

Yangon Academy International Elementary School

Program of Studies



2022-2023

Yangon Academy 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.

Yangon Academy 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.

Dr Frano Ivezaj
Elementary Principal

About Yangon Academy International School

Yangon Academy, formerly known as IECM established in 2004, is a private, English-medium school offering an American-based curriculum. The school provides quality education to children (age 2 to 18: pre-nursery to grade 12). Qualified, and highly experienced English-speaking teachers from around the world provide a strong academic foundation for learning.

In addition, Myanmar teachers also assist in the classrooms. Air-conditioned classrooms, a computer lab with Internet connection and wi-fi facilities, music and art rooms, a library, a covered sports court and a playground contribute to an exciting and rigorous educational experience.

Vision

Yangon Academy empowers students to reach their full potential.

Mission

Yangon Academy 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 Yangon Academy International School. As such, it is the expectation that all members of the school community will strive to know, to understand, and to achieve these learning outcomes. *(Child-friendly version below)*

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. Yangon Academy 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 YANGON ACADEMY

A 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 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 Yangon Academy students receive grades for their schoolwork. To determine a student's grade the teacher will consider all evidence collected through observations, conversation and student products. 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 judgment, 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 – Exceeding Expectations,
M – Meeting Expectations,
B – Beginning to Meet Expectations,
N – Not Meeting Expectations,
NA – Not Applicable

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 2022-2023 will be issued as follows:

First Quarter	-	October 2022 during Parent-Teacher Conferences
First Semester	-	Second Quarter – January 2023
Third Quarter	-	March 2023 during Parent-Teacher Conferences
Second Semester	-	June 2023

MEASURES OF ACADEMIC PROGRESS (MAP)

Yangon Academy uses a set of computerized tests (Measures of Academic Progress - MAP) to help assess the level of knowledge and skills of our students in Reading, Language Usage, and Mathematics for Grades 3 - 5.

These MAP exams are an externally developed and scored set of tests which are currently used in many quality international schools in more than 54 countries around the world. We test each Yangon Academy student twice a year (Fall and Spring) in order to fully evaluate the success of our school programs and to improve the learning of each student.

THE CURRICULUM

The core curriculum for elementary grades includes:

English Language Arts and Literacy, Mathematics, Science, Social Studies, Music, Visual Art, Physical Education, Computer Studies, and Myanmar Studies.

The Elementary curricular framework used 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)
- Physical Education - Society of Health and Physical Education (SHAPE)
- Computers - International Society for Technology in Education (ISTE) and
- Computer Programming Standards (Gr 3 – 5 Programming)

ELEMENTARY SCHOOL COURSES

Elementary school
<p><i>The following courses are taught by Homeroom Teacher:</i></p> <ul style="list-style-type: none">- English- Mathematics- Science and Technology- Social Studies – Society, Geography, History
<p><i>The following courses are taught by Specialist Teachers:</i></p> <ul style="list-style-type: none">- Myanmar Studies- Music- Art- Physical Education- Computer Studies

English Language Arts and Literacy

Elementary teachers follow a balanced literacy approach to reading and writing. The teachers try to capitalize on the key literacy skills such as 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.

Writing: Our units follow one of the research-based best practice called the 6+1 Traits of Writing.

Reading: We also give reading as part of homework.

Mathematics

Using Big Ideas Math for KG to Gr 2 and Eureka Math for Gr 3 to Gr 5 the following concepts are explored:

- 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 NGSS Science Standards. This curriculum also lays a strong emphasis on STEM education. It allows students to be critical and creative thinkers.

Social Studies

Social Studies focus 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 and Myanmar and Asia as a reference, our position as global citizens, and the behaviours that encourage lifelong learning.

Arts

The Arts program engages students in exploring mediums. They also study about Art and Art materials. They acquire the art skills and new 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.

Music

The music program requires children to move to music, identify sounds, sing, develop melody, and play simple instruments. At the upper elementary grades, children are taught how to read music.

Throughout the year children have multiple opportunities to perform and showcase their learning.

Physical Education

The KG – Grade 5 students attend regular Physical Education classes every week. The PE program consists of various physical activities such as jumping, throwing, and catching.

The children also play interactive games. The main objective of the program is to focus on social and physical development.

Computer Studies

The KG – Grade 5 students have computer studies lessons scheduled into their weekly timetable. The Program mainly focuses on developing basic computer skills and using technology to produce different projects, including research, instruction and creation.

At the upper elementary grades, children are taught how to do programming.

Myanmar Studies

The aim of the Myanmar Studies Program is 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 laying 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 Myanmar.

We offer a separate course, Myanmar Studies for Foreign students, for expatriate students to provide knowledge, understanding and appreciation of the people, culture and history of Myanmar through learning the language itself.

CURRICULUM RESOURCES

Resources

Textbooks and other resources are provided by the school to support students in accessing the Curriculum.

Our KG – 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 digitally.

ENGLISH: KG to Gr 5 Houghton Mifflin Harcourt's **Into Reading** program which includes:

- 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
- 6+1 Writing Trait Crates

MATHEMATICS: KG to Gr 2 Big Ideas Math-Modelling Real Life Common Core Edition
Gr 3 to Gr 5 Eureka Math

SCIENCE: Inspire Science (with online student access for Gr 3 – Gr 5)
Mystery Science (KG – Gr 2)

SOCIAL STUDIES: KG Read-aloud on Topics
Gr 1 Houghton Mifflin: Social Studies – School & Family
Gr 2 Teacher created Resources
Evanmoor: Ancient Civilizations
Gr 3 Harcourt: Our Communities
Gr 4 J Bean: Myanmar: Yesterday and Today
Scholastic: Myanmar Enchantment of the World
Gr 5 Houghton Mifflin: Social Studies – World Culture and
Geography
Kidz Discovery Magazines
Guided Readers on Topics

ADDITIONAL PROGRAMS

Student Activities

A variety of clubs, craft opportunities, and sporting activities are available to Yangon Academy 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 activities that are of interest to the students. The Student Council organises social, community outreach, and fundraising activities.

The Student Council consists of a:

- President (From Grade 5)
- Vice-President (From Grades 4 or 5)
- Secretary (From Grades 4 or 5)
- Treasurer (From Grades 4 or 5)
- Historian At Large (From Grades 4 or 5)
- Class Representatives (From Grades 3 - 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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