



## High School

Program of studies

2021 - 2022

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## OUR MISSION

*St. Johnsbury Academy Jeju (SJA Jeju)* is a diverse, comprehensive, and independent educational community grounded by our traditions, our deep optimism regarding young people, and our commitment to academic excellence:

**Character:** To teach good character by modeling and fostering compassion, respect, responsibility, and integrity.

**Inquiry:** To foster a love for learning by challenging individuals to pursue knowledge, creativity, and intellectual self-reliance.

**Community:** To encourage each individual to understand his or her relationships, rights, and responsibilities within a community that is itself part of the larger world.

Our culture fosters a tradition of respect for all members of our community, regardless of their nationality, ethnicity, cultural background, or economic status.

## OUR THREE PROMISES

***We will do all we can to help each student be the best person possible.***

We are committed to the values of respect, compassion, integrity, and responsibility. We have compassion and empathy and we believe in loving those most who need it most.

***We will do all we can to help each student be the best learner possible.***

We value expertise and creativity. We provide the supports and opportunities for students to pursue their passion and develop a love for learning.

***We will do all we can to help each student become part of something bigger than him/herself.***

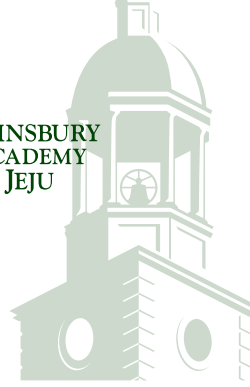
When students come to our school they become part of the most talented and diverse group of individuals they may ever know as friends and colleagues. They develop an intellectual and emotional connection to making this community a better place.

## OUR PHILOSOPHY

Employing innovative and traditional methodologies, the school is committed to personally relevant instruction. We strive to provide opportunities for students to gain a strong understanding in those studies calculated to provide a life foundation for the global citizen, enabling them to be intellectually self-reliant and to function as constructive, moral members of society.

Likewise, the school undertakes to make the acquisition of knowledge a valued social goal by developing an active appreciation of local and world culture. The school also provides opportunities for its students to build those skills useful for personal self-sufficiency.

*St. Johnsbury Academy Jeju* is committed to the idea that learning is most natural and teaching is most effective in a community atmosphere where collaboration and respect for others is part of the common daily business. Small classes, the advisor program, and a diverse offering of extracurricular activities all exist to support this notion of community.



# OUR CURRICULUM

## Teaching Philosophy

*The SJA Jeju* high school serves students in 9th-12th grades, with our inaugural graduating class earning their diplomas in June of 2020. The high school follows the concept that students learn best when appropriately challenged and encouraged to reach their highest potentials. We strive to help each student discover his or her passion in learning.

We recognize that students learn in different ways. To this end, our educators develop strong student relationships so that they can act as advisor/mentor to each child they serve and acquire a unique understanding of each student's abilities, interests, and needs. This focus on creating a personal, nurturing environment is crucial for students as they develop emotionally and intellectually and prepare for higher learning.

Our academic philosophy stresses both inquiry and project-based learning. The curriculum consists of units of study in which projects are often the key component. This helps students to develop essential skills during the process of hands-on, collaborative learning. This educational approach is not top-down, but bottom-up, as teachers facilitate student learning and intellectual development that is student-centered.

*SJA Jeju* values each student's passion and this process respects the need for meaningful engagement. Students are challenged to develop critical thinking and high-order reasoning by actively solving problems through both real-world experience and state-of-the-art simulations.

## Inquiry-Based Learning Approach

*SJA Jeju* uses an "inquiry-based" approach to learning in which students pose questions that help guide their search for understanding. Inquiry-based instruction is positioned at the heart of the high school academic classroom. High school instruction places increased emphasis on assessing students as members of a responsive learning community. Students are expected to demonstrate learning by organizing and presenting information in their areas of inquiry to increasingly formalized audiences.

While inquiry-based learning comes in all shapes and sizes and with varying number of steps in a variety of different school settings, these curricula all share a common thread regarding the processes of investigation and learning that are circular in nature.

**Immerse** - building curiosity and background knowledge

**Investigate** - students research the subject; they ask questions, look for and find answers

**Coalesce** - more succinct searching occurs, summarizing, and building new knowledge

**Go Public** - students share what they have learned with other students

Within the framework of this high school course of studies, our faculty strives to keep inquiry at the center of each academic unit. The teachers also utilize standards (and more specifically, their benchmarks) to establish learning goals for their students. Unit and lesson plans are developed to ensure that students are able to demonstrate their learning as measured against our standards and benchmarks.

## Core Curricular Content

We use AP Springboard for our English and Math programs. SpringBoard is the College Board's comprehensive instructional program in English Language Arts and Mathematics for all students

in grades 6–12. SpringBoard offers research-based instructional strategies and practices that provide a clear road map forward by preparing students for college-level studies. It also focuses on 21st-century skills in research, technology, and media.

Since the curriculum in mathematics and science begins in middle school's 8th grade with courses in Algebraic Foundations and Life Science, some high school students will be able to access a broad spectrum of advanced (AP) math and science courses beginning in 11th and 12th grades. This type of enhanced sequence would essentially enable them to design specific academic concentrations in areas like Math, Science, History, Technology and the Arts.

## Standards and Benchmarks

At *SJA Jeju* subject specific standards and benchmarks are drawn from the United States' *Common Core State Standards* (CCSS), *New Generation Science Standards* (NGSS), the AERO curriculum framework, which is supported by the State Department's Office of Overseas Schools, the *International Society for Technology in Education* (ISTE), and the *National Core Arts Standards* (NCAS).

## Unit Planning

Teachers at *SJA Jeju* use the *Understanding by Design* (UbD) framework for unit planning. By employing this framework to design units of study, learning is focused on the understanding of the grade-specific benchmarks and the broader overarching standards. Teachers begin to design units with the learning goals (standards and benchmarks) in mind from the start.

All classroom instruction, learning activities and assessments are designed to facilitate students' engagement with and understanding of the standards and benchmarks linked to the unit. Educational resources are also selected to help foster students' understanding of the unit's specific learning goals. At *SJA Jeju* the unit design process is a collaborative effort that encourages teachers to share their professional expertise with each other.

# OUR PROGRAMS

## THE SENIOR CAPSTONE

Capstone is a culminating experience for all *SJA Jeju* Seniors. The Capstone course builds upon the habits of learning inspired by the Reggio Emilia approach in our pre-primary programs as well as the inquiry-based approach that is at the heart of all instruction throughout our elementary and middle schools.

Capstone represents the culmination of all previous learning and serves as an opportunity for students to demonstrate mastery of *SJA Jeju* standards and expectations as they prepare to further their education, embark on careers, and carry their overall *SJA Jeju* experience into their personal and professional lives.

Ultimately, the capstone curriculum is linked to the very mission of the school. The development of a professional attitude sets the tone for **character**. The research and problem solving required to complete the program addresses **inquiry** and the sharing of ideas with the Academy and local communities addresses **community**.

In addition to meeting the mission of the school, the goals of the Senior Capstone course are to help students sharpen their expertise against even higher standards of college and professional rating in the following areas:

**Problem-solving:** Identifying a problem, developing a new set of skills, apply the newly developed skills to solve the problem, and reflecting on the quality of the implemented solution

**Communication:** Discipline-specific writing formats, editing, revision, and public speaking

**Citizenship:** Self-management strategies and analysis of community needs. Defining the characteristics of a professional and acting and producing to that definition

## ADVANCED PLACEMENT COURSES (AP)

The Advanced Placement program of the College Board is offered to students who have demonstrated a superior understanding of the subject matter and have signified their desire to attempt to achieve college credit for courses taken while they are still in high school (sophomores, juniors, and seniors). Many major colleges and universities, at their discretion, accept advanced placement for credit, recognizing the successful completion of an AP exam.

*SJA Jeju* will offer 20 AP courses during the 2021/22 SY for students that meet the prerequisites to take these courses. We are proud to offer the following AP course options to qualified students:

AP 2-D Art and Design

AP 3-D Art and Design

AP Biology

AP Chemistry

AP Chinese Language & Culture

AP Calculus AB

AP Calculus BC

AP Computer Science A

AP Computer Science Principles

AP English Language and Composition

AP Environmental Science

AP Drawing

AP Human Geography

AP Microeconomics

AP Macroeconomics

AP Physics 1

AP Physics C

AP Psychology

AP Statistics

AP World History - Modern

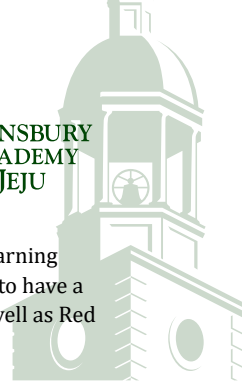
## REQUIREMENTS FOR ENROLLMENT IN AP COURSES

As AP classes require students to invest a great deal of time and effort to be successful, the following guidelines will manage eligibility for enrollment:

1. AP courses are only open to students in 10th, 11th and 12th grades.
2. Students must meet all of the course-specific prerequisites as outlined in the HS Program of Studies.
3. Students must have earned an overall GPA of 3.0 or higher (with stronger consideration/emphasis placed on subject-relevant grades when/if necessary).
  - Students who want to take one AP Course must have earned an overall GPA of 3.0
  - Students who want to take two AP Courses must have earned an overall GPA of 3.4. Students can take a maximum of two AP courses in 10th grade.
  - Students, in 11th and 12th grade, with a GPA of 3.8 or higher may enroll in a maximum of three AP courses.
4. For any student considering AP courses beyond the maximum allowance, special permission must be obtained from the student's advisor, from all AP teachers in prospective courses, and from the AP Class Approval Committee
5. AP courses are all year-long courses and, thus, cannot be dropped at the start of the second semester. AP add/drop is extended beyond regular add/drop in August to ensure all students are fully committed to the course.

## ATHLETICS

*SJA Jeju's* high school follows the GEC sports calendar and participates in KISAC tournaments and athletic competitions. We are proud to offer several team and individual sports including: basketball, volleyball, badminton, soccer, track & field, swimming, tennis, and pingpong.



## ARTS

The mission of the Fine and Performing Arts Departments is to offer instruction, resources, and a culture that inspires students to develop artistic awareness, creativity, and proficiency by providing a professional environment and a comprehensive curriculum in the visual and performing arts. We believe that the exploratory creative process encourages cognitive growth and builds problem-solving skills that promote resilience and flexible thinking.

## TECHNOLOGY

The high school is a one-to-one laptop environment. All students are required to use an Apple notebook with the Apple operating system. Different technologies are integrated mindfully in all classes and will not interfere with the natural flow of discursive interactions, but instead be used as research, productivity, and innovation tools. Teachers are trained and are expected to use technology to enhance student learning while encouraging innovation and redefinition.

## MORNING ASSEMBLY

Several mornings each week, students and faculty in the secondary divisions meet for a daily assembly. Daily announcements are read with the Head of School, the Head of Secondary and Student Council often leading these and giving short talks. Moreover, students or featured guests often speak and/or perform. During morning assembly, students always sit with their advisors and alongside their classmates in their advisories. These groups become tight-knit as students see each other and their advisors each morning. Morning assemblies take place 2-3 times each week.

## ADVISORY PROGRAM

The advisory program is a natural outgrowth of the school's mission statement. The purpose of the program is to foster character, inquiry, and community. We achieve this by providing students with a faculty mentor, and by including them in a group of peers with whom they may develop close, positive, personal relationships and expand their capacity for change and growth.

The advisor is the primary connection to the school for both students and family. Students will be in an advisory group of roughly 8 classmates through their graduation. Advisory days are each morning opposite morning assemblies, meeting 2-3 times a week.

## SERVICE LEARNING

Service Learning is a valued program that stimulates curricular connections. It helps children identify genuine service needs in our community and the broader world. The Service Learning program is aligned with SJA Jeju's Mission statement: To encourage each individual to understand his or her relationships, rights, and responsibilities within a community that is itself part of the larger world.

Students are involved in the preparation and action needed to provide a service. They also reflect on the project and demonstrate or share what they have learned to others. The high school community actively

supports school-wide community service and service learning programs throughout the year. Moreover, we are proud to have a dedicated Service Learning Club each ASA semester as well as Red Cross Youth.

## KOREAN LANGUAGE, HISTORY AND CULTURE

The aim of Korean Language, History and Culture course is to provide exposure to the host country's history and culture as well as to aid in the utilization of Korea's diverse resources and enhance the educational experiences of our students. It is our firm belief that experiencing and appreciating other cultures facilitates a heightened awareness of one's own, as well as respect for the culture of others.

The school prepares its students to be responsible global citizens. Among the Promises at *SJA Jeju*, we encourage "open-mindedness, tolerance and cross-cultural understanding," and the "respect of our host country's culture, traditions and environment." The Korean Language, History and Culture program is of primary importance, and an effective tool, in attaining these goals.

## COLLEGE PREPARATION

All high school students will be assisted in the process of selecting and applying to colleges and universities by an experienced team of counselors. A sequential plan of action will be put in place to help students maximize their chances of admission, and to help both parents and students to navigate the selection and application process. SJA Jeju's College Counselor is available to meet with parents and students on an ongoing basis.

## GRADUATION REQUIREMENTS

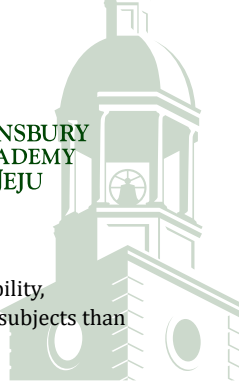
Students must complete 4 years of high school study (grades 9-12), accumulate a minimum of 28 credits (as outlined below).

### Class of 2022 and 2023

Courses	Credits
English	4
Science	3
Math	3
History	3
Fine & Performing Arts	2
Physical Education & Health	1
Advanced Korean Language*	1
Advanced Korean History*	1
Senior Capstone**	1
Electives (core and non-core)	9
<b>Minimum Total Required</b>	<b>28 credits</b>

\*Must be taken in 10th, 11th or 12th grade (cannot be taken in 9th grade)

\*\*Must be taken in 12th grade only

**Class of 2024**

Courses	Credits
English	5
Science	3
Math	3
History	3
Fine & Performing Arts	2
Physical Education & Health	1
Advanced Korean Language*	1
Advanced Korean History*	1
Senior Capstone**	1
Electives (core and non-core)	8
<b>Minimum Total Required</b>	<b>28 credits</b>

\*Must be taken in 10th, 11th or 12th grade (cannot be taken in 9th grade)

\*\*Must be taken in 12th grade only

**Class of 2025 - Onwards**

Courses	Credits
English	6
Science	3
Math	3
History	3
Fine & Performing Arts	2
Physical Education & Health	1
Advanced Korean Language*	1
Advanced Korean History*	1
Senior Capstone**	1
Electives (core and non-core)	7
<b>Minimum Total Required</b>	<b>28 credits</b>

\*Must be taken in 10th, 11th or 12th grade (cannot be taken in 9th grade)

\*\*Must be taken in 12th grade only

**Semester-Block Schedule :**

The SJA Jeju semester-block schedule creates more flexibility, differentiation and opportunity for advancement across subjects than most traditional schools.

Students in 9th and 10th grade must take 10 “blocks” of study (equaling 10 total credits) for the school year. 11th grade students must take a minimum of 8 blocks of study or 8.0 credits. 12th grade students must take a minimum of 7 blocks of study including Senior Capstone. Seniors may request additional courses to put them at 8 or more “blocks” of study, though this is not recommended due to the extra work involved in applying to college. (Students in good academic standing may take up to 10 blocks of study per school year. Students who choose less than 10 blocks of study will be placed into study hall classes.) As a result, students will select a minimum 31 total blocks of study over 4 years at SJA Jeju, creating a total of 13 electives for students to advance further in one or more subjects, or to explore multiple electives to broaden their academic experience.

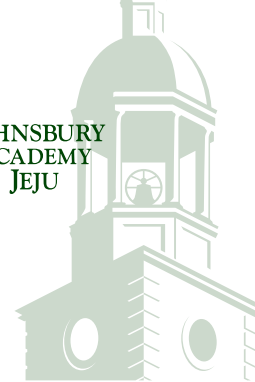
**10th & 11th Grade Transfer Students:**

The academic transcripts from Korean or other international schools will be reviewed and credit awarded (on a pass/fail basis) based on the decision of the SJA Jeju Registrar. Students who receive credit in individual subjects will not be required to repeat those courses and will have their graduation requirements reduced as such.

**Study Hall**

Students who are struggling to pass classes, or to maintain academic success, may be placed into a supervised study hall at the discretion of the high school Principal.





# SJA JEJU HS COURSE CATALOGUE

## ENGLISH COURSES (4 credits required for graduation):

### English 9 (required : 9th grade)

This full-year course will prepare students to be critical readers, writers, listeners, and speakers. Students will read many thought-provoking texts from a variety of genres, including novels, short stories, poetry, drama, and non-fiction. While closely examining these texts, students will learn critical reading and analysis skills. Each unit is accompanied by a minimum of three embedded writing assessments and one unit-aligned project. By the end of this course, students will have a strong grasp of argumentative and analytical writing skills, discussion and presentation skills, critical reading skills, and a foundation in research skills in order to be successful in English 10.

*Prerequisite: N/A*

*Credits: 2.0*

### English 10 (required : 10th grade)

English 10 is a year-long course that builds upon the reading, writing, and speaking/listening skills learned in English 9. It focuses on preparing students for advanced English courses, including English 11 and AP English Language and Composition. Students will make connections between literature, writing, and the world and explore that relationship through writing and speaking. Students will read many thought-provoking texts including non-fiction and various short and long fiction texts as well as examine other literary genres and mediums, such as film. The course will introduce rhetorical elements and further hone research skills. Students will continue to develop narrative, analytical, and argumentative writing skills.

*Prerequisite: English 9*

*Credits: 2.0*

### English 11 (required : 11th grade)

English Grade 11 is a semester-length class for 11th grade students that will further prepare students for college level work with a pre-Capstone course focus. The class will continue to develop each student's critical reading and writing skills with a strong emphasis on rhetorical analysis, evidence based reasoning, argumentative writing, and effective presentations. With assignments based on the Common Core Standards, students will learn to develop, write and present their work to a variety of audiences.

*Prerequisite: English 10*

*Credits: 1.0*

### English 12 (required : 12th grade)

English Grade 12 is a semester-length class for 12th grade students that will serve as the culmination of a student's high school English education. Specifically, the course cultivates the reading, writing, speaking, and listening skills students need for success beyond high school, as it focuses on developing critical analysis of text, including rhetorical analysis, and response to argumentation. The course develops student understanding of rhetorical, oratorical, and logical textual analysis, which they are introduced to in previous classes. Students will be able to analyze why authors use the words they use in the context they use them and what power those words have to move a specific audience to specific actions or conclusions. In other words, the reading and writing students do in the course deepens and expands their understanding of how written and spoken language functions rhetorically. The course develops the rhetorical understanding and use of written language by directing students' attention to writer/reader

interactions in various formal and informal genres (e.g., editorials, essays, advertisements, speeches, political satires, personal narratives, scientific arguments, cultural critiques, research, and news reports). By the end of the course, students will be able to: analyze how a particular piece of writing elicits a particular response from an intended audience. Explain what strategies - both fair and fallacious - writers and speakers use to elicit particular responses. Synthesize multiple arguments from disparate sources in a cogent and new analysis of a topic. Argue passionately and concretely on a topic using the strategies rhetoric and critical thinking provide, while avoiding logical fallacies.

*Prerequisite: English 11*

*Credits: 1.0*

## ELECTIVES - ENGLISH

### Public Speaking

Based on the Common Core Speaking and Listening Standards, Public Speaking will give students a venue to practice writing and delivering several types of speeches including Introduction Special Occasion/ Social Ritual (Unit 1), Informative (Unit 2), and Persuasive (Unit 3), and Ted Talk, Podcast, or Commencement Speech final project in Unit 4. This course is available to all HS students regardless of grade level.

*Prerequisite: N/A*

*Credits: 1.0*

### Modern Literature

What does it mean to be a modern person? What are the major problems facing modern societies? Are solutions to these problems on the horizon, are they in the realms of science fiction, or are they so distant as to seem like intractable problems of human experience? In Modern Literature, students will explore these questions as well as examine the power of narratives and ideologies to shape human perceptions through literary analysis, analyzing what it means to live in a modern society. Course readings and research will begin with a broad analysis of contemporary issues. After a broad survey and introduction to narratives and ideologies as forces that both unite and divide modern people, students will come into contact with a primary problem facing modern people, which is the dilemma of totalitarianism vs nihilism in our organization around narratives. That is to say, given that narratives have an incredible power to create a shared belief, to what extent should modern people hold to these belief systems as True?

*Prerequisite: English 9 and English 10*

*Credits: 1.0*

### Screenwriting for Film

This course introduces students to the art and process of writing short movies or fictional series. It is a hands-on course where students take on various exercises and team collaborations to explore the many aspects of screenwriting, from plotting and writing dialogue to character development and plot points. The course will be a fun blend of writing sessions, short exercises, short lectures, film viewing and discussions, and critique workshops. Students will create short scripts based on genre conventions, with the goal of being selected for filming by the filmmaking students.

*Prerequisite: N/A*

*Credits: 1.0*

### AP English Language and Composition

The AP English Language and Composition course focuses on the development and revision of evidence-based essays in three primary

genres: synthesis, analysis, and argument. Students will become proficient in the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, students analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text— from a range of disciplines and historical periods. The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum and can serve as college credit at some institutions given a necessary score on the AP Language and Composition exam. As such, students will need approval and to sign a work agreement before enrolling, which may include prework.

**AP English Language and Composition may be taken in place of English 11 or English 12**

*Prerequisite: English 10 and School Permission*

*Credits: 2.0*

**Yearbook**

Yearbook is a course, repeatable for credit, that teaches students how to use positive journalistic practices with the objective of developing the yearbook, a student run publication which showcases the history of the school year. Students will learn the basic principles of photography, journalism, layout design, copywriting, and business and marketing. In time, students may be given the opportunity to specialize in one or more of these areas. The course requires a high degree of independence both socially and academically as well as the ability and willingness to work, with a positive attitude, collaboratively with others to accomplish a common goal. Students will be required to adhere to strict deadlines throughout the year as the classroom environment will emulate that of a fast-paced business environment. Students must be willing and available to attend school events, both during and after school hours, to photograph and report on for the yearbook. Students who demonstrate a high level of independence and responsibility, team-work, competence in the taught skills, and integrity will have the opportunity to apply for leadership positions. Underclassmen are encouraged to apply as repeating the course is encouraged for highly motivated students, especially students serving as yearbook leaders..

*Prerequisite: Application that includes interview and teacher recommendations*

*Credits: 2.0*

**HISTORY COURSES** (3 credits required for graduation):

**World History - I** (required : 9th grade)

This is a survey course beginning with the earliest civilizations and highlighting important cultural, economic, and political developments throughout the world until the twelfth century. The course aims to strengthen students' reasoning skills, including comparison, contextualization, causation, continuity, and change. A diverse selection of carefully crafted projects and exercises guide students in thinking, reading, and writing as historians, with the goal of better understanding the groundbreaking nature of this period in human history and how it has shaped our modern world.

*Prerequisite: N/A*

*Credits: 1.0*

**World History - II** (required : 10th grade)

This course is a survey of the key events from life in Medieval Europe to the Industrial Revolution. The scope of the course ranges widely across all aspects of the human experience, including: economics,

science, religion, philosophy, politics & law, military conflict, literature & the arts. The course will illuminate connections between our lives and those of our ancestors. Additionally, students will learn to read for comprehension, analyze information by summarizing, categorizing, and evaluating, and write by expressing facts and opinions.

*Prerequisite: World History - I*

*Credits: 1.0*

**20th Century History** (required : 11th grade)

This course is a survey of selected topics that have shaped the 20th century from World War One to the Cold War. The goal of this course is to gain a better understanding of the events and the ideas that have shaped the contemporary world. The course also strives to prepare students to assess historical materials, evaluate relevance and reliability, and deal critically with the problems and materials in Modern 20th Century History.

*Prerequisite: World History I & II*

*Credits: 1.0*

**ELECTIVES - HISTORY**

**History of Cinema**

"History of Cinema" is a theoretical film course that trains students in the art of filmmaking through the analysis and discussion of important works of cinematic history. In the course, we will examine the various "dimensions" that make up such a dynamic art form. Students will learn how to develop a historical appreciation of film based on the cinematic traditions contained within narrative, documentary, and experimental forms, and acquire a critical, technical, and aesthetic vocabulary relating to particular cinematic practices and structures. We will examine how meaning in films is shaped by the uses of camera, editing, lighting, sound, and acting and evaluate the importance of genre and the legacy of individual filmmakers throughout the history of cinema.

*Prerequisite: N/A*

*Credits: 1.0*

**United States History**

This course is a survey of the American Revolution to World War Two, with an emphasis on the 20th century. Using primary documents, film, and audio recordings, students will learn about the various political, social, religious, and economic developments that have shaped and continue to shape the United States. The course also strives to have students either agree or disagree with the problems, events, and information in United States History.

*Prerequisite: World History I. Successful completion of 9th grade*

*Credits: 1.0*

**AP Economics**

AP Economics is a college-level, full-year course designed to provide students with a thorough understanding of the principles of economics. The course is split into 2 areas of focus in order to prepare students for the AP Microeconomics and AP Macroeconomics exams in May. The aim of AP Economics is to provide the student with a learning experience equivalent to that obtained in a typical college introduction level economics course. Students will learn to think like economists – to question, to evaluate marginal costs and marginal benefits, to understand international trade and relations, and the role of government in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

*Prerequisite: Algebra II & School Permission.*

*Credits: 2.0*

**AP Human Geography**

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces



students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socio economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

*Credits: 2.0*

*Prerequisite: English 9 - 93%, World History I - 93%, & School Permission.*

### AP Psychology

*AP Psychology is an introductory college-level psychology course.*

*Students cultivate their understanding of the systematic and scientific study of human behavior and mental processes through inquiry-based investigations as they explore concepts like the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology.*

*Credits: 2.0*

*Prerequisite: English 9, World History I, School Permission.*

### AP World History - Modern

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 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 connections; and utilizing reasoning

about comparison, causation, and continuity and change over time.

The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

### AP World History - Modern may be taken in place of World History II

*Credits: 2.0*

*World History I - 93%, English 9 - 93%, School Permission.*

## MATH COURSES (3 credits required for graduation):

\*Kindly note that math, due to the fact that it's a skills-based subject, follows a sequence in which all math courses are studied rather than grade-level assignments for courses. Students are only permitted to sign up for the next course within the sequence and cannot "jump around" in the sequence. However, new HS students will all be given a placement test to determine where to best place them within the SJA Jeju math sequence according to their previous learning.

The SJA Jeju HS Math Sequence is as follows:

Algebra I
Geometry
Algebra II
Trigonometry
Pre-Calculus
Calculus

### Algebra I

This is a course in first-year algebra with a focus on numerical, algebraic, graphing and verbal methods of problem-solving. The algebra topics of study include equations, proportions, and inequalities in one variable, writing, solving and graphing linear equations and inequalities, solving and graphing systems of linear equations, operations involving polynomials and factoring, solving quadratic equations, fractions, exponents and data analysis. Following Algebra I, students take Geometry.

*Prerequisite: N/A*

*Credits: 1.0*

### Geometry

The Geometry course is designed to provide a solid foundation of basic and fundamental algebraic and geometric concepts. Upon completion of the course, students should have a firm and confident grasp of Euclidean geometry and be well prepared for further study in mathematics, namely Algebra II and beyond. Constructions, investigations, proofs and projects are used to explore the various facets of geometry. The topics include both inductive and deductive reasoning, and plane, spatial, coordinate, and transformational geometry.

*Prerequisite: Algebra I*

*Credits: 1.0*

### Algebra II

Fundamental to the study of advanced Algebra is the thorough development of the concept of functions. Course material includes an emphasis on slope as an average rate of change, introduction of inverse functions, exponential and logarithmic functions, polynomial functions, rational expressions and functions, radical expressions and functions, and the introduction of imaginary numbers. A graphing calculator is required.

*Prerequisite: Geometry*

*Credits: 1.0*

### Introduction to Statistics

From opinion polls and customer satisfaction surveys to drug trials, people seem to be surrounded by data everywhere. The importance of statistical literacy has been steadily increasing over the years, and data analyses often drive decision-making. Thus, students taking this course will rarely question the relevance of course content to real life. Introductory Statistics is primarily a project-based course in which students often collect and analyze their own data. They study proper collection and inference techniques to determine the significance of the data they collected. Students also learn how to build probability models by observing data and design experiments to reduce variability. A graphing calculator is required.

*Prerequisite: Algebra II*

*Credits: 1.0*

### Trigonometry

Trigonometry is not a specific, discrete study in mathematics, but rather a course that focuses upon establishing the student's knowledge and skills in preparation for undertaking more advanced math studies. While many of the topics introduced in Algebra II are revisited, they are covered in greater depth and breadth. Included are more challenging studies in polynomial, exponential, logarithmic, rational and radical functions, analysis of their domains and ranges, recognition of families of curves and their transformations, trigonometric functions and their graphs, and analytic trigonometry. A graphing calculator is required and integral to the course as methods of solution include algebraic, numeric and graphical approaches.

*Prerequisite: Algebra II*

*Credits: 1.0*

**Pre-Calculus**

A continuation of the Trigonometry course, this course introduces some very interesting and challenging topics. Included are matrices and determinants, systems of linear inequalities with an emphasis on linear programming, partial fractions, sequences, series, and probability, conic sections, vectors in plane and space, parametric equations, and polar coordinates. A graphing calculator is required.

*Prerequisite: Trigonometry*

*Credits: 1.0*

**Calculus**

This course covers all of the first semester as well as some of the second semester topics of a college-level calculus course. Included are studies in limits and continuity, derivatives and integrals and selected applications of them and an introduction to differential equations. Pre-Calculus topics are reviewed when appropriate to ensure contextual presentation of new material. A graphing calculator is required.

*Prerequisite: Pre-Calculus*

*Credits: 1.0*

**AP Statistics**

This course follows the College Board Advanced Placement syllabus and is designed to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad-conceptual themes: exploring data (describing patterns and departures from patterns), sampling and experimentation (planning and conducting a study), anticipating patterns (exploring random phenomena using probability and simulation) and statistical inference (estimating population parameters and testing hypotheses). A graphing calculator is required. After the completion of this course, students are expected to take the AP Statistics exam.

*Prerequisite: Algebra II & School Permission.*

*Credits: 2.0*

**AP Calculus AB**

A rigorous and challenging course comparable to courses in colleges and universities, AP Calculus AB is designed for students with excellent mathematical skills who seek college credit, college placement or both from institutions of higher learning. Based on the College Board Advanced Placement AB syllabus, the course approaches the calculus concepts (limits and continuity, derivatives and integrals and their applications) from multiple perspectives — graphically, analytically, numerically and verbally. A graphing calculator is required. After the completion of this course, students are expected to take the AP Calculus AB exam.

*Credits: 1.5*

*Prerequisite: Pre-Calculus (83% or higher) & School Permission*

**AP Calculus BC**

Designed as an extension of AP Calculus AB rather than an enhancement, AP Calculus BC includes, along with all AP Calculus AB topics, additional topics such as: integration by parts and by tables, improper integrals, Euler's Method, infinite series, parametric equations, and polar coordinates and polar graphs. A graphing calculator is required. After the completion of this course, students are expected to take the AP Calculus BC exam.

*Credits: 2.0*

*Prerequisite: Pre-Calculus (93% or higher) OR AP Calculus AB & School Permission*

**Multivariable Calculus**

Unlike AP Calculus AB and AP Calculus BC in which students study calculus of a single variable, Multivariable Calculus, a rigorous college course, focuses on functions of two or more independent variables. The

concepts studied in this course are applied in many different fields — thermodynamics, electricity and magnetism, economics, modeling fluid or heat flow, etc. The topics included are vectors and the geometry of space, vector-valued functions, functions of several variables, multiple integration, vector analysis, and second order differential equations. A graphing calculator is required.

*Prerequisite: AP Calculus BC*

*Credits: 1.0*

**SCIENCE COURSES** (3 credits required for graduation):

\*The SJA Jeju science sequence begins with biology for all students. After biology, students can choose to take chemistry or physics as their next course depending on general preference and relative math ability. The entire science sequence (Biology; Physics; Chemistry) must be completed prior to AP courses (except for AP Environmental Science which only requires biology and chemistry).

**Biology** (required : 9th grade)

Biology is an introductory course in the life sciences that covers a broad range of topics. These include the study of the diversity of life, chemistry of life, cellular biology, genetics and heredity, evolution, environmental science and human systems. Students learn biological concepts through the scientific practices of modeling and inquiry. Laboratory experiences foster an understanding of scientific processes and the development of scientific habits of mind. Students design and conduct investigations, analyze and present data, and formulate evidence-based conclusions.

*Prerequisite: N/A*

*Credits: 1.0*

**Chemistry**

In this course students will learn general concepts of Inorganic Chemistry. Their base of knowledge of Chemistry will be expanded further and with more mathematical rigor, appropriate for high school level. Students will be encouraged to learn through experimentation and questioning, and most of the key concepts in Chemistry (Atomic Structure, Periodic Table organization, Chemical Bonding and Stoichiometry) will be introduced in this fashion. Problem solving and experimental techniques will be taught, alongside new ideas. Applications of basic Algebra such as linear equations, systems of equations, and data analysis and regression, will be used throughout the course.

*Prerequisite: Biology*

*Credits: 1.0*

**Physics**

Physics is the science that uses observation and reasoning to explain why things happen in the real world and how to predict what will happen next. In this class, we will be studying "mechanics", with an emphasis on forces and Newton's Laws; motion in one and two directions; and energy conservation laws. Physics, especially mechanics, explains how and why things move. This is an inquiry-based course, where laboratory experiences will emphasize and reinforce the development of physical intuitions related to the concepts and principles of physics analyzed in class.

*Prerequisite: Biology and Algebra II (students can be concurrently enrolled in Algebra II and Physics)*

*Credits: 1.0*

**Advanced Chemistry**

Advanced Chemistry continues building upon the foundations the student acquired in Chemistry. As an experiment-based course,

students will learn through experimentation, designing their own lab procedures and applying their knowledge through trial and error. Several experimental techniques used in research labs will be taught. Topics include: Solutions, States of Matter, Gases, Thermochemistry, Reaction Rates, Equilibrium, Acids and Bases and Redox Reactions. Applications of Algebra such as linear and quadratic equations, systems of equations, logarithmic functions and data analysis and regression, will be used throughout the course.

*Prerequisite: Biology. Grade of at least a B in Chemistry*

*Credits: 1.0*

### AP Biology

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions.

*Credits: 2.0*

*Prerequisite: Biology, Chemistry & School Permission.*

### AP Environmental Science

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

*Credits: 2.0*

*Prerequisite: Biology, Chemistry & School Permission*

### AP Chemistry

This is a college-level Inorganic Chemistry course, which prepares students to successfully sit for the College Board AP Chemistry exam. Topics include: structure of matter; chemical bonds; types of reactions: stoichiometry; kinetics; chemical equilibrium; thermodynamics; and electrochemistry. Focus will be made in inquiry-based laboratory experiment with emphasis in student-led investigations. Moreover, applications of basic Algebra such as linear equations, systems of equations and data analysis and regression will be used throughout the course.

*Credits: 2.0*

*Prerequisite: Biology, Chemistry, & School Permission*

### AP Physics

This is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound. This course requires that one quarter of the instructional time be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply all seven science practices defined in the course framework.

*Credits: 2.0*

*Prerequisite: Biology, A grade of at least a B+ in Physics, Algebra II & School Permission*

### AP Physics C - Mechanics and Electricity & Magnetism

AP Physics C: Mechanics corresponds to one semester of an introductory, calculus-based college course. It is especially appropriate for students planning to major in physical science or engineering. AP Physics C: Mechanics covers kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation.

AP Physics C: Electricity and Magnetism corresponds to one semester of an introductory, calculus-based college course. It is especially appropriate for students planning to major in physical science or engineering. AP Physics C: Electricity and Magnetism builds upon the AP Physics C: Mechanics course. It covers electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism.

*Credits: 2.0*

*Prerequisite: Completed HS Science Sequence. A grade of at least a B+ in Physics. A grade of at least a B+ in Calculus or concurrent enrollment. School Permission*

## FINE & PERFORMING ARTS COURSES

(2 credits required for graduation):

### FINE ARTS

#### Art Foundations

This beginning level art course is designed to be both enjoyable and challenging for students. An emphasis is placed on expanding the use of creativity and problem solving. No previous art training is required, but a desire to learn and an enthusiastic attitude is expected. The course is designed to support a diverse level of experience and skills in the arts. This is a foundations course that introduces students to a variety of materials and technical skills. Through numerous activities and projects, students will be expected to think and act like artists. Students will explore a wide variety of activities and projects-based assignments. This course also includes developing and expanding our visual language through art history and critiques.

*Prerequisite: N/A*

*Credits: 1.0*

#### Digital Photography

This course introduces high school students to the art and process of digital photography. It is a hands-on course where students take on various exercises and projects to explore camera features, Adobe Photoshop, and personal aesthetic. Topics and projects will be based on the experimentation of lighting, color, composition, visual effects, angles, framing, and photographic genres. In the course, students will build a portfolio that will, overtime, help refine skill set and individual style.

*Prerequisite: N/A*

*Credits: 1.0*

#### Intermediate Art

This course is a natural progression from the previous year; building upon the skills acquired in Art Foundations. Students continue to develop their skills and craftsmanship as artists. Students will continue to learn about and practice genres of 2D and 3D art including; drawing; painting; printmaking; and sculpture. The skill level expectations are higher in this course, along with the ability to increasingly think conceptually when approaching an assignment. Students are required to actively use the creative process to plan and implement their individual ideas. Class projects will incorporate application of various media, techniques and processes helping students connect visual arts

to other disciplines.

*Prerequisite: Art Foundations*

*Credits: 1.0*

### Introduction to Sculpture

This course is an introduction to 3D media as an art form. Projects may be made from a variety of materials and tools including, but not limited to: ceramics, cardboard, wire, wood, and plastic. The emphasis of this course focuses on understanding and applying the aesthetics, processes, form, and function of 3D art forms. Competencies will include technique, craftsmanship and the expressive potential of 3D media. Students will develop a vocabulary specific to the subject and be aware of the safety issues involved in working with materials and techniques. This course is a prerequisite for AP 3D.

*Prerequisite: N/A*

*Credits: 1.0*

### Graphic Design

The Graphic Design course is an introduction to the world of a professional designer. Students will learn design principles, the power of typography, and how to “sell” their ideas. Students will learn the basics of Adobe Suite, the same software used by professionals across the world. Over the course of the semester, students will create solutions for design needs in real-world scenarios, including events and clubs within the school itself. The final product will be a portfolio of products ranging from logos and advertisements to magazine layouts and package design. No prior art or design experience is necessary for this course, but an interest in creativity is highly beneficial.

*Prerequisite: N/A*

*Credits: 1.0*

### AP Drawing

The Drawing portfolio addresses issues such as line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth, and mark-making. Students’ portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions. Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses.

*Credits: 2.0*

*Prerequisite: Art Foundations, Intermediate Art & School Permission*

### AP 2-D Art and Design

The 2-D Design portfolio addresses two-dimensional design issues and involves decision making about how to use the elements and principles of art in an integrative way. Students’ portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions. Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses.

*Prerequisite: Art Foundations, Intermediate Art & School Permission*

*Credits: 2.0*

*School Permission*

### AP 3-D Art and Design

The 3-D Design portfolio involves decision making about how to use the elements and principles of art as they relate to the integration of depth, space, volume, and surface, either actual or virtual. Students’ portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions. Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college

*Credits: 2.0*

*Prerequisite: Art Foundations, Introduction to Sculpture, & School Permission*

## MUSIC

### Band

This course is for the student who would like to perform in a Concert Symphonic Wind Band. Instrumentation is made up of wind (woodwind + brass) instruments and percussion. Each student should have prior musical experience (basic instrument proficiency) and basic note/music reading ability. Students will do technical studies/development as well as study/preparation of a variety of genres of music literature both in large and small ensembles. There will be required performances throughout the year as well as festival participation. Practice and recordings throughout the year will be required as class work and preparation. It is helpful if the student has his/her own instrument, but this is not a must.

*Prerequisite: N/A*

*Credits: 1.0*

### Chorus

This course is for the student who would like to perform in a Concert Choir. Voices are mixed and made up of male (bass/tenor) and female (alto/soprano) voices. Each student should have prior choral/vocal experience and basic note/music reading ability. Students will do technical vocal studies/development as well as study/preparation of a variety of genres of music literature both in large and small ensembles. There will be required performances throughout the year as well as festival participation. Solos will be required at some point in the year. Practice and recordings throughout the year will be required as class work and preparation.

*Prerequisite: N/A*

*Credits: 1.0*

### Strings

Strings is a performance based class for violin, viola, cello, and/or bass. Students will focus on technical development, repertoire preparation as well as ensemble techniques and performance practices. Students must own their own instrument and must have two to three years playing experience or must audition with the director. Students must be able to read musical notation.

*Prerequisite: 2-3 years of experience or Audition. Students must own her/his own instrument.*

*Credits: 1.0*

### Music History

Learning how Western music evolved through the centuries is a particularly important aspect in the education of a well-rounded, global musician - as well as an excellent cultural background for those interested in learning more about the evolution of music as one of the most relevant forms of artistic expression. This class is well suited for the initiated music student as well as for the generally curious student with no musical background. Styles, composers, techniques, instruments and specific pieces of the universal repertoire are part of the subject, which covers the evolution of music through ancient Greece, Medieval Europe, the Renaissance, Baroque, Classical, Romantic and XX Century Avant Garde eras.

*Prerequisite: N/A*

*Credits: 1.0*

### Music Production

With the development of music technology, the art and craft of composing and delivering music to an audience has changed dramatically in the past century, and even more since the introduction of computers and digital audio workstations. Currently, all musicians either work closely with a producer or become producers themselves in order to make their art a reality, a product that is accessible to their audiences through streaming services and other digital media. Being



able to combine both acoustic and digital resources, and to effectively use several music specific technologies, becomes imperative in the modern music industry. This class will introduce students to different aspects of music production, from song conception and composition to recording, editing, mixing, mastering and creating a final product of commercial value.

*Prerequisite: N/A*

*Credits: 1.0*

## FILMMAKING

### Filmmaking Foundations

Digital Filmmaking is a course that blends hands-on projects and film theory to introduce students to how movies are made. During goal-oriented projects and exercises, students work as members of a tight-knit crew while sharpening their technique. The course allows students to explore various positions within the cinematography, directing, and editing departments. Even though this introductory course will focus primarily on the roles on a film set, students will also be introduced to script analysis, directing, visual storytelling, editing, and lighting. As a result of the course, students will begin their personal portfolios consisting of visual exercises, scenes, and short films.

*Prerequisite: N/A*

*Credits: 1.0*

### Intermediate Filmmaking

This course builds upon the skills already mastered in order to explore and develop the individual student's filmmaking aesthetic. Students will rotate roles within the production, cinematography, directing, and editing teams and collaborate on projects and exercises that survey three major mediums of filmmaking: the narrative form, the experimental form, and the documentary. Students will gain a more nuanced study of filmmaking as they examine the intricacies of plotting, writing dialogue, directing, cinematography, lighting, editing styles, and various genre motifs found in cinema. Students will be exposed to opportunities that will fine-tune their filmmaking strengths, as well as their aesthetic vision.

*Prerequisite: Filmmaking Foundations*

*Credits: 1.0*

### Acting for Film

This course guides students through the development of acting skills. Students learn to master monologue and scene work through a variety of fun exercises. The aim is to enrich students' understanding of what it takes for the actor to prepare and act in short films or fictional series. The coursework includes helpful warm-ups, improv, dynamic scene work, preparation tools for the actor, short film exercises, scene studies, critique, feedback sessions, and reflection activities. By the end of the course, students will have produced a collection of filmed performances as well as short films with emphasis on acting. Seniors applying for acting programs in university are privy to helpful outside of class rehearsal sessions with the instructor.

*Prerequisite: N/A*

*Credits: 1.0*

### Film Editing

Film Editing teaches students digital film editing, with a focus on industry-standard tools, concepts, and software. Students will edit films of various genres that are produced in other film courses. Learning video editing is an important skill that can stretch a student's academic achievement into other courses and certainly into college.

*Prerequisite: Filmmaking Foundations*

*Credits: 1.0*

### Directing for Film

This course teaches students how to direct actors in a short film. Students learn to master directing skills pertinent to monologue and scene work. The aim is to enrich students' understanding of what it takes for the director to prepare and direct actors in dramatic or comedic shorts. The coursework includes helpful warm-ups, improv, dynamic scene work, preparation tools for the actor, short film exercises, scene studies, critique, feedback sessions, and reflection activities. By the end of the course, students will have produced a collection of short films with emphasis on directing, which can be instrumental for seniors applying for film programs at university.

*Prerequisite: Filmmaking Foundations or Acting for Film*

*Credits: 1.0*

## KOREAN COURSES (2 credits required for graduation for Korean Nationals):

The Korean Ministry of Education requires all Korean students to complete both an Advanced Korean Language & Advanced Korean History course – in either 10th, 11th or 12th grade - in order to satisfy government regulations and in order to earn one's Korean High School Diploma.

### Advanced Korean Language and Literature (required)

This course focuses on advanced Korean language. During the semester, students will develop public speech, literature, organizational skills, and research skills. The literature lesson includes the Korean short stories and poetry. Also, this course will focus on creative writing, using correct grammar and spelling, as well as sentence, paragraph, and essay structure. Students will receive feedback during the writing process to help them work toward a polished final draft.

*Prerequisite: Successful completion of 9th grade*

*Credits: 1.0*

### Advanced Korean History (required)

This is a survey course beginning with the earliest civilizations and highlighting important cultural, economic, and political developments throughout Korean history until the 19th century. This course builds upon the historical knowledge and thinking skills learned in MS Korean History. The course aims to strengthen students' reasoning skills, including comparison, contextualization, causation, continuity, and change. A diverse selection of carefully crafted projects and exercises guide students in thinking, reading, and writing as historians, with the goal of better understanding the groundbreaking nature of this comprehensive period in Korean history. This course, by government mandate, is a yearlong course that meets every other day.

*Prerequisite: Successful completion of 9th grade*

*Credits: 1.0*

### Korean Language, History and Culture

Korean Language, History and Culture is the first part of the introductory Korean Language / Culture courses. This course will introduce Hangeul (Korean alphabets) and provide students with a basic foundation of Korean language skills in all the areas of listening, speaking, reading, and writing. Students will learn to communicate on a variety of daily topics such as greetings, school, family, locations, food, daily/weekend activities, and neighborhood. In addition, this course provides students (who have minimal or no prior knowledge on Korea) with key features of Korean culture, history and society.

*Prerequisite: N/A*

*Credits: 1.0*





## PHYSICAL EDUCATION COURSES (1 credits required)

### Physical Education

Physical Education is intended to produce physically literate individuals; that is, young adults who have knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. Students will develop skills in a progressive educational climate that emphasizes behavior, effort, attitude, participation, individual improvement, and skill acquisition. Students will learn various sports, write a short research paper, and be imbibed with the understanding that physical fitness is an important part of a long, healthy life. Infused in this course are also several health-focused units including: nutrition, sleep, sexual education and time management.

*Prerequisite: N/A*

*Credits: 1.0*

## WORLD LANGUAGES COURSES

Although no credits are required in world languages for SJA Jeju's HS graduation requirements, taking courses in world languages is definitely recommended for students who seek to apply to selective, competitive US colleges and universities

### Spanish I

This is a high school beginner's course for students with no previous knowledge of the Spanish language. Students will learn and be able to: introduce him/herself, tell time, weather conditions, name classroom objects, tell likes and dislikes, identify food groups, family members, use of prepositions, infinitives, subject pronouns, use of interrogatives words and learn about possessive adjectives. The student will start to make simple sentences and he/she will be able to conjugate in present tense. The course is designed to develop and sustain the four communication skills: listening, speaking, reading, and writing.

*Prerequisite: N/A*

*Credits: 1.0*

### Spanish II

This course is intended for students to continue to use and build up the vocabulary learned in Spanish 1. The student will continue to make comparisons, use superlatives, and will be introduced to commands. He/she will communicate in present and present-progressive tense. Students will learn the past tense conjugation (preterito), use of direct and indirect object pronouns, affirmative and negative words, use of reflexive verbs as well as different types of adjectives. This course is designed to further develop and sustain the four communication skills: listening, speaking, reading, and writing.

*Prerequisite: Spanish I*

*Credits: 1.0*

### Spanish III

In Spanish III students will practice different tenses such as: present, past, past perfect and future tenses. Spanish 3 helps reinforce the language skills obtained in previous levels of Spanish. In this course the student will continue to improve their skills by: identifying different situations where they need to decide what form of the verb is the best option; Past tense and past-imperfect and its situational uses; present perfect, impersonal "se," negative "tú" commands; expanded use of prepositions; the present subjunctive and future tense. The course is designed to develop and sustain the four communication skills: listening, speaking, reading and writing.

*Prerequisite: Spanish II*

*Credits: 1.0*

### Spanish IV

Spanish IV is a Pre-AP Spanish course for motivated and serious Spanish students. All students will continue to practice the skills learned in previous courses and analyze real situations by using the correct form/tense of verbs as well as the correct mood for verbs. The past tense will be reinforced to identify its different uses. The subjunctive will be covered completely by exemplifying context/real situations natives deal with every day. In addition students will learn: positive and negative commands, all the perfect tenses, pluscuamperfecto, conditionals, passive voice, sequence of tense as well as imperfect subjunctive. At this level, the students will be able to engage in fluid conversation, read high-level texts, listen to real situations as well as being able to express themselves by writing in Spanish. The course is designed to further develop and sustain the four communication skills: listening, speaking, reading and writing.

*Prerequisite: Spanish III*

*Credits: 1.0*

### Chinese I

This course guides students to develop their linguistic proficiency in the four areas of speaking, listening, reading, and writing. Students should also establish a foundation for their knowledge of Chinese culture, history, and customs. Students will participate in conversations on relevant topics with Chinese speakers.

*Prerequisite: N/A*

*Credits: 1.0*

### Chinese II

The course helps students further develop their linguistic proficiency in the four areas of speaking, listening, reading, and writing, and to expand their knowledge of Chinese culture and history. Topics of study include: weather, dining, directions, birthday parties, visiting doctors, sports and travel. By the end of this course, students should be able to communicate with Chinese language speakers both orally and in written form.

*Prerequisite: Chinese I*

*Credits: 1.0*

### Chinese III

This course continues the study of the Chinese language and the culture of the Chinese people. The goal of the course is to polish each student's grasp of Chinese vocabulary, grammar and its usage. Topics include: campus life, eating in Chinese restaurants, shopping, relationships, internet, part-time job, education and geographic features of China. Students should be able to use Chinese language to effectively communicate in appropriate settings.

*Prerequisite: Chinese II*

*Credits: 1.0*

### Chinese IV

The course continues the study of the Chinese language and culture. The goal of this course is to strengthen each student's grasp of Chinese vocabulary, grammar, and usage. Students will be able to effectively communicate in specific environments. Topics include: festivals, changes in China, travel, life and wellness, gender equality, environmental protection, and plans for the future. This course should prepare students for success in the AP Chinese course.

*Prerequisite: Chinese III*

*Credits: 1.0*

### AP Chinese Language & Culture

The AP Chinese Language and Culture course aims to provide qualified students with opportunities to further explore Chinese culture and improve communicative skills (interpersonal mode, interpretive mode, and presentational mode). In doing so, students will develop language

proficiency in listening, speaking, reading, and writing. There are various supplementary materials and authentic materials provided in addition to the required texts. By the end of the course, students will be able to further develop communicative proficiency in Chinese, to develop students awareness and appreciation of in Chinese culture, to use critical thinking skills to compare Chinese with other languages and cultures, to use Chinese language to communicate with native Chinese speakers appropriately and to be involved with the Chinese community. Assessments will be geared to the expectations of the AP Chinese Language and Culture Exam.

*Credits: 2.0*

*Prerequisite: Chinese IV & School Permission*

### Chinese for Native Speakers

This is a semester-long course that focuses on all areas of language development with particular emphasis on reading, writing, and analysis skills. The content of the course will cover different aspects of Chinese culture, literature and society and will prepare students for independent research in different fields. This course is available to students who speak Chinese as their first language regardless of grade level.

*Credits: 2.0*

*Prerequisite: Chinese is a student's first language*

## ENGINEERING COURSES

### STEAM I

STEAM is an acronym referring to the following disciplines: Science, Technology, Engineering, Art, and Math. The main goal of STEAM at all grade levels is to understand the design process using science, technology, engineering, art and mathematics while working with a team. STEAM is a simple framework for problem solving and applies to the above subject areas. Steam is a philosophical and conceptual foundation class with an emphasis on process. STEAM is an inquiry-based curriculum with a trans-disciplinary approach. This means students can find themselves working on robotics, programming, 3D printing, workspace creation and design etc. on any given project.

*Prerequisite: N/A*

*Credits: 1.0*

### Robotics

Students will learn the basics of control of robot systems, C+Programming, Mechanics, Motion, Autonomous movement, sensors, organization and implementation of the design and testing process. Class materials will be VEX Robotics kits. Focus will be on competitions in the VEX Robotics program and students will have the ability to compete in Robotics competitions with other schools.

*Prerequisite: N/A*

*Credits: 1.0*

### Computer Science Foundations

Computer Science Foundations is designed to give breath and depth to various computer coding languages in order to build a strong foundation and to see where students excel. In addition, we will explore both sides of hardware and software to look at the history of where these ideas came from so that we can analyze what will come next in the future of computer science. This will be a project-based learning course where students will work in teams just as they would in a real-world scenario. By the end of this course, students will have the knowledge to be able to digest segments of code - including iterations, the ability to write their own functions, and to solve problems in a logical, systematic way.

*Prerequisite: N/A*

*Credits: 1.0*

### Video Game Design

The purpose of Video Game Design is to give students an introduction to game development. Students will look at the design of games and what makes a game fun, learning a variety of lenses they can use to look at their games. They will learn how to gather feedback from playtesters and how to be good playtesters themselves. They will explore the design of board games and card games as a precursor to finally developing their own video games. This is a project based class and students will be working with other classmates to design and create their games.

*Prerequisite: N/A*

*Credits: 1.0*

### Web Design

The purpose of Web Design is to give students an introduction to building and developing websites. Students will look at a variety of technologies for creating websites and use these tools to create their own websites. We will also examine user interfaces and what makes a website attractive or easy to use. This is a project based class and students will be working with projects that are similar to real life situations that web developers encounter. This includes working with other classmates on team tasks and also interacting with "customers" and identifying the best way to meet their needs and the needs of their users.

*Prerequisite: N/A*

*Credits: 1.0*

### AP Computer Science Principles

AP Computer Science Principles is intended to replicate an introductory college computing course. Students will hone their computational skills by analyzing, visualizing and drawing conclusions from trends in large data sets. Students are asked to think creatively to solve problems and analyze patterns using computer software, programming, and other technology. Students will develop computational thinking skills necessary for success in many disciplines. The course also strives to teach students to be creative and to use the creative process to solve computational problems. Students will construct and implement solutions to complex problems similar to what computer scientists and engineers face. This course demonstrates the relevance of computer science by highlighting the importance of computing in society. Students will study computing machines and systems, but also investigate how computing has affected a wide variety of fields and examine the ethical implications of new technologies.

*Credits: 2.0*

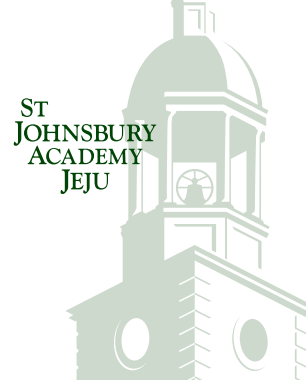
*Prerequisite: Algebra 1: 87% or better, and School Permission*

### AP Computer Science A

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.

*Credits: 2.0*

*Prerequisite: AP Computer Science Foundations and School Permission*



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## CAPSTONE

### **Senior Capstone** (required: 12th grade)

Each 12th grade student will be enrolled in a section of the Senior Capstone course - a full-year class that meets every other day.

Successful completion of Senior Capstone is a graduation requirement for all students and the course earns a letter grade. During semester one, this course will focus on facilitating the successful completion of the Capstone Argumentative Research Essay. During semester two, this course will focus on facilitating the successful completion of the students Capstone Project - including the learning process, product, and final presentation to the SJA Jeju community on "Capstone Day".

*Credits: 1.0*

