & Ray, 2019)

AP Macroeconomics is a first-year college-level course. The course places particular emphasis on the study of national income, price-level determination, fiscal policy, monetary policy, and international trade and finance. It focuses on the principles that apply to an economic system as a whole. It also develops students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.





Mathematics

Three credits are required for graduation; four credits are recommended by universities.

Math 9 (Required) Credit:

1.0

Prerequisite: Math 8

Resources: *think! Mathematics: Secondary 3, Eighth Edition* (SL Education, 2023)

Grade 9 Math is the fundamental course for high school mathematics students. Students will understand and apply concepts related to graphs, measurements, design and drawing. Geometry is a comprehensive one-year mathematics course that satisfies the high school geometry requirement and prepares students for Math 10. Topics covered are reasoning and proof, parallel and perpendicular lines, triangles and triangle relationships, similarity, right triangle trigonometry, quadrilaterals, circles, length and area of polygons and circles, and surface area and volume of solids.

The 9th-grade math curriculum provides extensive learning about geometry and introduction of trigonometry as well. This enhances the knowledge of geometry, angles and measurements. Students will get familiarization with complex word problems and deductive and inductive reasoning skills and logical understanding.

Math 10 (Required) Credit:

1.0

Prerequisites: Geometry

Resources: *think! Mathematics: Secondary 4, Eighth Edition* (SL Education, 2023)

Grade 10 integrated math is the fundamental course for high school mathematics students. Students will understand and apply concepts related to real life. The 10th-grade math curriculum provides extensive learning about algebra. This enhances the knowledge of application and critical thinking skills. Students will get familiarization with complex word problems and deductive and inductive reasoning skills and logical understanding.

Statistics (Elective) Credit:

1.0

Prerequisites: Math 10**Resource:** *Introductory Statistics* (OpenStax by Rice University, 2018)

Statistics is a comprehensive one-year course that introduces students to the fundamental concepts of statistics and probability. Topics covered are sampling and data, descriptive statistics, probability topics, discrete random variables, continuous random variables, normal distribution, hypothesis testing, correlation, and regression analysis. Students will learn to interpret categorical and quantitative data, make inferences and justify conclusions, justify probabilities of events and use probabilities to make decisions. The use of different calculator functions and computer software are incorporated into the lessons.

AP Precalculus (Elective)**Credit:** 1.0**Prerequisite:** Math 10 or equivalent and Mathematics Teacher's and Principal's approval**Resource:** *Pre-Calculus, 8th Ed* (Addison-Wesley, 2010)

AP Precalculus fosters the development of a deep conceptual understanding of functions. Students learn that a function is a mathematical relation that maps a set of input values (the domain) to a set of output values (the range) such that each input value is uniquely mapped to an output value. Students understand functions and their graphs – a key idea in preparing for calculus. With each function type, students develop and validate function models based on the characteristics of a bivariate data set, characteristics of covarying quantities and their relative rates of change, or a set of characteristics such as zeros, asymptotes, and extrema. These models are used to interpolate, extrapolate, and interpret information with different degrees of accuracy for a given context or data set. Students also learn that every model is subject to assumptions and limitations. As a result of examining functions from many perspectives, students develop a conceptual understanding of specific function types but also of functions in general. This type of understanding helps students engage with both familiar and novel contexts and prepares them for a more advanced Calculus course.

AP Calculus AB/BC (Elective)**Credit:** 1.0**Prerequisite:** Pre-calculus and Mathematics Teacher's approval and Principal's approval**Resource:** *Calculus for AP: Early Transcendentals, Second Ed.* (Rogawski and Cannon, 2012)

AP Calculus AB is equivalent to a first-year university calculus course. Composing both differential and Integral calculus, topics covered are limits, derivatives and their applications, anti-derivatives, indefinite integrals, definite integrals, and applications of integration. Students learn to solve calculus problems graphically, algebraically, and verbally, and they also learn to employ technology as part of the analytical process of problem-solving.

AP Statistics (Elective)

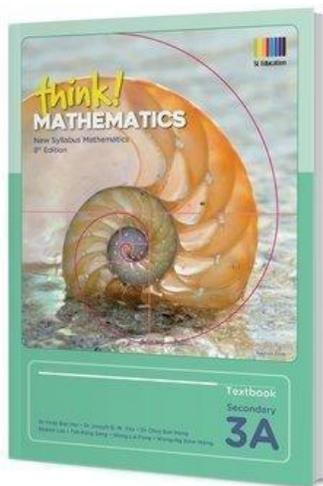
Credit: 1.0

Prerequisite: Algebra II or equivalent and Mathematics Teacher's approval
Resource: *Introductory Statistics* (OpenStax by Rice University, 2022)

This course is equivalent to an introductory university statistics course and thus a student will have the opportunity to acquire the following skills:

- Select methods for collecting and/or analyzing data for statistical inference
- Describe patterns, trends, associations, and relationships in data
- Explore random phenomena and develop an explanation or justify a conclusion using evidence from data, definitions, or statistical inference

This course will provide a stronger theoretical foundation than the *general statistics* course and will introduce more powerful methods for making inferences through data. *General statistics* is not a prerequisite, it is possible to follow this course without prior knowledge of statistics. A Texas Instruments (TI) calculator is required. The recommended model is TI-84 plus, but different models may also be acceptable (e.g., TI-81,82,83 or TI-NSpire).



Science

Three credits are required for graduation; four credits are recommended by universities.

Physical Science: Grade 9 (Required)

Credit: 1.0

Prerequisite: A successful pass of Science 8 and a sound grounding in math
Resource: *Glencoe Physical Science* (McGraw Hill, 2017)

This course integrates unifying science concepts and processes of systems, order and organization, models and explanations, change, consistency and equilibrium, form and function. students will learn concepts through frequent hands-on investigations and PHET online simulated laboratories.

Using the scientific method as a means of providing evidence in support of a hypothesis, students will form and test a hypothesis on an original research project.

Biology: Grade 10 (Required)

Credit: 1.0

Prerequisite: A successful pass of Physical Science

Resource: *Biology* (Nowicki, 2017)

This is a laboratory-based science class in which students study the cell, biochemistry and energy exchange, chromosomal genetics and gene expression, the molecular basis of heredity, biological evolution, interdependence of organisms, and organization in living systems. Students utilize the 8 NGSS science and engineering practices throughout the course conducting many hands-on activities and investigations, including experiments such as dissection, gel electrophoresis, and photosynthesis to gain further knowledge of biology.

Chemistry (Elective)

Credit: 1.0

Prerequisite: A successful pass of Biology and Integrated Mathematics 8, Algebra 1, or equivalent

Resource: *General Chemistry Essential Concepts, 4th Ed.* (Chang, 2006)

Topics will include the nature of chemistry as a science, atomic structure, the quantum model of the atom and electron configuration, the periodic table, chemical formulas and bonding, chemical reactions, equations, and stoichiometry, states of matter, periodic properties, chemical equilibrium, acids and bases, and chemical thermodynamics. Each of these topics will be elucidated by pertinent laboratory investigations in which the students will become acquainted with setting up equipment for taking measurements, calculating percent errors and uncertainties, and evaluating the limits of the procedure used. Upon successful completion of this course, students will be prepared to move on to AP or university-level science courses.

Physics (Elective)

Credit: 1.0

Prerequisite: A successful pass of Biology and Algebra I or equivalent

Resource: *Physics High School* (OpenStax, Rice University, 2020)

This science course focuses on a conceptual understanding of Physics. The goal of the course is for students to actively pursue an understanding and appreciation of the laws that govern matter and energy and their interactions. A sound understanding of Math concepts is needed in this subject. Students will integrate algebraic problem-solving skills as they apply the laws of physics to show relationships between physics quantities. Topics to be covered include what is Physics, motion in one dimension, acceleration, forces and Newton's laws of motion, motion in two dimensions, circular and rotational motion, Newton's law of gravitation, momentum, work,

energy, and simple machines, Indoor and outdoor experimentation will include projects to be completed individually and in groups.

Environmental Science (Elective)

Credit: 1.0

Prerequisite: A successful pass of Biology and Algebra 1 or equivalent

Resource: *Living in the Environment 17th Ed.* (G. Tyler Miller, 2012)

Students will learn about the various scientific concepts, principles, and methodologies of environmental science, while studying the natural world. We will investigate various topics about environmental awareness and worldviews; this course is designed to introduce important environmental issues related to the global community. The course includes studies in geology, biology, chemistry, and geography, which drive the earth's biosphere.

AP Biology (Elective)

Credit: 1.0

Prerequisite: A successful pass of Biology, Algebra 1, and AP Biology Teacher's approval

Resource: *Biology: A Global Approach 10th Ed.* by (Campbell et al., 2015)

This course is designed to offer students a solid foundation in introductory college-level biology. The structure of the course follows the four big ideas, enduring understandings, and science practices and helps students in developing an appreciation for the study of life and help them identify and understand unifying principles within a diversified biological world. Biology is a result of inquiry and science is a way of knowing. The process of inquiry in science and developing critical thinking skills is the most important part of this course. At the end of the course, students will have an awareness of the integration of other sciences in the study of biology, understand how the species to which we belong are similar and yet different from other species and be knowledgeable and responsible citizens in understanding biological issues that could potentially impact their lives. There are lab experiments included in this course.

AP Environmental Science (Elective)

Credit: 1.0

Prerequisite: A successful pass of Biology, Algebra 1, and AP Environmental Science Teacher's approval

Resource: *Living in the Environment 17th Ed.* (G. Tyler Miller, 2012)

The goal of this course is to provide students with the scientific principles, concepts, and methodologies to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, and to evaluate the risks associated with these problems and examine alternative solutions for resolving and preventing them. Lab experiments will be included in the course to better understand how environmental science works.

AP Chemistry (Elective)

Credit: 1.0

Prerequisite: A successful pass of Biology, Algebra 1, and AP Chemistry Teacher's approval

Resource: *AP Edition Chemistry 9th Ed.* (Zumdahl, 2014)

AP Chemistry is an introductory college-level course equivalent to two semesters of first year chemistry with a lab. Topics to be studied will include models of chemical bonding, chemical properties of gasses, liquids and solids, stoichiometry, properties of solutions, and the quantum mechanical model of the atom. A strong emphasis is placed on analytical problem-solving skills as well as the development of good laboratory practices. Students will learn how to determine both experimental and instrumental uncertainties and use those to evaluate the validity of laboratory data and the shortcomings of the procedure.

AP Physics 1 (Elective)

Credit: 1.0

Prerequisite: A successful pass of Biology, Algebra II, and AP Physics Teacher's approval

Textbook: *College Physics for AP Courses* OpenStax (Rice University 2015)

AP Physics 1 is an algebra-based physics course. Students in this course learn about the foundational principles of physics as they explore Newtonian mechanics, work, energy, and power, momentum, simple harmonic motion, and torque and rotational motion. Hands-on laboratory work is conducted to investigate physical phenomena. Some skills developed in this course include using mathematics to solve science problems, analyzing data and evaluating evidence, working with scientific explanations and theories, and making connections. The curriculum follows the Advanced Placement Program.





Myanmar Studies

Four credits are required for graduation in 2026.

Myanmar Studies 9 (Required)

Credit: 1.0

Prerequisite: Myanmar Studies 8 or teacher's approval

Resources: Physical and digital materials published by the Myanmar Ministry of Education

This course is intended for native Burmese speakers with rudimentary language skills. These classes aim to improve students' comprehension of the fundamentals of Burmese literature as well as their Burmese language proficiency. Students learn about the customs, language, and culture of Myanmar. They develop their writing, reading, and speaking abilities with the Myanmar language in addition to studying the history, cultural practices, and customs of Myanmar. The course uses textbooks and materials published by the Myanmar Ministry of Education, as well as various teacher-produced resources.

Myanmar Studies 10 (Required)

Credit: 1.0

Prerequisite: Myanmar Studies 9 or teacher's approval

Resources: Physical and digital materials published by the Myanmar Ministry of Education

This course is intended for native Burmese speakers with rudimentary language skills. These classes continue to build students' understanding of Burmese literature as well as their Burmese language proficiency. Students continue to learn about the customs, language, and culture of Myanmar, as they further develop their writing, reading, and speaking skills in the Myanmar language. They use the native language to further their study of the history, culture, and customs of Myanmar. The course uses textbooks and materials published by the Myanmar Ministry of Education, as well as various teacher-produced resources.

Myanmar Studies 11 & 12 (Required)

Prerequisite: Myanmar Studies 10 or teacher's approval

Resources: Physical and digital materials published by the Myanmar Ministry of Education This course is intended for native Burmese speakers with rudimentary language skills. These classes aim to improve students' comprehension of the fundamentals of Burmese literature as well as their Burmese language proficiency. Students study Myanmar studies skills up to a college and university level in Advanced Myanmar Language Studies. Students study reading, writing, speaking, and listening skills as well as their cultural heritage. The course uses textbooks and

materials published by the Myanmar Ministry of Education, as well as various teacher-produced resources.

Myanmar Studies for Non-native Speakers 9-12 (Required for Foreign Students) Credit: 1.0

Prerequisite: Myanmar Studies Teacher’s approval

Resources: Physical and digital materials published by the Myanmar Ministry of Education, in addition to

The Myanmar Studies for Non-native Speakers course is designed to introduce Myanmar language and culture to foreign students. The students learn to read Myanmar sentences through the Myanmar alphabet and vowels. Additionally, they learn about Myanmar culture such as Monthly Myanmar Festivals and about attractions throughout the country of Myanmar. This class teaches the students various conversations and dialogues between two or more people in which thoughts, feelings and ideas are expressed. This makes them communicate effectively. The course uses textbooks and materials published by the Myanmar Ministry of Education, as well as various teacher-produced resources.



Visual Arts

One credit is required for graduation.

Art 9 (Required)

Credit: 0.5

Prerequisites: Successful pass of Art 8

Resource: Visual Art for Secondary

In this course, students will learn about the more in-depth aspects of perspective, such as using one-point, two-point, and three-point perspectives as well. Students will learn the elements of art and demonstrate creative and personal artistic expression. Students will understand the visual expression and understanding fundamental elements provides aesthetic awareness and qualitative judgment within the various design approaches. Students will be able to learn to Identify to compare artworks from different cultures and historical events that influence art. At the end of these units, the students will be able to apply all the elements of art and principle of design to their artworks.

Art 10 (Required)

Credit: 0.5

Prerequisites: Successful pass of Art 9

Resource: Visual Art for Secondary

In this course, students will learn about the more in-depth aspects of perspective, such as using one-point, two-point and three-point perspectives as well. Students will learn the elements of art and demonstrate creative and personal artistic expression. Students will understand visual expression and understanding fundamental elements provides aesthetic awareness and qualitative judgment within the various design approaches. Students will be able to learn to Identify to compare artworks from different cultures and historical events that influence art. At the end of these units, the students will be able to apply all they elements of art and principle of design into their artworks. Students will be able to identify characteristic theme-based works of visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.

Architecture: Interior & Exterior Design 11/12 (Elective)

Credit: 0.5

Prerequisites: Successful pass of Art 10

In this art course, students will learn how to use a perspective in interior and exterior design drawings. This course is concerned with architectural drawing techniques of different presentation methods, basic geometric drawing and architectural lettering, types of lines used in architectural drawing, techniques, geometrical and perspective projections for different bodies, three-dimensional drawings, isometrics, axonometric, shade, shadow, and perspective for interior and exterior architecture.

Drawing and Painting 11/12 (Elective)

Credit: 0.5

Prerequisites: Successful pass of Art 10 and knowledge of the 7 elements of art

This course is an introduction to the fundamental concepts of drawing with an emphasis on observational drawing practices. Drawing and Painting is an introductory course that provides the student with experiences in working with a variety of subject matter and media. Various methods and materials (such as color pencils, graphite, charcoal, crayon, and several types of paint) will be explored. This course is a one-semester elective offered to students in grades 10-12 who have successfully completed drawing and painting; it is highly recommended for the student who plans to take AP Studio Art. The course builds upon the basic skills acquired in Drawing and painting.

2D & 3D Mixed Media 11/12 (Elective)

Credit: 0.5

Prerequisites: Successful pass of Art 10 and any experience creating 2D & 3D art and design

The mixed Media Arts course explores subject matter through mixed media, a contemporary means of self-expression. Students are introduced to the rigor and routine of the art production process including planning, producing, and reflecting on art. With an emphasis on studio arts, students explore a wide range of 2D and 3D media, skills, and techniques, as related to contemporary and historical art perspectives. Projects may include but not be limited to drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Students develop technical skills, foster their expressive abilities, and employ the use of the elements of art throughout the production process. These student artists develop perceptual, creative, technical, and problem-solving skills in a sculptural context.

AP Studio Art

Credit: 1.0

Prerequisites: Experience creating two-dimensional art and design work and Art Teacher's approval

Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students extend to advanced-level techniques used to create a variety of 2-D artworks through developing skills in drawing, painting, printmaking, and collage. Students manipulate the structural elements of art to promote creative risk-taking in 2-D artwork. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. It is the equivalent of a one-semester college course in art and culminates in the Advanced Placement Examination. Depending on the student's performance on this exam and on the college's policies, advanced placement college credit may be received. An additional

College Board processing fee is required from applicants. A well-presented portfolio and slides of student work are required for submission.

Information and Communication Technology

One credit is required for graduation.

Computer Studies 9 (Required)

Credits: 0.5

The Grade 9 computer science course introduces students to fundamental concepts of programming and computer science to prepare them for more advanced studies in later grades. By the end of the course, students will have a basic understanding of programming and computer science concepts, be able to write simple web programs, understand the ethical and societal implications of technology, and be able to apply this knowledge in their own online activities. The course gives students a general idea of what computer science is, what it entails, and what kind of career opportunities it offers.

Computer Studies 10 (Required) Credits:

0.5

Prerequisites: Computer Science 9

The Grade 10 Computer Science course is designed to build on foundational concepts and provide students with a deeper understanding of programming and computer science. It includes team-based programming projects and problem-solving challenges to apply concepts in a practical context. By the end of the course, students will have a solid understanding of programming and computer science concepts, be able to write simple programs and have a better perspective on career opportunities in the field and how it can be applied in different industries.



Computer Programming 11/12 (Elective)

Credits: 1.0

Prerequisites: Computer Science 10

Resource: Python.org

Grade 11 and 12 computer science courses are advanced and focus on preparing students for further studies in computer science or related fields. Emphasis is also placed on teamwork, problem-solving, critical thinking, and understanding the ethical and societal implications of computer science. High programming proficiency is expected, and students will work on more complex projects independently. By the end of high school, students will have a strong foundation in programming and computer science concepts and be well-prepared for post-secondary studies in the field.

AP Computer Science A (Elective)

Credits: 1.0

Prerequisites: Computer Science 10 and teacher approval **Resource:**

This is an introductory, college-level computer science course. AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language and is designed to prepare the student for success on the AP Computer Science A exam.



Music

One credit required for graduation.

Music 9: (Required)

Credit: 0.5

Resources: *Alfred's Essentials of Music Theory*

Students will explore the fundamentals of music by exploring and creating music utilizing various digital platforms. Topics will include a basic understanding of musical elements such as rhythm, pitch, melody, and individual and ensemble singing and playing. This class also explores the history of music, and the role music plays across cultures. This class consists of two general areas of learning: Listening (how music is understood and how to appreciate musicians throughout history) and Performing (how musical skills are developed and how to build knowledge and awareness). Students will showcase their skills in a setting that encourages public performance.

Music 10: (Required)

Credit: 0.5

Resources: *The AB Guide to Music Theory* by Eric Taylor

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in performance. Students will develop their understanding of musical conventions, practices and terminology and apply the elements of music in a range of activities. Students will continue their study of music theory. They will also study the biography of various musicians, along with Asian and World traditional songs. Students will continue with solo and group singing. Here they learn to sing solo traditional songs, on pitch and in tempo, with clear diction, proper pronunciation, and appropriate posture. They will also explore the function of music in society with reference to self, communities, and cultures.

Guitar (Elective)

Credit: 0.5

In this class the students will learn to play chords (major, minor, sharp, flat), scales, finger picking styles, strumming patterns, guitar TAB and guitar notation. This subject supports students who are interested in playing the guitar fluently.



Keyboard (Elective)

Credit: 0.5

Resources: *Yamaha Piano Book: Beginner Piano Course* by James Bastien; *Alfred's Basic Piano Library*

The intent of this course is the development of piano keyboard proficiency skills. The focus will be given to basic keyboard technique, score reading and performance, sight-reading, accompanying, and transposition. In the Keyboard class, the students will learn how to read music notes, chords, and beat style. They will also learn repertoire and melody playing. The material for the course will be presented in a lecture/lab format. Instruction will take place in the keyboard room. Musical examples from a wide array of genres will be used to demonstrate the concepts covered.

Chorus (Elective)

Credit: 0.5

Chorus students will learn to use their vocal instrument to create a correct and pleasing sound. In addition to learning vocal production and technique, students will also learn music reading, sight-reading, and performance skills. Chorus also offers opportunities for students to develop team building and leadership skills. This is a performance-based class. Participation in dress rehearsals and concert rehearsals is required outside class hours.

Strings (Elective)

Credit: 0.5

This music elective is designed for students of all skill levels and will teach the basics needed to perform with a variety of instruments. Focus will be given to basic techniques, score reading, sight-reading, and performance skills. Instruction will be adapted to suit each student's individual level and enable growth in these areas. This is a performance-based class. Participation in dress rehearsals and concert rehearsals is required outside class hours.

Health and Physical Education

One credit required for graduation.

Physical Education 9 (Required)

Credits: 0.5

This course provides students with the opportunity to learn a variety of sports and sport-related movements as well as health and fitness concepts. Health topics relate to nutrition, fitness, health and wellness. Emphasis is placed on active participation and positive social interaction during fitness and sport activities. The goal of this course is to introduce students to optimize physical competence in each of the recognized fitness domains: endurance, stamina, strength, flexibility, power, speed, coordination, agility, balance and accuracy.

Physical Education 10 (Required) Credits:

0.5

Prerequisites: Physical Education 9

This course is designed to provide students with an opportunity to participate in four activities: basketball, volleyball, football and badminton. Students will be asked to demonstrate a combination of skills, knowledge, and behaviors associated with a complex game or other performance. The students will develop the necessary skills needed to complete the low and high ropes course. These are the principal activities used to help individuals improve self-esteem, develop strategies to enhance decision-making, learn to respect differences within a group, and increase their agility and physical coordination. A journal is a requirement for this course.

Physical Education 11/12 (Elective)

Credits: 0.5

This course will focus on students achieving and maintaining a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, and strategies. Students will establish personal fitness goals, using principles of aerobics, strength and core training. Students will engage in vigorous activities daily. This course will include both physical and written assignments.



World Language Electives

Mandarin Chinese Level 1 (Elective)

Credit: 1.0

Prerequisites: Teacher assessment and placement

Resources: *HSK 1 Textbook and Exercise Book*

In this introductory course, students learn how to read, write, and speak conversational Mandarin, as well as learning about Chinese culture. By the end of this course, students will be able to read and write Chinese characters, and speak about everyday topics such as time, family, work, weather, food, clothes, and transportation in Mandarin.

Mandarin Chinese Level 4 (Elective)

Credit: 1.0

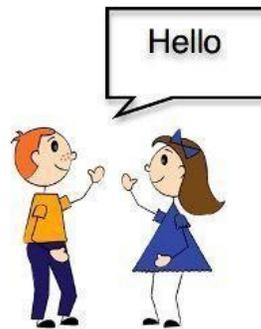
Prerequisites: Teacher assessment and placement

Resources: *HSK 4 Textbook and Exercise Book*

In this course, students expand on their reading, writing, listening and speaking skills of conversational Mandarin, and continue their study of Chinese culture. By the end of the course, students will be able to communicate orally and in writing about topics such as friendship, spending habits, work ethics, feelings, and emotions.

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College Counseling

An important component for both Grade 11 and Grade 12 students are the College Seminar 11 and 12 courses. With our experienced College Counselor serving as a collaborative partner and facilitator, students are guided through the multi-faceted process of applying to college, university, and/or the next post-secondary school journey beyond YA International School. By accessing the Maia Learning software technology program, and by holding frequent one-to-one counseling sessions, students are guided along the path of self-discovering their personal strengths, as well as the concrete planning steps needed to make their future educational and career aspirations a reality.

College Counseling Seminar 11 (Required)

Credit: 0.5 (Pass/Fail)

In the second semester of the junior year, Grade 11 College Seminar focuses more on identifying personal interests, understanding the college research process, and exploring what type of university and what major would be the best fit. Through this course, students will:

- Better understand themselves and their values
- Develop their own unique set of criteria that will help guide their decisions for future applications
- Be able to utilize narrative and academic writing skills to craft essays and personal statements for university
- Be able to effectively and efficiently research post-secondary options.

College Counseling Seminar 12 (Required)

Credit: 0.5 (Pass/Fail)

Grade 12 College Seminar will build and expand on the skills and knowledge from grade 11.

Through this course, students will:

- Develop skills needed for a successful transition to life after YA International School
- Better understand the admissions process and what goes into a successful college searching
- Determine a country and school to continue studying, a study program to fit their needs, and a potential career.
- Utilize effective problem-solving and critical-thinking skills.
- Successfully apply to a university or plan for an alternative pathway



SAT Preparation 11 (Elective)

Credit: 0.5 (Pass/Fail) **Resource:**

Offered during the first semester of eleventh grade, this course helps students prepare for the Scholastic Aptitude Test (SAT), a standardized test used for admissions and placement in many colleges and universities in the United States. Using materials from the College Board and other academic resources, students learn various test-taking strategies, expand their reading and writing fluency, and hone their mathematical skills in preparation for the verbal and mathematical components of the SAT.

Capstone 12 (Required)

Credit: 0.5 (Pass/Fail)

During the second semester of the school year, each senior class member must take the Capstone seminar course. This student-centered, project-based course is designed to provide each student with a culminating learning experience which fully and explicitly integrates YA International School's six Schoolwide Learning Outcomes. Students will be assessed and graded frequently throughout the semester in a variety of modes that directly correspond with the school's six SLOs: Effective Communicators; Collaborative Team Players; Critical and Creative Thinkers; Global Citizens; Life-Long Learners; and Healthy Individuals. By reflecting on their own impending individual journeys beyond YA International School, including the many global challenges and opportunities, members of the senior class create, and present projects based on real-world issues that will most certainly impact each student in the years ahead.





*Yangon Academy
International School*

School Address: 35-B, University Avenue Housing, New University Avenue Road,
Bahan Township, Yangon, Myanmar.

Tel: (951) 549 451, 540730, 557 219

School Email: info@yangonacademy.com, admissions@yangonacademy.com

School Website: www.yangonacademy.com