

# **ZOË INTERNATIONAL SCHOOL**

## **Curriculum Handbook**

**2021- 2022**

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## Learning

Zoe International School prepares students for life through an innovative, holistic, and balanced curriculum. Learning is student-centered and project-based, allowing students the freedom to master skills at their own pace before moving on. Students engage in four sessions each day which are built on Christian values: All-in, Build, Connect, and Design (ABCD).

### All-In

In All-In students and teachers begin the day as a community of learners with a motivating warm up activity, some encouragement from the Bible, and an opportunity to set their own learning goals for the following session. Students take ownership of their own learning through reflecting on their progress and developing challenging and realistic goals for the day.

Objectives:

Independence: Organisation, setting short and long-term goals, taking initiative, planning a schedule, time management, taking notes, and asking good questions.

### Build

In Build students explore 5\* mastery-based subjects online: English, Math, Science, Social Studies and Japanese language. Student learning is self-paced and self-led, following an American standards-based curriculum, Ignitia. Students focus on 2 subjects each day, which rotate throughout the week. Diagnostic tests are given to students upon admission to determine the best level for them to start at, ensuring that no one gets left behind. Students create their own learning goals for each morning, and reflect on their progress at the end of the session. Teachers track student performance closely and provide support when necessary to assist students in excelling in each subject.

\*We value the importance of understanding the language and culture of our host country, Japan, and offer Japanese as an additional subject. This is based on an individualized learning plan in consultation with students and parents, in order to provide each student the opportunity to advance their Japanese language proficiency.

Objectives:

Resilience: Persevering through challenges, asking for help, ignoring distractions, getting myself unstuck, focusing on my goals

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## Connect

In Connect students engage in meaningful group activities to develop interpersonal, communication, and social skills. Through a variety of physical, intellectual, and group work activities, students learn to communicate effectively with others, understand the importance of integrity in building trust, and develop their ability to work well in a team. This may range from Show & Tell, to a group research project, to a class discussion or debate, to team sports.

Objectives:

Teamwork: Listen and respond to others with respect, anticipate the needs of others, act with fairness, consider how actions affect others, Help others succeed, sportsmanship, Communicate clearly and calmly, resolve conflict & challenges, consider your audience, use verbal & body language to communicate effectively, share my ideas in small and large groups, leadership

## Design

In Design students develop creative and critical thinking skills through real life project-based learning. Each term is based on an overarching topic, and students develop Design Thinking skills through a variety of different activities related to the topic. This is an opportunity for students to apply their learning to the real world by creating innovative solutions to real life problems. Overarching topics may include Mars, aerodynamics, architecture, coding, Under the Sea, or even acoustics.

Objectives:

Creativity: Problem solving, applying knowledge to new situations, improving products & processes, creating, developing & defending solutions, identifying patterns & relationships, using 5 senses to notice details, breaking ideas down into smaller parts, and making connections between ideas.

## Genius Hour

We believe there is a genius inside every student waiting to be discovered. Every Wednesday afternoon students engage in a passion project. They think of an area or topic that they're interested in - something they would like to know more about, be able to do, or want to do something about. They present their pitch to the class, research about it, make a S.M.A.R.T. goal, plan how they will approach it, record their progress, and present it to the class at the end of the term. It's just one way for our students to discover their potential, develop their skills, and apply their learning to real life. Teachers work closely with students during Genius Hour to provide support, ask leading questions, and ensure the project is realistic, safe, and ethical. Genius Hour projects could include anything from playing a new song on the piano, to learning another language, to designing clothing, even to designing an app.

## Online Campus

### Grades 3-12

There are more people doing online learning right now than ever before! Online learning produces active and independent learners with a strong work ethic and good self-management skills. It's accessible, affordable, efficient, and the year 2020 showed us that there are actually a lot of benefits to online learning. Research shows that in many cases online learning enhances student learning because *what* is being learned is more important than *how* it is learned.

As the landscape of the classroom is changing in this digital age, our heart for each Zoe International School student remains the same - whether we are in the same physical space or not: To discover your potential; to respond to the world around you with curiosity, compassion, and innovation; and to be equipped with the knowledge and skills to thrive as you do it. Our hope is that our online students would have as much engagement as possible in their learning. That doesn't just mean passively listening to lectures on Zoom all day, but actively participating in discussions, activities, and group work with their classmates.

Online students have a structured day with teachers who are available to help when needed, and who keep track of their progress. Students who thrive in an online learning environment require perseverance, self-motivation, and independence. In addition, students should have a degree of competency with ICT (Information Communications Technology) skills, be motivated to succeed, and be able to solve problems independently. This means at times some extra support may be required from parents at home, in addition to supervision for students from grades 3-12.

### Curriculum

Online students follow the Ignitia Curriculum in the morning for English, Math, Science, and Social Studies. There is also time in the weekly schedule for Japanese studies. In the afternoons, students will engage in our unique STEM (Science, Technology, Engineering, and Mathematics) curriculum aimed at developing students critical thinking, problem solving, and teamwork skills.

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<i>Sample Daily Schedule 2021</i>			
			
All-In	Build	Connect	Design
	English*	Math*	Based on overarching topic for the term
<i>Morning check-in. Set individual goals for Build, short encouragement from the Bible, warm up activity.</i>	<i>Rotating subjects each day: English, Math, Science, Social Studies, Japanese</i>	<i>Activities designed to develop teamwork, interpersonal skills and social skills. Eg. Show &amp; Tell, group discussion, group research project, debate etc.</i>	<i>Project based learning designed to develop Design Thinking, problem solving skills, and critical and creative thinking skills. Eg. Design an insect trap, Plan and budget a healthy meal, create a model of Mars etc.</i>

## Overview of Mainstream Subjects (Build)

Grade		English	Mathematics	Social Studies	Science	Japanese
1	LifePac	Alphabet Sounds	Addition and Subtraction	Your World	Your Senses	Individual Learning Plan*
2		Parts of Speech	Carrying and Borrowing	US History	Our World	
3	Ignitia	English 300	Mathematics 300	History & Geography 300	Science 300	
4		English 400	Mathematics 400	History & Geography 400	Science 400	
5		English 500	Mathematics 500	History & Geography 500	Science 500	
6		English 600	Mathematics 600	History & Geography 600	Science 600	
7		English 700	Mathematics 700 Fundamentals OR Mathematics 700	History & Geography 700	General Science I	
8		English 800	Mathematics 800 Fundamentals OR Mathematics 800	History & Geography 800	General Science II	
9		English I	Algebra I Fundamentals OR Algebra 1	<b>*2 Electives</b>	Integrated Physics & Chemistry 5 of	
10		English II	Geometry Fundamentals OR Geometry	2 of World Geography, World History, American History, Government OR Politics	<b>*2 Electives</b>	
11		English III	Algebra II Fundamentals OR Algebra II		2 of Chemistry, Physics, OR Biology	
12		English IV	Pre-Calculus OR <b>*2 Electives</b>	<b>*2 Electives</b>		

\* Students will study Japanese according to an individualized learning plan created for their specific language level in consultation with parents. This may resemble learning of Japanese literature, or Japanese as a second language, depending on the needs and abilities of the student.

\*\* Students may choose from the following electives subjects through Ignitia: American Literature, British Literature, Business Computer Information Systems, Civics, Civil War, College Planner, Consumer Math, Digital Arts, Earth Science, Essentials of Business, Essentials of Communication, Family and Consumer Science, Foundations for Living, French I, French II, General Science, Health Quest, High School Health, Introduction to Computer Science, Mathematical Models with Applications, Music Appreciation, Music Theory, Personal Financial Literacy, Physical Education, Physical Fitness, Probability and Statistics A, Probability and Statistics B, Psychology, Spanish I, Spanish II, Spanish III, Trigonometry, Twentieth Century American History, and Vietnam Era.

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## English

<p><b>Grade 1 Lifepac</b></p>	<p><b>Alphabet Sounds</b>  <b>Unit 1:</b> ALPHABET AND SHORT VOWEL SOUNDS • Short vowel sounds • Consonants • Main ideas • Rhyming words  <b>Unit 2:</b> RHYMING WORDS, ADDING “ING” • Kinds of sentences • Cardinal and ordinal numbers • Suffixes and plurals • Classifying  <b>Unit 3:</b> CONSONANT DIGRAPHS, SOFT C AND G • Consonant digraphs • Compounds and syllables • Possessives and contractions • Soft c and g  <b>Unit 4:</b> VERBS, BLENDS, AND SILENT LETTERS • Paragraphs • Silent letters • Sequencing • Subject-verb agreement  <b>Unit 5:</b> LONG VOWELS AND SYLLABLES • Long vowels and homonyms • Syllables, possessives, and contractions • Plurals and suffixes • Poetry  <b>Unit 6:</b> R-CONTROLLED VOWELS AND PLURALS • R-controlled vowels • Writing stories • Pronouns • Following directions  <b>Unit 7:</b> VOWEL DIGRAPHS AND SENTENCES • Vowel digraphs • Letters — business, friendly, invitations • Syllables  <b>Unit 8:</b> VOWEL DIGRAPHS AND POSSESSIVES • Vowel digraphs • Subject-verb agreement • Compounds and contractions • Possessives • Pronouns  <b>Unit 9:</b> DIPHTHONGS AND CONTRACTIONS • Vowel digraphs • Titles and main ideas • Sentences and paragraphs • Proper nouns  <b>Unit 10:</b> PHONICS AND GRAMMAR REVIEW • Letters and sounds • Contractions • Plurals and possessives • Sentences • Stories</p>
<p><b>Grade 2 Lifepac</b></p>	<p><b>Parts of Speech</b>  <b>Unit 1:</b> KNOW YOUR NOUNS • Review vowels and consonants • Beginning, middle, and ending sounds • Singular and plural nouns • Common and proper nouns  <b>Unit 2:</b> ACTION VERBS • Vowel digraphs • Action words - verbs • Following directions • The dictionary • ABC order  <b>Unit 3:</b> SIMPLE SENTENCES • R-controlled vowels • Consonant blends • Using capital letters • Subjects and verbs in sentences  <b>Unit 4:</b> TYPES OF SENTENCES • Consonant digraphs • Statement, question, and exclamatory sentences • Using capital letters • The library  <b>Unit 5:</b> USING PUNCTUATION • Diphthongs • Punctuation review • Contractions • Rules for making words plural • Writing a biography  <b>Unit 6:</b> ADJECTIVES • Rhyming words • Biblical poetry • Synonyms and antonyms • Adjectives in sentences • Comparative and superlative adjectives  <b>Unit 7:</b> POSSESSIVE NOUNS • Introduction to letter writing • Pronunciation key • Possessive nouns • Silent consonants • Homonyms  <b>Unit 8:</b> PRONOUNS • Author’s intent and use of titles • Predicting content • Character, setting, and plot • Analogies • Writing in cursive  <b>Unit 9:</b> VERB TYPES AND TENSES • Review action verbs • Dividing words into syllables • State of being verbs • Past and present verb tenses  <b>Unit 10:</b> PARTS OF SPEECH AND WORD PARTS REVIEW • Nouns and verbs • Word division • Consonant blends and digraphs • Prefixes, suffixes, and root words • Possessives, pronouns, and adjectives</p>
<p><b>Grade 3 Ignitia</b></p>	<p><b>English 300</b>  Language Arts 300 focuses on the sequential development and integration of communication skills in four major areas—reading, writing, speaking, and listening. It most specifically focuses on deepening and furthering students’ understanding in the following ways:  <b>Unit 1:</b> Understand and recognize rules for capitalization and vowels, as well as identifying a main idea  <b>Unit 2:</b> Write complete sentences with proper capitalization and organize words into alphabetical order  <b>Unit 3:</b> Apply understanding of dictionary use, identifying word parts, and defining vocabulary  <b>Unit 4:</b> Differentiate parts of speech, irregular vowel sounds, as well as practicing reading comprehension strategies  <b>Unit 5:</b> Use commas properly and recognize words with silent letters  <b>Unit 6:</b> Identify cause and effect in a passage, recognize homographs, and read and understand Haiku poetry  <b>Unit 7:</b> Use suffixes and pronouns to improve writing such as friendly letters, as well as applying strategies for following directions  <b>Unit 8:</b> Read and describe parts of a play and recognize root words and adjectives that compare  <b>Unit 9:</b> Apply reading strategies of classifying, references, and predictions, as well as write thank-you letters</p>
<p><b>Grade 4 Ignitia</b></p>	<p><b>English 400</b>  Language Arts 400 focuses on the sequential development and integration of communication skills in four major areas—reading, writing, speaking, and listening. It most specifically focuses on deepening and furthering students’ understanding in the following ways:  <b>Unit 1:</b> Apply skills for reading fluency and writing a report  <b>Unit 2:</b> Read for meaning in instructions, poetry, and fictional stories  <b>Unit 3:</b> Identify word parts and types such as prefixes, suffixes, synonyms, and antonyms  <b>Unit 4:</b> Identify parts of speech and types of sentences  <b>Unit 5:</b> Use reading strategies to understand a passage and write cohesive paragraphs  <b>Unit 6:</b> Explain characteristics of strong poetry and research-based reports  <b>Unit 7:</b> Differentiate forms of literature including fables, tall tales, and biographies  <b>Unit 8:</b> Analyze literature for language use  <b>Unit 9:</b> Plan, organize, and write a research-based report</p>
<p><b>Grade 5 Ignitia</b></p>	<p><b>English 500</b>  Language Arts 500 continues to build on the sequential development and integration of communication skills in four major areas—reading, writing, speaking, and listening. It most specifically focuses on deepening and furthering students’ understanding in the following ways:  <b>Unit 1:</b> Understanding main ideas and the author’s message through vocabulary  <b>Unit 2:</b> Reading stories and poetry to review comprehension skills, mood, and compound words  <b>Unit 3:</b> Exploring parts of speech and language including prefixes, suffixes, homonyms, and idioms  <b>Unit 4:</b> Applying strategies for effective communication in writing and speech  <b>Unit 5:</b> Reading and writing stories efficiently including use of dialogue  <b>Unit 6:</b> Identifying characteristics of different types of poetry  <b>Unit 7:</b> Exploring reading passages and applying knowledge of story parts and language</p>

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	<p>Unit 8: Using language effectively to describe and compare Unit 9: Planning, drafting, and editing a research-based report</p>
<b>Grade 6 Ignitia</b>	<p><b>English 600</b> Language Arts 600 continues to build on the sequential development and integration of communication skills in four major areas—reading, writing, speaking, and listening. It most specifically focuses on deepening and furthering students' understanding in the following ways: Unit 1: Differentiate and identify common parts of speech Unit 2: Use efficient grammar including punctuation, diction, capitalization, and syntax Unit 3: Analyze something read to find vocabulary, relationships, and comparisons with context Unit 4: Write accurately in different forms including letters and use of outside research Unit 5: Recognize propaganda, facts, and opinions in news stories Unit 6: Identify different forms of literature in both fiction and nonfiction Unit 7: Establish a purpose for reading a passage and adjust reading strategies accordingly Unit 8: Differentiate and write different forms of poetry using figurative language Unit 9: Link bible stories and passages to different forms of traditional literature</p>
<b>Grade 7 Ignitia</b>	<p><b>English 700</b> Language Arts 700 continues to build on the sequential development and integration of communication skills in four major areas—reading, writing, speaking, and listening. It most specifically focuses on deepening and furthering students' understanding in the following ways: <b>Reading</b>—develops students' reading skills, including the identification of main ideas, supporting details, and sequence; teaches students how to reach logical conclusions as well as use appropriate reading rates; shows students how to identify parts of speech in sentences, with emphasis on adjectives, adverbs, conjunctions, pronouns, and verb types; helps students develop basic literary comprehension skills through the reading of biographical and autobiographical pieces, poetry, and character analyses. <b>Writing</b>—develops students' understanding of sentence structure, providing hands-on experience with coordination, conjunctions, subject-verb agreement, participles, and phrases; familiarizes students with roots, affixes, and basic word relationships, including homonyms, synonyms, and antonyms; develops students' vocabulary and spelling skills; gives students the opportunity to develop their abilities in writing paragraphs, character analyses, character sketches, short biographies, and summaries; develops students' critical thinking skills through speculative writing on morality. <b>Speaking</b>—teaches skills that enable students to become effective speakers and communicators, weaving the skills together throughout the course. <b>Listening</b> —teaches effective listening comprehension skills, weaving these together throughout the lessons; builds upon students' study skills.</p>
<b>Grade 8 Ignitia</b>	<p><b>English 800</b> Language Arts 800 continues to build on the sequential development and integration of communication skills in four major areas—reading, writing, speaking, and listening. It most specifically focuses on deepening and furthering students' understanding in the following ways: <b>Reading</b>—reinforces reading comprehension skills by teaching students how to analyze propaganda and other forms of writing, including biographies, autobiographies, formal essays, and informal essays; shows students how to make denotative, symbolic, and connotative readings of a text; introduces both Old English and Middle English languages and literature to develop students' understanding of English language formation and development; prepares students for the higher level literary comprehension skills required in the upper grades. <b>Writing</b>—develops students' understanding of sentence structure, providing hands-on experience with conjunctions, transitions, clauses, and common sentence errors; teaches language histories and etymologies to help students build on knowledge of word structures, including topics like prefixes, roots, and suffixes; expands on students' vocabulary and spelling skills; gives students the opportunity to develop their abilities in writing business letters, friendly letters, informal essays, and basic literature analyses. <b>Speaking</b>—offers students experience in delivering oral reports; teaches skills that enable students to become effective speakers and communicators, weaving these skills together throughout the course. <b>Listening</b> —teaches effective listening comprehension skills, weaving these together throughout the lessons; builds upon students' study skills, as well as helping them become reliable and efficient note takers.</p>
<b>Grade 9 Ignitia</b>	<p><b>English I</b> English I continues to build on the sequential development and integration of communication skills in four major areas—reading, writing, speaking, and listening. It most specifically focuses on deepening and furthering students' understanding in the following ways: <b>Reading</b> —reinforces reading comprehension skills by teaching students how to understand and appreciate poetry, drama, informative nonfiction, and fiction; shows students how to analyze, evaluate, and interpret a text; reinforces awareness of the elements and structure of narrative prose; guides students through readings of drama, a novel, and selections from well-known poetry, and short stories. <b>Writing</b> —further students' understanding of sentence structures; reviews parts of speech and their types, including in-depth studies on verbs (transitive, intransitive, conjugation, tense, voice, mood); develops students' understanding of the types and functions of phrases and clauses; teaches language history and etymology to help students build on knowledge of word structures, including prefixes, roots, and suffixes; expands on students' vocabulary skills; reviews spelling skills; gives students the opportunity to develop their abilities in writing speeches, short essays, poetry, friendly/business letters, and short stories. <b>Speaking</b> —offers students experience in delivering a speech; teaches skills that enable students to become effective speakers and communicators, weaving these skills together throughout the course. <b>Listening</b> —teaches effective listening comprehension skills, weaving these together throughout the lessons.</p>
<b>Grade 10 Ignitia</b>	<p><b>English II</b> English II continues to build on the sequential development and integration of communication skills in four major areas—reading, writing, speaking, and listening. It focuses on deepening and furthering students' understanding in the following ways: <b>Reading</b> —reinforces reading comprehension skills by teaching students how to comprehend and appreciate poetry, drama, nonfiction, and fiction; shows students how to analyze, evaluate, and interpret a text; reinforces awareness of the elements and structure of narrative prose; guides students through readings of the allegory <i>Everyman</i> and Sheldon's <i>In His Steps</i>, as well as selections of and excerpts from well-known poetry and short stories. <b>Writing</b> —develops students' understanding of complex sentence and paragraph structures, providing hands-on experience with connectives, transitions, phrases, and clauses; teaches language history and etymology to help students build on knowledge of grammar and word structures; expands on students' vocabulary skills; gives students the opportunity to develop their abilities in writing a set of instructions, a literary critique, a</p>

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	<p>poem, a short story, and a speech.</p> <p><b>Speaking</b> –offers students experience in delivering a speech; teaches skills that enable students to become effective speakers and communicators, weaving the skills throughout the course.</p> <p><b>Listening</b> –teaches effective listening comprehension skills, integrating these throughout the lessons.</p> <p>Special Topics–incorporates research skills, including internet, library, and reference material use, throughout the curriculum.</p>
<p><b>Grade 11 Ignitia</b></p>	<p><b>English III</b></p> <p>English III continues to build on the sequential development and integration of communication skills in four major areas—reading, writing, speaking, and listening. It most specifically focuses on deepening and furthering students' understanding in the following ways:</p> <p><b>Reading</b> –reinforces reading comprehension skills by teaching students comprehension techniques for literary fiction, nonfiction, poetry, and drama; discusses common literary devices; shows students how to analyze, evaluate, and interpret a text; reinforces awareness of the elements and structure of narrative and expository prose; guides students through readings of Thornton Wilder's <i>Our Town</i> (play) and Lee's <i>To Kill a Mockingbird</i> as well as selections of and excerpts from well-known poetry and nonfiction pieces.</p> <p><b>Writing</b> –develops students' writing skills by teaching about clauses and phrases in sentence structures; reviews common sentence construction errors and methods for avoiding them; provides practice in standard and nonstandard English, as well as specialized language use; teaches Greek and Latin roots and prefixes to enhance vocabulary and spelling skills; expands students' abilities to write cohesive and coherent expository prose; gives students the opportunity to develop their abilities in writing literary critiques, personal essays, poetry, and research papers.</p> <p>Special Topics–incorporates research skills, including internet, library, and reference material use, throughout the curriculum.</p>
<p><b>Grade 12 Ignitia</b></p>	<p><b>English IV</b></p> <p>English IV continues to build on the sequential development and integration of communication skills in four major areas—reading, writing, speaking, and listening. It most specifically focuses on deepening and furthering students' understanding in the following ways:</p> <p><b>Reading</b> –reinforces reading comprehension skills by teaching students comprehension techniques for literary fiction, poetry, and drama, including discussion of common literary devices; shows students how to analyze, evaluate, and interpret a text; reinforces awareness of the elements and structure of narrative and expository prose; guides students through English literary history, including readings of Shakespeare's <i>Hamlet</i>, Milton's <i>Paradise Lost</i>, <i>Beowulf</i>, Bunyan's <i>The Pilgrim's Progress</i>, and other selections of and excerpts from major English literary figures.</p> <p><b>Writing</b> –develops students' writing skills by teaching about clauses and phrases in sentence structures; reviews common sentence and paragraph construction errors and methods for avoiding them; teaches Greek and Latin roots and prefixes to enhance vocabulary and spelling skills; expands students' abilities to write cohesive and coherent expository prose; gives students the opportunity to develop their abilities in writing literary critiques, poetry, short stories, and expository prose.</p> <p><b>Listening</b> –teaches effective listening comprehension skills, weaving these throughout the lessons; builds upon students' study skills as well as helps them to become reliable and efficient note takers.</p> <p>Special Topics- incorporates research skills, including internet, library, and reference material use, throughout the curriculum.</p>

## Mathematics

<p><b>Grade 1 Lifepac</b></p>	<p><b>Addition and Subtraction</b>  <b>Unit 1:</b> NUMBER ORDER AND ADD/SUB TO 9 • Number order and skip counting • Add and subtract to 9 • Story problems • Measurements • Shapes  <b>Unit 2:</b> ADD AND SUBTRACT TO 10 AND SHAPES • Add and subtract to 10 • Number words • Place value • Patterns, sequencing, and estimation • Shapes  <b>Unit 3:</b> FRACTIONS, TIME, AND SYMBOLS • Number sentences • Fractions • Story problems • Time and the = symbol • Oral directions  <b>Unit 4:</b> ADD TO 18, MONEY, AND MEASUREMENTS • Add to 18 • Skip count, even and odd • Money • Shapes and measurements • Place value  <b>Unit 5:</b> COLUMN ADDITION AND ESTIMATION • Add three 1-digit numbers • Ordinal numbers • Time and number lines • Estimation and charts • Fractions  <b>Unit 6:</b> NUMBER WORDS TO 99 • Number words to 99 • Add two 2-digit numbers • Symbols: &gt; and &lt; • Fractions • Shapes  <b>Unit 7:</b> COUNT TO 200 AND SUBTRACT TO 12 • Number order and place value • Subtract to 12 • Operation signs • Estimation and time • Graphs  <b>Unit 8:</b> ADD AND SUBTRACT TO 18 • Add and subtract to 18 • Group counting • Fractions • Time and measurements • Shapes  <b>Unit 9:</b> SENSIBLE ANSWERS • Fact families • Sensible answers • Subtract 2-digit numbers • Add three 2-digit numbers  <b>Unit 10:</b> ADDITION AND SUBTRACTION REVIEW • Addition, subtraction, and place value • Directions: north, south, east, and west • Fractions • Patterns</p>
<p><b>Grade 2 Lifepac</b></p>	<p><b>Carrying and Borrowing</b>  <b>Unit 1:</b> NUMBERS AND WORDS TO 100 • Numbers and words to 100 • Operation symbols: +, —, =, &gt;, &lt; • Add and subtract • Place value and fact families • Story problems  <b>Unit 2:</b> ADD/SUBTRACT AND EVEN/ODD • Numbers and words to 200 • Add, subtract, even and odd • Skip count 2s, 5s, and 10s • Ordinal numbers, fractions, and money • Shapes  <b>Unit 3:</b> ADD WITH CARRYING TO THE 10'S PLACE • Add with carrying to the 10's place • Subtract • Flat shapes, money, and a.m./p.m. • Rounding to the 10's place • Standard measurements  <b>Unit 4:</b> NUMBERS/WORDS TO 999 AND GRAPHS • Numbers and words to 999 • Addition, subtraction, and place value • Calendar • Measurements and solid shapes • Making change  <b>Unit 5:</b> ADD/SUBTRACT TO THE 100'S PLACE • Data and bar graphs and shapes • Add and subtract to the 100's place • Skip count 3s and place value to the 100's • Add fractions • Temperature  <b>Unit 6:</b> SUBTRACT WITH BORROWING FROM 10'S • Measurements • Time and money • Subtract with borrowing from the 10's place • Add and subtract fractions • Perimeter  <b>Unit 7:</b> ADD WITH CARRYING TO THE 100'S PLACE • Add with carrying to the 100's place • Fractions as words • Number order in books • Rounding and estimating  <b>Unit 8:</b> VOLUME AND COIN CONVERSION • Addition, subtraction, and measurements • Group counting and “thinking” answers • Convert coins • Directions: north, south, east, and west • Length and width  <b>Unit 9:</b> AREA AND SQUARE MEASUREMENTS • Area and square measurement • Add three 2-digit numbers with carrying • Add coins and convert to cents • Fractions and quarter-inches  <b>Unit 10:</b> CARRYING AND BORROWING REVIEW • Rules for even and odd numbers • Round numbers to the 100's place • Digital clocks and sensible answers • Add three 3-digit numbers</p>
<p><b>Grade 3</b></p>	<p><b>Mathematics 300</b>  Math 300 is a full-year elementary math course focusing on number skills and numerical literacy. In it, students will gain solid experience with number theory and operations, learning how to apply these in measurement situations. This course also integrates geometric concepts and skills throughout the units, as well as introducing students to statistical concepts.  By the end of the course, students will be expected to do the following:</p> <ul style="list-style-type: none"> <li>• Understand place value and know how to compare and order numbers.</li> <li>• Perform addition and subtraction, carrying and borrowing on whole numbers.</li> <li>• Know basic multiplication facts.</li> <li>• Understand representations in fraction and mixed number forms.</li> <li>• Understand concepts of likelihood and basic probability.</li> <li>• Understand concepts of shape, symmetry, and perimeter.</li> <li>• Understand measurement concepts, including time and temperature.</li> <li>• Understand representations using decimals and money</li> </ul>
<p><b>Grade 4</b></p>	<p><b>Mathematics 400</b>  Math 400 is a full-year elementary math course focusing on number skills and numerical literacy. In it, students will gain solid experience with number theory and operations, including decimals and fractions. This course also integrates geometric concepts and skills throughout the units, teaches measurement skills, and introduces students to statistical concepts.  By the end of the course, students will be expected to do the following:</p> <ul style="list-style-type: none"> <li>• Perform all four operations on whole numbers.</li> <li>• Compare and order numbers, using place value and rounding. • Add and subtract fractions and decimals.</li> <li>• Understand measurement concepts, including the metric system.</li> <li>• Calculate perimeters and areas of regular plane shapes. \</li> <li>• Represent data on varied statistical charts.</li> </ul>
<p><b>Grade 5</b></p>	<p><b>Mathematics 500</b>  Math 500 is a full-year elementary math course focusing on number skills, mathematical literacy, and geometric concepts. Students will gain solid experience with number theory and operations, including whole numbers, decimals, and fractions. In addition, students will develop their</p>

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	<p>understanding of measurement and two- and three- dimensional figures. This course also integrates mathematical practices throughout the units, as well as introducing students to algebraic, statistical, and probability concepts.</p> <p>In this course, students will be taught the following:</p> <p><b>Place Value, Addition, and Subtraction:</b> Adding and subtracting of decimals and fractions, Comparing and ordering whole numbers, Determining rules for number patterns, Mental math, Rounding and estimating</p> <p><b>Multiplying Whole Numbers and Decimals:</b> Estimating whole number products, Multiplying decimals, Multiplying whole numbers, Properties of multiplication Dividing Whole Numbers and Decimals, Dividing with money, Dividing whole numbers and decimals, Estimating quotients, Interpreting remainders.</p> <p><b>Algebra and Graphing:</b> Coordinate plane, Expressions, Graphing functions, Integers, Numerical patterns in tables and graphs, Order of operations, Scatterplots.</p> <p><b>Measurement:</b> Capacity, Density, Length, Mass, Time and temperature, The Metric System, Weight.</p> <p><b>Factors and Fractions:</b> Comparing fractions and decimals, Equivalent fractions, Factors, Fractions, Greatest Common, Factor/Least Common Multiple, Improper fractions and mixed numbers, Prime factorization, Rounding fractions / Simplifying fractions</p> <p><b>Fraction Operations:</b> Adding and subtracting fractions, Adding and subtracting mixed numbers, Estimating sums and differences, Multiplying mixed numbers, Multiplying whole numbers and fractions.</p> <p><b>Data Analysis and Probability:</b> Bar/Line Graphs, Choosing the right graph, Collecting data and frequency tables, Line plots, Listing outcomes, Making predictions, Measures of central tendency, Probability, Stem-and-Leaf plots.</p> <p><b>Geometry:</b> Angles, Circles, Geometry terms, Polygons, Quadrilaterals, Making predictions, Similar and congruent figures, Solid figures, Symmetry, Transformations, Triangles.</p> <p><b>Perimeter, Area, and Volume:</b> Area, Circumference, Parallelograms, Polygons, Regular polygons, Squares and rectangles, Surface area, Triangles, Volume</p> <p><b>Financial Literacy:</b> Exploring your finances</p>	
<p><b>Grade 6</b></p>	<p><b>Mathematics 600 Fundamentals</b></p> <p>Math 600 Fundamentals is a full-year elementary math course focusing on number skills and numerical literacy, with an introduction to the number skills needed for algebra. In it, students will gain solid experience with number theory and operations, including decimals and fractions. This course also integrates geometric concepts and skills throughout the units, as well as introducing students to statistical and probability concepts.</p> <p>By the end of the course, students will be expected to do the following:</p> <ul style="list-style-type: none"> <li>• Perform all four operations on whole numbers, decimals, and fractions.</li> <li>• Factor numbers completely and find greatest common factors.</li> <li>• Convert between fractions, decimals, and percentages.</li> <li>• Represent numbers with exponents.</li> <li>• Calculate perimeters and areas of regular plane shapes and measure angles.</li> <li>• Plot ordered pairs on coordinate grids.</li> <li>• Represent data on statistical charts, including picture, bar, line, and circle graphs.</li> <li>• Calculate probabilities and make predictions.</li> </ul>	<p><b>Mathematics 600</b></p> <p>Math 600 is a full-year elementary math course focusing on number skills and numerical literacy, with an introduction to rational numbers and the skills needed for algebra. In it, students will gain solid experience with number theory and operations, including decimals and fractions. This course also integrates ratio relationships and proportional reasoning throughout the units, as well as introduces students to geometric and statistical concepts.</p> <ul style="list-style-type: none"> <li>• Unit 1: Identify, compare, and calculate problems with decimal numbers.</li> <li>• Unit 2: Identify, reduce, compare, and represent fractions.</li> <li>• Unit 3: Use division to solve problems involving fractions.</li> <li>• Unit 4: Use ratios to solve problems, interpret data, and make comparisons.</li> <li>• Unit 5: Use rates and percentages to solve problems.</li> <li>• Unit 6: Calculate the measurements of geometric shapes.</li> <li>• Unit 7: Identify and use rational numbers and their opposites.</li> <li>• Unit 8: Identify, use, and compare expressions.</li> <li>• Unit 9: Translate, write, and solve equations involving addition, subtraction, multiplication, and division.</li> <li>• Unit 10: Interpret and describe data presented in various graphs.</li> <li>• Unit 11: Review skills and concepts from throughout the course.</li> </ul>
<p><b>Grade 7</b></p>	<p><b>Mathematics 700 Fundamentals</b></p> <p>Mathematics 700 Fundamentals is designed to prepare junior-high students for Pre-algebra. This course focuses on strengthening needed skills in problem solving, number sense, and proportional reasoning. It also introduces students to integers, equations, and geometric concepts. Students will begin to see the "big picture" of mathematics and learn how numeric, algebraic, and geometric concepts are woven together to build a foundation for higher mathematical thinking.</p> <p><b>Integers:</b> Students will learn how to locate, add, subtract, multiply, and divide integers to solve word problems, as well as compare integers using absolute value and the order of operation.</p> <p><b>Fractions:</b> Students will understand how fractions can be written into other forms without changing their value, and how to add, subtract, multiply, and divide fractions.</p> <p><b>Decimals:</b> Students will explore how to rewrite fractions as decimals, and how to use decimals to solve real world problems.</p> <p><b>Patterns and Equations:</b> Students will learn how to translate words into equations and use them to solve number patterns.</p> <p><b>Ratios and Proportions:</b> Students will explore how to use ratios to compare numbers, solve proportions, and convert between percents, decimals, and fractions.</p> <p><b>Probability and Graphing:</b> Students will be able to determine the probability of an event, and if they are independent or dependent events, as well as create a graph of an equation.</p> <p><b>Data Analysis:</b> Students will learn how to interpret statistics using stem-and-leaf plots, histograms, and other graphical means.</p> <p><b>Geometry:</b> Students will explore how points, lines, and planes</p>	<p><b>Mathematics 700</b></p> <p>Mathematics 700 is designed to prepare junior-high students for Pre-algebra. This course focuses on strengthening needed skills in problem solving, number sense, and proportional reasoning. It also introduces students to integers, equations, and geometric concepts. Students will begin to see the "big picture" of mathematics and learn how numeric, algebraic, and geometric concepts are woven together to build a foundation for higher mathematical thinking.</p> <p><b>Integers:</b> Students will learn how to locate, add, subtract, multiply, and divide integers to solve word problems, as well as compare integers using absolute value and the order of operation.</p> <p><b>Fractions:</b> Students will understand how fractions can be written into other forms without changing their value, and how to add, subtract, multiply, and divide fractions.</p> <p><b>Decimals:</b> Students will explore how to rewrite fractions as decimals, and how to use decimals to solve real world problems.</p> <p><b>Patterns and Equations:</b> Students will learn how to translate words into equations and use them to solve number patterns.</p> <p><b>Ratios and Proportions:</b> Students will explore how to use ratios to compare numbers, solve proportions, and convert between percents, decimals, and fractions.</p> <p><b>Probability and Graphing:</b> Students will be able to determine the probability of an event, and if they are independent or dependent events, as well as create a graph of an equation.</p> <p><b>Data Analysis:</b> Students will learn how to interpret statistics using stem-and-leaf plots, histograms, and other graphical means.</p> <p><b>Geometry:</b> Students will explore how points, lines, and planes interact and how to solve equations using their information.</p>

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	<p>interact and how to solve equations using their information.</p> <p><b>Measurement and Area:</b> Students will learn about finding perimeters and areas of different polygons, and using the Pythagorean theorem to solve problems.</p> <p><b>Surface Area and Volume:</b> Students will explore three-dimensional figures and how to find their surface area, volume of them.</p>	<p><b>Measurement and Area:</b> Students will learn about finding perimeters and areas of different polygons, and using the Pythagorean theorem to solve problems.</p> <p><b>Surface Area and Volume:</b> Students will explore three-dimensional figures and how to find their surface area, volume of them.</p>
<p><b>Grade 8</b></p>	<p><b>Mathematics 800 Fundamentals</b></p> <p>Mathematics 800 Fundamentals is an introductory algebra course designed to prepare junior-high school students for Algebra I. The course focuses on strengthening needed skills in problem solving, integers, equations, and graphing. Students will begin to see the "big picture" of mathematics and learn how numeric, algebraic, and geometric concepts are woven together to build a foundation for higher mathematical thinking.</p> <p><b>The Real Number System:</b> Students will explore different properties of numbers, and how to use them to simplify expressions and formulas to make computations easier.</p> <p><b>Modeling Problems in Integers:</b> Students will translate and solve one-step equations, or two-step equations in context, and check solutions for reasonableness, using the order of operations, and by substituting values for variables.</p> <p><b>Modeling Problems with Rational Numbers:</b> Students will add, subtract, multiply, and divide decimals, fractions, and mixed numbers with variables, likes, and unlike denominators to solve one and two-step word problems.</p> <p><b>Proportional Reasoning:</b> Students will convert between fractions, decimals, and percents, and compare them, and identify similar and congruent figures and their corresponding parts, and solve for missing measures.</p> <p><b>More with Functions:</b> Students will identify the parts of a line or quadratic equation and be able to graph it, and explore arithmetic and geometric sequences, as well as exponential growth and decay.</p> <p><b>Measurement:</b> Students will explore relationships between sets of lines and the angles they create, understand and use the Pythagorean theorem, and identify characteristics of polygons.</p> <p><b>Plane Geometry:</b> Students will determine how to calculate areas of common polygons, identify different transformations and how to determine the type and original image location.</p> <p><b>Measures of Solid Figures:</b> Students will calculate surface area and volume of different objects, and solve for missing measures of 3 dimensional figures when given surface area or volume, and explain the relationship between surface area and volume.</p> <p><b>Data Analysis:</b> Students will identify the mean, median, mode, range, lower quartile, and upper quartile of different data sets and construct the best display of the information.</p> <p><b>Probability:</b> Students will identify all the possible outcomes of a given situation using combinations, permutations, and probability, and determine if events are dependent or independent.</p>	<p><b>Mathematics 800</b></p> <p>Mathematics 800 is an introductory algebra course designed to prepare junior-high school students for Algebra I. The course focuses on strengthening needed skills in problem solving, integers, equations, and graphing. Students will begin to see the "big picture" of mathematics and learn how numeric, algebraic, and geometric concepts are woven together to build a foundation for higher mathematical thinking.</p> <p><b>The Real Number System:</b> Students will explore different properties of numbers, and how to use them to simplify expressions and formulas to make computations easier.</p> <p><b>Modeling Problems in Integers:</b> Students will translate and solve one-step equations, or two-step equations in context, and check solutions for reasonableness, using the order of operations, and by substituting values for variables.</p> <p><b>Modeling Problems with Rational Numbers:</b> Students will add, subtract, multiply, and divide decimals, fractions, and mixed numbers with variables, likes, and unlike denominators to solve one and two-step word problems. •</p> <p><b>Proportional Reasoning:</b> Students will convert between fractions, decimals, and percents, and compare them, and identify similar and congruent figures and their corresponding parts, and solve for missing measures.</p> <p><b>More with Functions:</b> Students will identify the parts of a line or quadratic equation and be able to graph it, and explore arithmetic and geometric sequences, as well as exponential growth and decay.</p> <p><b>Measurement:</b> Students will explore relationships between sets of lines and the angles they create, understand and use the Pythagorean theorem, and identify characteristics of polygons.</p> <p><b>Plane Geometry:</b> Students will determine how to calculate areas of common polygons, identify different transformations and how to determine the type and original image location.</p> <p><b>Measures of Solid Figures:</b> Students will calculate surface area and volume of different objects, and solve for missing measures of 3 dimensional figures when given surface area or volume, and explain the relationship between surface area and volume.</p> <p><b>Data Analysis:</b> Students will identify the mean, median, mode, range, lower quartile, and upper quartile of different data sets and construct the best display of the information.</p> <p><b>Probability:</b> Students will identify all the possible outcomes of a given situation using combinations, permutations, and probability, and determine if events are dependent or independent.</p>
<p><b>Grade 9</b></p>	<p><b>Algebra I Fundamentals</b></p> <p>Algebra I Fundamentals is a full year, high school credit course that is intended for the student who has successfully mastered the core algebraic concepts covered in the prerequisite course, Pre-Algebra (Math 800 Fundamentals). Within the Algebra I course, the student will explore basic algebraic fundamentals such as evaluating, creating, solving and graphing linear, quadratic, and polynomial functions.</p> <p><b>Foundations of Algebra:</b> Students will identify different real number properties, and how to use them to solve algebraic expressions.</p> <p><b>Linear Equations:</b> Students will translate word problems into algebraic equations, and solve them using real number properties, converting between fractions, decimals, and percents.</p> <p><b>Functions:</b> Students will understand the characteristics of functions, how to plot them, how to derive their equations, and determine what type of function a graph represents.</p> <p><b>Inequalities:</b> Students will write, graph, and solve inequalities using real number properties.</p> <p><b>Linear Systems:</b> Students will determine the solution of a pair of linear equations, using the addition method, substitution method and matrices.</p> <p><b>Polynomials:</b> Students will add, subtract, multiply, and divide monomials and polynomials, as well as factor polynomials, using several different methods.</p>	<p><b>Algebra I</b></p> <p>Algebra I – is a full year, high school credit course that is intended for the student who has successfully mastered the core algebraic concepts covered in the prerequisite course, Pre-Algebra (Math 800). Within the Algebra I course, the student will explore basic algebraic fundamentals such as evaluating, creating, solving and graphing linear, quadratic, and polynomial functions.</p> <p><b>Foundations of Algebra:</b> Students will identify different real number properties, and how to use them to solve algebraic expressions.</p> <p><b>Linear Equations:</b> Students will translate word problems into algebraic equations, and solve them using real number properties, converting between fractions, decimals, and percents.</p> <p><b>Functions:</b> Students will understand the characteristics of functions, how to plot them, how to derive their equations, and determine what type of function a graph represents.</p> <p><b>Inequalities:</b> Students will write, graph, and solve inequalities using real number properties.</p> <p><b>Linear Systems:</b> Students will determine the solution of a pair of linear equations, using the addition method, substitution method and matrices.</p> <p><b>Polynomials:</b> Students will add, subtract, multiply, and divide monomials and polynomials, as well as factor polynomials, using several different methods.</p> <p><b>Exponential and Radical Functions:</b> Students will simplify powers of products, a power raised to a power, and quotients of powers, using the rule</p>

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	<p><b>Exponential and Radical Functions:</b> Students will simplify powers of products, a power raised to a power, and quotients of powers, using the rule of exponents, and add, subtract, multiply, and divide radical expressions to solve equations.</p> <p><b>Quadratics:</b> Students will identify, write, and graph various triangle, circle and quadratic equations and inequalities using the Pythagorean theorem, and by factoring, completing the square, and using the square root method.</p> <p><b>Rational Expressions:</b> Students will add and subtract fractions with like and unlike denominators, solve proportions, equations and inequalities containing rational expressions, and solve different word problems using rational equations.</p> <p><b>Probability and Statistics:</b> Students will determine the central tendencies of a given data set, as well as evaluate probability of possible outcomes using multiple methods.</p>	<p>of exponents, and add, subtract, multiply, and divide radical expressions to solve equations.</p> <p><b>Quadratics:</b> Students will identify, write, and graph various triangle, circle and quadratic equations and inequalities using the Pythagorean theorem, and by factoring, completing the square, and using the square root method.</p> <p><b>Rational Expressions:</b> Students will add and subtract fractions with like and unlike denominators, solve proportions, equations and inequalities containing rational expressions, and solve different word problems using rational equations.</p> <p><b>Probability and Statistics:</b> Students will determine the central tendencies of a given data set, as well as evaluate probability of possible outcomes using multiple methods.</p>
<p><b>Grade 10</b></p>	<p><b>Geometry Fundamentals</b></p> <p>Geometry Fundamentals is a full year, high school math course for the student who has successfully completed the prerequisite course, Algebra I. The course focuses on the skills and methods of linear, coordinate, and plane geometry. In it, students will gain solid experience with geometric calculations and coordinate plane graphing, methods of formal proof, and techniques of construction. By the end of the course, students will be expected to do the following:</p> <ul style="list-style-type: none"> <li>• Understand defined terms, axioms, postulates, and theories.</li> <li>• Apply rules of formal logic and construct proofs in two-column format.</li> <li>• Know how to solve for angles given parallels, perpendiculars, and transversals.</li> <li>• Demonstrate how to solve for sides and angles of triangles, quadrilaterals, and polygons.</li> <li>• Understand trigonometric ratios and know how to use them to solve for unknown sides and angles in given triangles as well as application word problems.</li> <li>• Be able to determine arcs, chords, and sectors of circles.</li> <li>• Calculate perimeter, area, and volume of figures and solids.</li> <li>• Graph lines and determine slopes, midpoints, and distances.</li> <li>• Interpret and construct the graphs and equations of quadratic functions.</li> <li>• Make geometric constructions on paper.</li> <li>• Represent results of motion geometry (translation, rotation, reflection, dilation).</li> <li>• Calculate simple probabilities using addition, multiplication, permutations, combinations, and frequency tables.</li> </ul>	<p><b>Geometry</b></p> <p>Geometry is a full-year, high school math course for the student who has successfully completed the prerequisite course, Algebra I. The course focuses on the skills and methods of linear, quadratic, coordinate, and plane geometry. In it, students will gain solid experience with geometric calculations and coordinate plane graphing, methods of formal proof, and techniques of construction.</p> <p><b>Introduction:</b> Students will solve problems using set theory and operations, identify characteristics of postulates and relate geometric theorems on points, lines, and planes.</p> <p><b>Logic:</b> Students will use inductive reasoning to draw reasonable conclusions, or deductive reasoning to prove basic theorems, and write conditional statements, converses, inverses and contrapositives.</p> <p><b>Angles and Parallels:</b> Students will identify types of angles, categorize a shape as a polygon or non polygon, identify different kinds of polygons, and find angle measures of polygons.</p> <p><b>Congruent Triangles and Quadrilaterals:</b> Students will identify corresponding parts of congruent triangles, prove congruent parts using different theorems and postulates, and solve for angle measures of congruent polygons.</p> <p><b>Similar Polygons:</b> Students will use facts about similarity to calculate side and angle measures in similar polygons, and use sine, cosine, and tangent values to solve for missing values in triangles.</p> <p><b>Circles:</b> Students will identify different parts of a circle, and angles and arcs created by different lines interacting with circles, and calculate their measures.</p> <p><b>Area and Volume:</b> Students will calculate the area, surface area, and volume of varying polygons by breaking them down into smaller and recognizable shapes.</p> <p><b>Coordinate Geometry:</b> Students will graph linear equations and inequalities, use the distance and midpoint formulas to find lengths of segments and perimeters of geometric shapes, and find the equation of a line in various ways.</p> <p><b>Transformations:</b> Students will understand rotations, reflections, dilations and translations in terms of angles, circles, perpendicular lines, and line segments, and find the result of combining multiple transformations.</p> <p><b>Geometric Application:</b> Students will use the functions sine, cosine, and tangent, and the inverse trigonometric functions (<math>\sin^{-1}</math>, <math>\cos^{-1}</math>, and <math>\tan^{-1}</math>) to calculate unknown side lengths in right triangles, calculate densities, and use ratios to calculate unit scales.</p> <p><b>Probability:</b> Students will determine the number of combinations, or permutations, in choosing elements from a set, explain the concept of conditional probability as found in everyday situations, and analyze decisions and strategies using probability concepts.</p>
<p><b>Grade 11</b></p>	<p><b>Algebra II Fundamentals</b></p> <p>Algebra II Fundamentals is a full-year, high school math course intended for the student who has successfully completed the prerequisite course Algebra I. This course focuses on algebraic techniques and methods in order to develop student understanding of advanced number theory, concepts involving linear, quadratic and polynomial functions, and pre-calculus theories. This course also integrates geometric concepts and skills throughout the units, as well as introducing students to basic trigonometric identities and problem solving. By the end of the course, students will be expected to do the following:</p> <ul style="list-style-type: none"> <li>• Understand set notation and the structure of mathematical</li> </ul>	<p><b>Algebra II</b></p> <p>Algebra II – is a full-year, high school math course intended for the student who has successfully completed the prerequisite course Algebra I. This course focuses on algebraic techniques and methods in order to develop student understanding of advanced number theory, concepts involving linear, quadratic and polynomial functions, and precalculus theories. This course also integrates geometric concepts and skills throughout the units, as well as introducing students to basic trigonometric identities and problem solving.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Understand set notation and the structure of mathematical systems.</li> <li>• Calculate and perform operations with real and imaginary numbers.</li> </ul>

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	<ul style="list-style-type: none"> <li>systems.</li> <li>Know how to use functional notation and operations on functions.</li> <li>Simplify and solve algebraic fractions.</li> <li>Perform operations on polynomials, including factoring, long division, and synthetic division.</li> <li>Solve algebraic word problems involving mixtures, money, integers, and work.</li> <li>Evaluate and solve radical expressions and equations.</li> <li>Solve systems of equations with graphing, substitution, and matrices.</li> <li>Graph and solve quadratic equations, including conic sections.</li> <li>Graph and solve exponential and logarithmic equations.</li> <li>Calculate permutations, combinations, and complex probabilities.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to use functional notation and operations on functions.</li> <li>Simplify and solve algebraic fractions.</li> <li>Perform operations on polynomials, including factoring, long division, and synthetic division.</li> <li>Solve algebraic word problems involving mixtures, money, integers, and work.</li> <li>Evaluate and solve radical expressions and equations.</li> <li>Solve systems of equations with graphing, substitution, and matrices.</li> <li>Graph and solve quadratic equations, including conic sections.</li> <li>Graph and solve exponential and logarithmic equations.</li> <li>Explore trigonometric identities and functions using the Unit Circle, graphs and modeling.</li> <li>Calculate permutations, combinations, and complex probabilities.</li> <li>Interpret sample surveys, normal distributions and observational studies.</li> </ul>
<b>Grade 12</b>	<p><b>Pre-calculus</b> Pre-calculus is a full-year, high school credit course that is intended for the student who has successfully mastered the core algebraic and conceptual geometric concepts covered in the prerequisite courses: Algebra I, Geometry, and Algebra II. The course primarily focuses on the skills and methods of analytic geometry and trigonometry while investigating further relationships in functions, probability, number theory, limits, and the introduction of derivatives.</p> <p><b>Relations and Functions:</b> Students will examine functions, inverses of functions and combine functions to verify inverses, as well as distinguish between linear and quadratic functions.</p> <p><b>Functions:</b> Students will solve polynomials using the quadratic theorem, remainder theorem and factor theorem, identify graphs of different polynomial equations and inequalities, and understand complex numbers.</p> <p><b>Trigonometric Functions:</b> Students will identify and solve for missing components of trigonometric functions, calculating trigonometric values for different angles and relate degrees to radians, and radians to degrees.</p> <p><b>Circular Functions and their Graphs:</b> Students will use parametric equations with trigonometric operations to model and solve problems, and calculate amplitude, period, and phase shift for graphed trigonometric functions.</p> <p><b>Identities and Functions of Multiple Angles:</b> Students will simplify trigonometric expressions utilizing trigonometric identities, and double and half-angle formulas, and combine the identities and angle formulas learned in this unit to prove trigonometric relationships.</p> <p><b>Application of Trigonometric Functions:</b> Students will solve problems using trigonometric functions, and combine trigonometric functions and vectors to solve incline plane problems and navigation problems.</p> <p><b>Inverse Trigonometric Functions and Polar Coordinates:</b> Students will solve for unknowns using inverse trigonometric functions, recognize their graphs, and convert equations from Cartesian to polar coordinates, and from polar to Cartesian coordinates.</p> <p><b>Quadratic Equations:</b> Students will identify properties and equations of circles, ellipses, parabolas and hyperbolas, and calculate point rotations and apply them to equations.</p> <p><b>Counting Principles:</b> Students will distinguish between mutually exclusive, independent and dependent events, and between combination and permutation, and use the explicit formula and the recursive formula to find the nth term as well as the general term of an arithmetic sequence, or geometric sequence.</p> <p><b>Calculus:</b> Students will solve functions involving numbers and conditions, understand limit notation, and evaluate limits using the limit theorems, and find the slope of curves, and calculate the angle between two curves.</p>	

## Science

<b>Grade 1 Lifepac</b>	<p><b>Your Senses</b> <b>Unit 1:</b> YOU LEARN WITH YOUR EYES • Name and group some colors • Name and group some shapes • Name and group some sizes • Help from what you see <b>Unit 2:</b> YOU LEARN WITH YOUR EARS • Sounds of nature and people • How sound moves • Sound with your voice • You make music <b>Unit 3:</b> MORE ABOUT YOUR SENSES • Sense of smell • Sense of taste • Sense of touch • Learning with senses <b>Unit 4:</b> ANIMALS • What animals eat • Animals for food • Animals for work • Pets to care for <b>Unit 5:</b> PLANTS • Big and small plants • Special plants • Plants for food • House plants <b>Unit 6:</b> GROWING UP HEALTHY • How plants and animals grow • How your body grows • Eating and sleeping • Exercising <b>Unit 7:</b> GOD'S BEAUTIFUL WORLD • Types of land • Water places • The weather • Seasons <b>Unit 8:</b> ALL ABOUT ENERGY • God gives energy • We use energy • Ways to make energy • Ways to save energy <b>Unit 9:</b> MACHINES AROUND YOU • Simple levers • Simple wheels • Inclined planes • Using machines <b>Unit 10:</b> WONDERFUL WORLD OF SCIENCE • Using your senses • Using your mind • You love yourself • You love the world</p>
<b>Grade 2</b>	<b>Our World</b>

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<p><b>Lifepac</b></p>	<p><b>Unit 1:</b> THE LIVING AND NONLIVING • What God created • Rock and seed experiment • God-made objects • Man-made objects  <b>Unit 2:</b> PLANTS • How plants are alike • Habitats of plants • Growth of plants • What plants need  <b>Unit 3:</b> ANIMALS • How animals are alike • How animals are different • What animals need • Noah and the ark  <b>Unit 4:</b> YOU • How people are alike • How you are different • Your family • Your health  <b>Unit 5:</b> PET AND PLANT CARE • Learning about pets • Caring for pets • Learning about plants • Caring for plants  <b>Unit 6:</b> YOUR FIVE SENSES • You can see • You can smell and hear • You can taste • You can feel  <b>Unit 7:</b> PHYSICAL PROPERTIES • Colors • Shapes • Sizes • How things feel  <b>Unit 8:</b> OUR NEIGHBORHOOD • Things not living • Living things • Harm to our world • Caring for our world  <b>Unit 9:</b> CHANGES IN OUR WORLD • Seasons • Change in plants • God’s love never changes • God’s Word never changes  <b>Unit 10:</b> LOOKING AT OUR WORLD • Living things • Nonliving things • Caring for our world • Caring for ourselves</p>
<p><b>Grade 3</b></p>	<p><b>Science 300</b>  Science 300 is a basic elementary course intended to expose students to the designs and patterns in God’s physical universe. This course provides a broad survey of the major areas of science. Some of the areas covered in Science 300 include the human body, plants, animals, health and nutrition, matter, sound waves, earth science, and heat energy. The course seeks to develop the student’s ability to understand and participate in scientific inquiry. The units contain experiments and projects designed to build on children’s natural curiosity. The student will explore, observe, and manipulate everyday objects and materials in their environment. Collectively, this should help students develop a subject-matter knowledge base. Upon completion of the course, students should be able to do the following:</p> <ul style="list-style-type: none"> <li>• Demonstrate a basic understanding of the systems in a human body.</li> <li>• Discuss the process a plant goes through in order to grow.</li> <li>• Explain the difference between types of animals.</li> <li>• Determine which eating and care habits are the most healthy for students.</li> <li>• Distinguish between the three phases of matter and describe their properties.</li> <li>• Explain how sound travels.</li> <li>• Describe why time and seasons change.</li> <li>• Discuss how rocks are formed and how they change.</li> <li>• Explain how heat is produced.</li> </ul>
<p><b>Grade 4</b></p>	<p><b>Science 400</b>  Science 400 is a basic elementary course intended to expose students to the designs and patterns in God’s physical universe. This course builds on concepts taught in Science 300, providing a broad survey of the major areas of science. Some of the areas covered in Science 400 include the study of plants and animals, ecology, work and simple machines, electricity and magnetism, properties of water and matter, weather, solar system, and the different spheres of earth. The course seeks to develop the student’s ability to understand and participate in scientific inquiry. The units contain experiments and projects to capitalize on children’s natural curiosity. The student will explore, observe, and manipulate everyday objects and materials in their environment. Collectively, this should help students develop and build on their subject-matter knowledge base. Upon completion of the course, students should be able to do the following:</p> <ul style="list-style-type: none"> <li>• Use their main senses for observation of the world around them.</li> <li>• Describe different uses for plants.</li> <li>• Discuss the differences among the ways that different animals act.</li> <li>• Understand how people are responsible for preserving and conserving nature.</li> <li>• Explain the different types of simple machines.</li> <li>• Describe an electrical current and how it relates to magnetism.</li> <li>• Demonstrate an understanding of the different properties of water.</li> <li>• Observe weather and how it affects people.</li> <li>• Describe our solar system.</li> <li>• Discuss the three different spheres of the earth and how they interact.</li> <li>• Explain the changes in seasons and time.</li> </ul>
<p><b>Grade 5</b></p>	<p><b>Science 500</b>  Science 500 is a basic elementary course intended to expose students to the designs and patterns in God’s physical universe. This course expands on the Science 300 and Science 400 courses, providing a broad survey of the major areas of science. Some of the areas covered in Science 500 include the study of cells, plants and animals, ecology, energy, geology, properties of matter, and the natural cycles of life. The course seeks to develop the student’s ability to understand and participate in scientific inquiry. The units contain experiments and projects to capitalize on the students’ natural curiosity. The student will explore, observe, and manipulate everyday objects and materials in their environment. Students at this level should begin to understand interrelationships between organisms, recognize patterns in ecosystems, and become aware of the cellular dimensions of living systems. Collectively, this should help students develop and build on their subject-matter knowledge base. Upon completion of the course, students should be able to do the following:</p> <ul style="list-style-type: none"> <li>• Use their main senses for observation of the world around them.</li> <li>• Demonstrate an understanding of cells and their structure, both plant and animal.</li> <li>• Differentiate between plants, animals, fungi, protozoa, and algae.</li> <li>• Explain interactions between different life forms.</li> <li>• Discuss different energy transformations.</li> <li>• Describe geology and how it relates to the Flood.</li> <li>• Demonstrate an understanding of fossil types and the formation of fossils.</li> <li>• Understand natural cycles.</li> </ul>
<p><b>Grade 6</b></p>	<p><b>Science 600</b>  Science 600 is a basic intermediate course intended to expose students to the designs and patterns in God’s physical universe. This course expands on the Science 300-500 elementary courses, providing a broad survey of the major areas of science. Some of the areas covered in Science 600 include the study of plant and animal systems, plant and animal behavior, genetics, the structure of matter, light and sound, kinematics, planet Earth, the solar system, and astronomy. The course seeks to develop the student’s ability to understand and participate in scientific inquiry. The units contain experiments and projects to capitalize on children’s natural curiosity. The student will explore, observe, and manipulate everyday objects and materials in their environment. Students at this level should begin to understand interrelationships between organisms, recognize patterns in</p>

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	<p>ecosystems, and become aware of the cellular dimensions of living systems. Collectively, this should help students develop and build on their subject-matter knowledge base.</p> <p>Upon completion of the course, students should be able to do the following:</p> <ul style="list-style-type: none"> <li>● Use their main senses for observation of the world around them.</li> <li>● Describe the different systems in plants and animals.</li> <li>● Explain the different ways plants and animals behave.</li> <li>● Explain how Mendel used observation to develop his theories.</li> <li>● Demonstrate a basic knowledge of chemical structure and the periodic table.</li> <li>● Discuss light and sound waves.</li> <li>● Describe motion as it relates to force and work.</li> <li>● Explain how time and season are related to the rotation and revolution of the earth.</li> <li>● Identify common stars and constellations.</li> </ul>
<p><b>Grade 7</b></p>	<p><b>General Science I</b></p> <p>General Science I is a basic intermediate course intended to expose students to the designs and patterns in God’s physical universe. This course expands on the Science 600 course, providing a set of basic scientific skills and a broad survey of the major areas of science. Some of the areas covered in General Science I include the scientific method, overview of the four major areas of science, mathematics in science, astronomy, the atmosphere, natural cycles, weather and climate, human anatomy and physiology, and careers in science. The course seeks to develop the student’s ability to be aware of and participate in scientific inquiry. The units contain experiments and projects to capitalize on the students’ natural curiosity. The student will explore, observe, and manipulate everyday objects and materials in their environment. Students at this level should show understanding of interrelationships between organisms, recognize patterns in systems, and expand their knowledge of cellular dimensions of living systems. Collectively, this should help students develop and build on their subject-matter knowledge base.</p> <p><b>What is Science:</b> Students will explore the tools and methods of a scientist, the four major areas of science, and look at several careers in science.</p> <p><b>Perceiving Things:</b> Students will learn about the metric system, different types of measurement and methods of presenting data.</p> <p><b>Earth in Space (Part 1):</b> Students will learn about the constellations and the history of astronomy.</p> <p><b>Earth in Space (Part 2):</b> Students will learn the components of the solar system and their movements.</p> <p><b>The Atmosphere:</b> Students will learn about the structure of the atmosphere, and the cycles occurring within it.</p> <p><b>Weather:</b> Students will learn about the causes of weather, how it is measured and forecasted.</p> <p><b>Climate:</b> Students will explore the types of climates around the world and the factors that affect climate.</p> <p><b>The Human Anatomy (Part 1):</b> Students will explore the building blocks of the human body and several of its systems.</p> <p><b>The Human Anatomy (Part 2):</b> Students will learn about other systems in the human body.</p> <p><b>Working in Science:</b> Students will explore different types of scientists and the work they do.</p>
<p><b>Grade 8</b></p>	<p><b>General Science II</b></p> <p>General Science II is a basic intermediate course intended to expose students to the designs and patterns in God’s physical universe. This course expands on the Science 600 and General Science I courses, providing a set of basic scientific skills and a broad survey of the major areas of science. Some of the areas covered in General Science II include the history of science, structure and properties of matter, health and nutrition, types of energy, electricity and magnetism, work, energy, forces, simple machines, balance in nature, natural cycles and resources. The course seeks to develop the student’s ability to be aware of and participate in scientific inquiry. The units contain experiments and projects to capitalize on the students’ natural curiosity. The student will explore, observe, and manipulate everyday objects and materials in their environment. Students at this level should show understanding of interrelationships between organisms and the environment, recognize patterns in systems, and expand their knowledge of cellular dimensions of living systems. Collectively, this should help students develop and build on their subject-matter knowledge base.</p> <p><b>Science and Society:</b> Students will define science, describe its history, and use their main senses for observation of the world around them.</p> <p><b>Structure of Matter (Part 1):</b> Students will describe elements and compounds in the terms of atoms and molecules.</p> <p><b>Structure of Matter (Part 2):</b> Students will demonstrate a knowledge of the different changes in matter.</p> <p><b>Health and Nutrition:</b> Students will learn how to develop good health habits.</p> <p><b>Energy (Part 1):</b> Students will explain and give examples of the different types of energy.</p> <p><b>Energy (Part 2):</b> Students will define magnetism and electricity and describe their relationship.</p> <p><b>Machines (Part 1):</b> Students will define force and work, and evaluate the relationship that exists between work and energy.</p> <p><b>Machines (Part 2):</b> Students will describe the different types of simple machines.</p> <p><b>Balance in Nature:</b> Students will discuss the balance in nature regarding the different cycles.</p> <p><b>Science and Technology:</b> Students will review the other units and explore careers in science and technology.</p>
<p><b>Grade 9</b></p>	<p><b>Integrated Physics and Chemistry</b></p> <p>Integrated Physics and Chemistry is a physical science course designed for high school students needing an entry level science course covering basic concepts found in chemistry and physics. Topics included in this course are matter, motion and forces, work and energy, electricity and magnetism, and waves. Throughout the course, students will have opportunities to observe simulations, investigate ideas, and solve problems, both online and away from the computer.</p> <p><b>Explorations in Physical Science:</b> Students will employ the scientific method, measurements and calculations to conduct experiments.</p> <p><b>The Structure of Matter:</b> Students will explore the structure of matter, including atomic structure, elements, compounds, and mixtures.</p> <p><b>Matter and Change:</b> Students will explore the chemical changes that matter can go through.</p> <p><b>States of Matter:</b> Students will explore the states of matter and the process that matter goes through for its state to change.</p> <p><b>Motion and Forces:</b> Students will describe the motion of objects, Newton’s laws that predict that motion, and how the motion is measured. • Work and Energy: Students will explore various types of energy, simple machines, and the work that they can do.</p> <p><b>Heat Flow:</b> Students will describe heat, heat flow, and the laws of thermodynamics, as well as explore uses of heat flow.</p> <p><b>Electricity and Magnetism:</b> Students will explore the relationship between electricity and magnetism.</p> <p><b>Waves:</b> Students will explore the properties and characteristics of waves.</p> <p><b>Chemistry and Physics in Our World:</b> Students will discuss how chemistry and physics are at work in our daily lives, and explore basic astronomical principles.</p>
<p><b>10-12</b></p>	<p><b>2 of Chemistry, Physics OR Biology</b></p>

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	<p><b>Chemistry</b>          Chemistry is intended to expose students to the designs and patterns in the world that God has created. In preceding years, students should have developed an understanding for the macroscopic properties of substances and been introduced to the microstructure of substances. This chemistry course will expand upon that knowledge, further develop the microstructure of substances, and teach the symbolic and mathematical world of formulas, equations, and symbols. The major concepts covered are measurement, atomic structure, chemical formulas and bonding, chemical reactions, stoichiometry, gases, chemical equilibrium, and organic chemistry. Students at this level should show development in their ability and understanding of scientific inquiry. The units contain experiments and projects that seek to develop a deeper conceptual meaning for the student and actively engage the student. The continued exposure of science concepts and scientific inquiry will serve to improve the student's skill and understanding. Chemistry should be preceded by an Algebra I course and preceded or accompanied by an Algebra II course</p> <p><b>Measurement and Analysis:</b> Students will explore different types of laboratory measurements.</p> <p><b>Starting the Investigation:</b> How to Identify Elements, Compounds, and Mixtures: Students will explore the chemical and physical properties of elements, compounds, and mixtures.</p> <p><b>Exploring Laws for Gases and Conservation of Mass:</b> Students will explore the kinetic molecular theory, the gas laws and the conservation of mass. <b>The Discovery of Atoms:</b> Nature's Building Blocks: Students will describe the history and current atomic theory.</p> <p><b>Molecular Structure:</b> Students will explore stoichiometry, chemical bonding, and polar properties.</p> <p><b>Chemical Reactions, Rates and Equilibrium:</b> Students will observe chemical changes, reaction rates, and factors that affect equilibrium.</p> <p><b>Equilibrium Systems:</b> Students will explore solutions and equilibrium systems.</p> <p><b>Carbon Chemistry:</b> Hydrocarbons: Students will describe organic compounds and saturated and unsaturated hydrocarbons.</p> <p><b>Carbon Chemistry:</b> Functional Groups: Students will explore and describe the functional groups in hydrocarbons.</p>
	<p><b>Biology</b>          Biology is intended to expose students to the designs and patterns of living organisms that have been created by God. In preceding years, students should have developed a foundational understanding of life sciences. This biology course will expand upon that knowledge and incorporate more abstract knowledge. The student's understanding should encompass both the micro and macro aspects of life and this biology course includes both. The major concepts covered are taxonomy, the chemical basis of life, cellular structure and function, genetics, microbiology, botany, human anatomy and physiology, and ecological principles. Students at this level should show development in their ability and understanding of scientific inquiry. The units contain experiments and projects that seek to develop a deeper conceptual meaning for the student and actively engage the student. The continued exposure of science concepts and scientific inquiry will serve to improve the student's skill and understanding. Biology should be preceded or accompanied by an Algebra I course.</p> <p><b>Taxonomy:</b> Key to Organization: Students will explore the history of taxonomy, and describe and differentiate between the Artificial and Natural Systems of Taxonomy.</p> <p><b>Chemistry of Life:</b> Students will demonstrate a knowledge of molecular structure as it relates to organic compounds.</p> <p><b>Cells:</b> Students will describe cells, their different parts, and the function of a cell.</p> <p><b>Cell Division and Reproduction:</b> Students will describe the processes of cell division and distinguish between asexual and sexual reproduction.</p> <p><b>Genetics:</b> God's Plan of Inheritance: Students will discuss the importance of Mendel's work and results that led to the principle of segregation and the principle of dominance and recessiveness.</p> <p><b>Microbiology:</b> Students will explore the six-kingdom classification system and identify which kingdoms are composed of prokaryotes and which are made up of eukaryotes.</p> <p><b>Plants:</b> Green Factories: Students will describe the make-up of plant cells and the process of photosynthesis and respiration.</p> <p><b>Human Anatomy and Physiology:</b> Students will describe the human body systems.</p> <p><b>Ecology, Pollution, and Energy:</b> Students will discuss ecological relationships, pollution, and energy sources.</p> <p><b>Principles and Applications of Biology:</b> Students will study the principles of life and the applications of biology.</p>
	<p><b>Physics</b>          Physics is intended to expose students to the design and order in the world that God has created. In preceding years, students should have developed a basic understanding of the macroscopic and microscopic world of forces, motion, waves, light, and electricity. The physics course will expand upon that prior knowledge and further develop both. The curriculum will also seek to teach the symbolic and mathematical world of formulas and symbols used in physics. The major concepts covered are kinematics, forces and motion, work and energy, sound and light waves, electricity and magnetism, and nuclear physics. Students at this level should show development in their ability and understanding of scientific inquiry. The units contain experiments and projects that seek to develop a deeper conceptual meaning for the student and actively engage the student. The continued exposure of science concepts and scientific inquiry will serve to improve the student's skill and understanding. Physics should be preceded by Algebra I and II courses and geometry.</p> <p><b>Kinematics:</b> Students will learn to use scalars and vectors to visualize and calculate concepts of motion.</p> <p><b>Dynamics:</b> Students will articulate Newton's and Kepler's laws of motion.</p> <p><b>Work and Energy:</b> Students will demonstrate an understanding of how energy is transferred and changed from one form to another.</p> <p><b>Introduction to Waves:</b> Students will describe wave characteristics such as amplitude, velocity, wavelength, and frequency.</p> <p><b>Light:</b> Students will describe phenomena that characterize light as a wave and phenomena that characterize it as a particle.</p> <p><b>Static Electricity:</b> Students will understand that all electric charges produce an electric field around them.</p> <p><b>Electric Currents:</b> Students will apply and solve problems using Ohm's Law and Watt's Law for both series and parallel circuits.</p> <p><b>Magnetism:</b> Students will describe the relationship between magnetism and electricity.</p> <p><b>Atomic and Nuclear Physics:</b> Students will acquire a general understanding of atomic theory, including fusion and fission.</p>

## Social Studies

<p><b>Grade 1 Lifepac</b></p>	<p><b>Your World</b>  <b>Unit 1:</b> I AM A SPECIAL PERSON: • God made me • You are God's child • All about you • Using proper manners  <b>Unit 2:</b> LET'S COMMUNICATE • Sounds people make • Sounds that communicate • Communicating without sound • Communicating with God  <b>Unit 3:</b> I HAVE FEELINGS • I feel sad • I feel afraid • I feel happy • I have other feelings  <b>Unit 4:</b> I LIVE IN A FAMILY • My mother and father • My brothers and sisters • My grandparents • What my family does  <b>Unit 5:</b> YOU BELONG TO FAMILIES • Getting ready in the morning • Walking to school • The school family • The church family  <b>Unit 6:</b> PLACES PEOPLE LIVE • Life on the farm • Life in the city • Life by the sea  <b>Unit 7:</b> COMMUNITY HELPERS • Firefighters and police officers • Doctors • City workers • Teachers and ministers  <b>Unit 8:</b> I LOVE MY COUNTRY • America discovered • The Pilgrims • The United States begins • Respect for your country  <b>Unit 9:</b> I LIVE IN THE WORLD • The globe • Countries • Friends in Mexico • Friends in Japan  <b>Unit 10:</b> THE WORLD AND YOU • You are special • Your family • Your school and church • Your world</p>
<p><b>Grade 2 Lifepac</b></p>	<p><b>US History</b>  <b>Unit 1:</b> LOOKING BACK • Remembering last year • Learning about early times • The trail of the Native Americans • Symbols and historic places  <b>Unit 2:</b> SETTLING THE NEW WORLD • The first settlers • Colonies of the new world • War for Independence • Symbols and historical places  <b>Unit 3:</b> A NEW GOVERNMENT FOR A NEW COUNTRY • A study of government • Creating a government • Our government • Symbols and historical places  <b>Unit 4:</b> GOVERNMENT UNDER THE CONSTITUTION • Article One -- legislative branch • Article Two -- executive branch • Article Three -- judicial branch • Bill of Rights • Symbols and historical places  <b>Unit 5:</b> OUR GOVERNMENT CLOSE TO HOME • Our state governments • Our local governments • Citizens of the United States • Symbols and historical places  <b>Unit 6:</b> WESTWARD -- FROM THE ORIGINAL COLONIES • The United States grows • The Lewis and Clark Expedition • The Old Southwest • Symbols and historical places  <b>Unit 7:</b> SETTLING THE FRONTIER • The Texas frontier • Westward expansion • Meet America's pioneers • Symbols and historical places  <b>Unit 8:</b> EXPLORING AMERICA WITH MAPS • Directions on a map • Reading roads and symbols • Natural features • Symbols and historical places  <b>Unit 9:</b> PAST, PRESENT, AND FUTURE MAPS • City maps • Building maps • History of maps • Symbols and historical places  <b>Unit 10:</b> REVIEW UNITED STATES HISTORY • The United States begins • Creating a government • Mapping the United States</p>
<p><b>Grade 3</b></p>	<p><b>History and Geography 300</b>  The third grade curriculum is an exploration of the history and geography of the United States. The intent of the course is to give the student an overview of the United States. The student will learn map terminology such as latitude, longitude, and compass rose. These and other geographical terms, along with an overview of the geography of the United States, will help the student discuss and understand the geography of the United States.  Identify and use map terminology including latitude, longitude, and compass rose.  Objectives:</p> <ul style="list-style-type: none"> <li>• Compare and contrast regional geography across the United States and how this contributes to weather, resources and recreation in the region.</li> <li>• Examine and describe key events for each region.</li> <li>• Examine and describe the contributions of famous people from each region.</li> <li>• Recognize the basics of how the United States was formed.</li> <li>• Recognize the basics of the operation of United States government.</li> </ul>
<p><b>Grade 4</b></p>	<p><b>History and Geography 400</b>  History and Geography 400 continues the process of developing in students an understanding of and appreciation for God's activity as seen in the record of man and his relationships. The course focuses on World Geography, describing the surface of the Earth and its natural features (biomes). It also teaches about cultural distinctives, placing special emphasis on North American geography and culture. Then, expanding on instruction, it presents a survey of Earth and space explorations. These areas of focus target three major content strands: Geography, History, and Social Studies Skills.  Objectives:</p> <ul style="list-style-type: none"> <li>• Identify significant explorers, such as Prince Henry, Christopher Columbus, and Ferdinand Magellan, noting their accomplishments.</li> <li>• locate and describe different regions of the world, such as climatic and topographical regions.</li> <li>• understand the world in spatial terms (according to hemispheres and maps).</li> <li>• locate and describe U.S. regions made up of various groups of states, such as New England and the plains states.</li> <li>• identify cultural and geographic differences between various biomes and countries that are covered in the course.</li> </ul>
<p><b>Grade 5</b></p>	<p><b>History and Geography 500</b>  History and Geography 500 continues the process of developing in students an understanding of and appreciation for God's activity as seen in the record of man and his relationships. It focuses on two major areas, American History and Geography. The course covers American History from early exploration through the Reconstruction, with special emphasis given to inventions and technology of the 19th and early 20th centuries, and geography of the Americas, with special emphasis on Mexico, Canada, and U.S. regional geography. These areas of focus target four major content strands: History, Geography, Government and Citizenship, and Social Studies Skills.  Objectives:</p> <ul style="list-style-type: none"> <li>• Identify significant explorers, such as Christopher Columbus, Francisco Coronado, Sir Francis Drake, Ferdinand Magellan, and Samuel de Champlain, noting their accomplishments.</li> <li>• Understand how conflict between the American colonies and Great Britain led to American independence.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Understand political and social changes that occurred in the United States during the 19th century, including changes resulting from the Industrial Revolution, and explain how these changes led to conflict among sections of the United States.</li> <li>• Describe the causes and effects of the Civil War and its aftermath.</li> <li>• Apply geographic tools, including maps, legends, and symbols.</li> <li>• Locate and describe U.S. regions made up of various groups of states, such as New England and the Great Plains.</li> <li>• Additionally, students will gain practice in report-writing and story-writing, covering topics like proverbs, the Pledge of Allegiance, frontier life, inventions, and more.</li> </ul>
<p><b>Grade 6</b></p>	<p><b>History and Geography 600</b>            History and Geography 600 continues the process of developing in students an understanding of and appreciation for God’s activity as seen in the record of man and his relationships. The course focuses on World History, with an emphasis on Western Europe. Specifically, it covers World History from ancient civilizations through the end of the 20th century, highlighting early Christianity (through the Reformation) and the two World Wars. These areas of focus target three major content strands: History, Geography, and Social Studies Skills.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Understand the world in spatial terms (according to hemispheres, latitude and longitude, maps, and time zones).</li> <li>• Understand how cultures differ in each of the hemispheres studied.</li> <li>• Understand Western civilization from its beginnings to the end of the Renaissance.</li> <li>• Understand the significant religious, cultural, and scientific events in Europe during the Renaissance.</li> <li>• Identify cultural and geographic differences between the South American countries studied.</li> <li>• Identify cultural and geographic differences between the African countries studied.</li> <li>• Identify key causes, events, and leaders of the two World Wars.</li> <li>• Understand the history, culture, and politics of Eastern European countries.</li> <li>• Additionally, students will gain practice in report-writing, covering topics like North American geography, the Crusades, the influence of the Renaissance, the Industrial Revolution, and more.</li> </ul>
<p><b>Grade 7</b></p>	<p><b>History and Geography 700</b>            History and Geography 700 continues the process of developing in students an understanding of and appreciation for God’s activity as seen in the record of man and his relationships. The course surveys the social sciences, covering history, geography, anthropology, sociology, economics, and political science. These areas of focus target all five major content strands: History, Geography, Government and Citizenship, Economics, and Social Studies Skills.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Understand the historical method.</li> <li>• Understand the world in spatial terms (according to latitude and longitude, maps, time zones, and Daylight Saving Time).</li> <li>• Locate and describe different topographical features of the world, such as plains, mountainous regions, rivers, and valleys.</li> <li>• Locate and describe U.S. regions made up of various groups of states, such as the Northeast and the Midwest.</li> <li>• Understand the meaning, methods, and goals of anthropology.</li> <li>• Understand the meaning, methods, and goals of sociology.</li> <li>• Understand the anthropology and sociology of the United States, especially of Native Americans.</li> <li>• Know the characteristics of major economic systems—free enterprise and socialism—and the role that government plays in each one.</li> <li>• Understand and describe contributions made to the area of political science by various political thinkers.</li> <li>• Understand the structure and functions of American government and economics at the state level.</li> <li>• Additionally, students will gain practice in report-writing, covering topics like topographies of home states, underdeveloped nations, modern political issues, and more.</li> </ul>
<p><b>Grade 8</b></p>	<p><b>History and Geography 800</b>            History and Geography 800 continues the process of developing in students an understanding of and appreciation for God’s activity as seen in the record of man and his relationships. The course focuses on American History, covering the subject from early exploration through the present day, with special emphasis given to the Civil War and to inventions and technology of the 19th and early 20th centuries. These areas of focus target three major content strands: History, Geography, and Government and Citizenship.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Identify significant explorers, such as Christopher Columbus, Francisco Coronado, Sir Francis Drake, Ferdinand Magellan, Henry Hudson, Jacques Cartier, and Samuel de Champlain, noting their accomplishments.</li> <li>• Understand how conflict between the American colonies and Great Britain led to American independence.</li> <li>• Understand political, economic, and social changes that occurred in the United States during the 19th century, including changes resulting from the Industrial Revolution, and explain how these changes led to movement into the western frontier, and of conflict among sections of the United States.</li> <li>• Describe the causes and effects of the Civil War and its aftermath.</li> <li>• Describe the causes and effects of both World Wars.</li> <li>• Understand some of the key challenges facing American society in the late 20th and early 21st centuries.</li> <li>• Additionally, students will gain practice in report-writing, covering topics like the thirteen colonies, the U.S. Constitution, the Civil War, inventors, and more.</li> </ul>
<p><b>Grade 9 -12</b></p>	<p style="text-align: center;"><b>Electives: World Geography / World History / American History / Government and Economics</b></p> <p><b>World Geography</b>            World Geography takes students on a journey around the world in which they will learn about the physical and human geography of various regions. They will study the history of each region and examine the political, economic, and cultural characteristics of the world in which we live. Students will also learn about the tools and technologies of geography such as globes, maps, charts, and global information systems.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Select and use geographic tools to get information and make predictions.</li> <li>• Compare places based upon their similarities and differences.</li> <li>• Identify geographic factors that influenced historic events.</li> <li>• Evaluate the interrelatedness and interdependence of physical and human systems and their impact on our earth.</li> </ul>

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- Analyze the role played by culture in the spatial organization of the earth.
- Define the key geographic concerns facing the world and strategize methods to deal with these issues in the future.
- Students will also gain practice in writing and note-taking. They will be asked to create graphic organizers, conduct research, analyze information, and write essays on topics such as current events, energy resources, national parks, and more.

## World History

World History continues the process of developing in students an understanding of and appreciation for God's activity as seen in the record of man and his relationships. With an emphasis on Western Europe, the course surveys ancient civilizations to the end of the 20th century, highlighting early Christianity (through the Reformation) and the two World Wars. These areas of focus target three major content strands: History, Geography, and Social Studies Skills.

Objectives:

- Understand Western civilization from its beginnings to the present day.
- Understand the significant political and economic transformations and significant cultural and scientific events in Europe during the Renaissance.
- Understand significant religious and societal issues from the Renaissance through the Reformation.
- Understand the significant social and political developments in Europe and America brought on by the English, American, and French Revolutions. • Understand the effects of the Industrial Revolution.
- Analyze major historical and political events of the 20th century, including the two World Wars, the Cold War, and the Vietnam War.
- Additionally, students will gain practice in report-writing, covering topics like the rise of Christianity, the U.S. Constitution, communism versus free enterprise, the United Nations, and more.

## American History

American History continues the process of developing in students an understanding of and appreciation for God's activity as seen in the record of man and his relationships. The course covers early American exploration to the present day, placing special emphasis on the politics of the 18th and early 19th centuries and the Civil War. These areas of focus target three major content strands: History, Geography, and Government and Citizenship.

Objectives:

- Understand how conflict between the American colonies and Great Britain led to American independence.
- Understand political, economic, and social changes that occurred in the United States during the 19th century, including changes resulting from the Industrial Revolution.
- Explain how political, economic, and social changes in the U.S. led to conflict among sections of the United States in the 19th century.
- Describe the causes and effects of the Civil War and its aftermath.
- Describe the causes and effects of both World Wars.
- Understand some of the key challenges facing American society in the late 20th and early 21st centuries.
- Additionally, students will gain practice in writing essays and reports, covering topics like the Monroe Doctrine, the states' rights debate, the Lincoln-Douglas debates, isolationism, the New Deal, the Korean conflict, and more.

## Government and Economics

Government and Economics continues the process of developing in students an understanding of and appreciation for God's activity as seen in the record of man and his relationships. The course focuses on two major areas: Government, with special emphasis on American government, and Economics, with special emphasis on personal finance. These areas of focus target three major content strands: History, Government and Citizenship, and Economics.

Objectives:

- Understand the basics of various philosophies of government.
- Understand the structure and functions of government and how the principles and values of American democracy (e.g., limited government and popular sovereignty) are reflected in American constitutional government.
- Understand how the overall design, as well as specific features of the U.S. Constitution prevent the abuse of power by using a system of checks and balances (e.g., federalism).
- Understand the role of political parties, the media, and the public on the political process.
- Know the characteristics of different economic systems (e.g., capitalism, mixed economy, communism).
- Understand basic terms associated with economic performance and the state of the economy (e.g., supply and demand, inflation, monopoly).
- Additionally, students will gain practice in writing essays and reports, covering topics like elected officials, the Supreme Court, Christians in politics, on-line banking, the euro, and more.

## Elective Subjects

Grades 9-12

\* All elective subjects are one semester in length

American Literature

American Literature is a five-unit elective that engages high school students in a literary conversation with some of the most colorful and influential minds in American history. Their words will give students a greater understanding of themselves, their culture, and the ideas of others. The course teaches students the various movements in American literature, starting with the roots of American literature in writings from the Puritans. The course concludes with works by Dr. Martin Luther King, Jr., and other black writers who were part of the struggle for racial freedom during the civil rights era.

By then of this course students should be able to:

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	<ul style="list-style-type: none"> <li>Recognize the religious beliefs of selected founding fathers, as evidenced in their writings.</li> <li>Identify the birth of a distinctively American literature.</li> <li>Recognize the impact of slavery on individuals and society.</li> <li>Understand and identify the influence of modernism upon religion and the arts.</li> <li>Recognize the dominant themes and techniques used in literature at the end of the twentieth century.</li> </ul>
British Literature	<p>Beginning with works from the Middle Ages, British Literature is a five-unit course that teaches high school students about some of the greatest books of Western Civilization. Students will learn how to appreciate the English literature of the Middle Ages for its wisdom and beauty and will also gain a better understanding of the development of the English language and its literature. Course units cover one to two centuries, concluding with the writings of apologist C.S. Lewis in the 20th century.</p> <p>Through this course, students will do the following:</p> <ul style="list-style-type: none"> <li>Gain a better understanding of the beginning and development of the English language and its literature.</li> <li>Recognize the Bible's central importance to the English Reformation.</li> <li>Appreciate the wisdom and eloquence of the authors of each period.</li> <li>Evaluate literature by comparing it to Scripture.</li> <li>Discern the causes and the consequences of "the absence of God" from modern society.</li> <li>Appreciate the influence of Christian writers in the twentieth century.</li> </ul>
Business Computer Information Systems	<p>BCIS is a high school elective that explores the use of technology applications in both business and personal situations. The course provides key knowledge and skills in the following areas:</p> <ul style="list-style-type: none"> <li>communication skills</li> <li>business technology</li> <li>word processing applications</li> <li>spreadsheet applications</li> <li>database applications</li> <li>telecommunications technology</li> <li>desktop publishing technology</li> <li>presentation technology</li> <li>computer networks</li> <li>computer operating systems</li> </ul> <p>The course is intended to help students arrive at the following understandings:</p> <ul style="list-style-type: none"> <li>Effective communications skills and productive work habits can increase employees' success.</li> <li>Technology solutions can help employees be more productive and effective.</li> </ul> <p>Keyboarding is a stated prerequisite for this course. While there are some keyboarding reviews in the course, there is no keyboarding instruction.</p>
Civics	<p>In this five-section elective, high-school students will learn about the rights and responsibilities of being an American citizen. By studying different forms of government, students will investigate what motivated America's founding fathers as they drafted the U.S. Constitution. Students will also learn about the branches of the U.S. government as laid out in the Constitution and about the structure of state and local governments. In each unit, students will complete an in-depth project related to that unit's topic.</p> <p>Through this course, students will do the following:</p> <ul style="list-style-type: none"> <li>Understand the definition of government and explain its role in the life of the citizen.</li> <li>Explore why politics takes place any time a group of individuals is gathered together.</li> <li>Understand the differences and relationships between civic life, political life, and private life.</li> <li>Analyze the influence of the federal government on the American economy.</li> <li>Analyze the elements of America's market economy in a global setting.</li> </ul>
Civil War	<p>You are about to embark on the fascinating history of the Civil War. It is a story of human choices that linked the past to the present and influenced the future. It is a drama of how one nation changed through times of conflict and cooperation. It is a tale of two children (the North and South) living under the same roof (The United States) and how they disagreed over the issues of states' rights and slavery. Students will also gain practice in research, using technology, and writing through various projects. In addition to the default course program, Civil War Elective includes alternate projects, essays, and tests for use in enhancing instruction or addressing individual needs.</p> <ul style="list-style-type: none"> <li>Unit 1: Students will compare and contrast the characteristics of the North and South, the development of slavery in the South, and the events that started the Civil War.</li> <li>Unit 2: Students will examine the war strategies, battles, and majors events of the Civil War.</li> <li>Unit 3: Students will explore many aspects of the war including: the presidencies of Lincoln and Davis, the generals, turning points, role of women and African Americans, and the effects of the war on the U.S.</li> <li>Unit 4: Students will gain knowledge about the later years of the war including: Grant's war of attrition, Sherman's advances in the South, the life of a soldier, prisoners of war, and the last few months of Lincoln's life.</li> <li>Unit 5: Students will describe the events that led to the end of the Civil War, examine the plans for Reconstruction, and identify three amendments that passed during this time.</li> </ul>
College Planner	<p>College Planner is a one-semester high-school elective, with the following goals:</p> <ul style="list-style-type: none"> <li>guiding students in the entire college process</li> <li>planning for college</li> <li>selecting the right school</li> <li>the application process</li> <li>financial aid</li> <li>guiding students who may not be headed to college</li> </ul> <p>The program focuses on the decision-making process of choosing a school, covering both the application process and financial requirements. Additionally, for those students who will not be attending college or university, the course surveys non-college options.</p>

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	<p>Upon completion of the course, students should be able to do the following:</p> <ul style="list-style-type: none"> <li>• Articulate reasons for attending college and for choosing a specific institution over another.</li> <li>• Identify the planning steps to be taken by students during each year of high school.</li> <li>• Understand the basic differences between the SAT and ACT entrance exams, knowing how best to prepare for each one.</li> <li>• Understand the major costs of attending college and what financial aid options are available.</li> <li>• Identify post-high school options for individuals who will not be attending college.</li> </ul> <p>Additionally, students will gain practice in report-writing, covering topics like God's plan, admissions essays, college costs, and more.</p> <p><b>Course Structure:</b>  Each unit has its own theme.  Unit 1: My Educational Future  Unit 2: Choosing A College  Unit 3: Entrance Exams And Applications  Unit 4: Paying For College  Unit 5: Non-College Options</p>
Consumer Math	<p>Consumer Math is an introduction to the many ways in which math can be used in everyday life. The course gives practical advice on how to handle situations that involve money and math principles. Consumer Math focuses on the basic skills and methods of arithmetic and provides students the opportunity to develop experience with algebraic techniques of evaluating variables and equations, including geometric formulas and interest equations. Students will also be introduced to topics in statistics.</p> <p>Upon completion of the course, students should be able to do the following:</p> <ul style="list-style-type: none"> <li>• Use basic math operations on fractions, decimals, and percents.</li> <li>• Interpret graphs and charts.</li> <li>• Understand sets and basic set theory.</li> <li>• Calculate simple probabilities.</li> <li>• Calculate statistical measures of variation.</li> <li>• Use similarity and right triangle ratios for indirect measurement.</li> <li>• Calculate taxes, discounts, and interest amounts.</li> <li>• Apply math to everyday concerns, as well as to the realms of business and government.</li> </ul> <p>The major areas of study in this course are as follows:</p> <p><b>Number Skills</b>  Number Skills lessons consist of basic math review. They emphasize non-algebra-related topics, such as decimals, fractions, and percentages, topics that are typically covered before high school.</p> <p><b>Statistics</b>  Statistics lessons are fairly advanced, providing instruction on sets and probability; measures of variation and distribution (such as standard deviation and z-scores); accurate sampling and confidence intervals; data interpretation; and graph creation and interpretation.</p> <p><b>Geometry</b>  Geometry lessons teach about measurement, focusing on applying measurement in the construction/building trades. These lessons cover ratio and proportion; perimeter, area, and volume of two- and three-dimensional figures (including pyramids, cones, cylinders, and spheres); and indirect measurement using similarity and right triangle relationships (including sine, cosine, and tangent).</p> <p><b>Personal Finance</b>  Consumer Math also offers instruction on personal finance, covering topics like job acquisition, payroll deduction, commissions and tips, buying/leasing/renting goods and equipment, health insurance, asset depreciation, vacation and travel costs, retirement, life insurance, and will and estate planning.</p> <p><b>Taxes</b>  Some lessons address the issue of taxes, discussing federal, state, and local taxes, and also FICA and miscellaneous taxes.</p> <p><b>Banks and Financial Instruments</b>  Consumer Math explores the world of banks and financial instruments, covering topics like savings and checking accounts; interest rates; stocks, bonds, and mutual funds; loan financing; credit cards; and mortgages.</p>
Digital Arts	<p>Digital Arts is a semester-long elective designed to provide computer science students with an introduction to visualization-graphics programming on computers. To equip students for today's digitally driven lifestyle, this course focuses on using a digital camera and the practical application of digital imaging and editing programs. Additionally, students will work with audio-editing programs, and will also examine 3D technology and cinematography.</p> <p>Throughout the course, students may be asked to answer questions or to reflect on what they've read in their notes. The notes are not graded. Rather, they are a way for students to extend their thinking about the lesson content. Students may keep handwritten or typed notes.</p>
Earth Science	<p style="text-align: center;"><b>DYNAMIC STRUCTURE OF EARTH</b></p> <p>Earth Science is a high school science course that explores Earth's structure, interacting systems, and place in the universe. The course uncovers concepts and processes found in:</p> <ul style="list-style-type: none"> <li>• astronomy – Earth's place in and interaction with space,</li> <li>• geology – physical structure and dynamic processes,</li> <li>• meteorology – atmosphere, weather and climate, and</li> <li>• oceanography – oceans and marine life.</li> </ul> <p>Students will have the opportunity to evaluate and explore many scientific concepts by participating in interactive lab sessions, conducting hands-on activities, and completing projects designed to improve the understanding of Earth and its dynamic functions.</p> <ul style="list-style-type: none"> <li>• Dynamic Structure of Earth: Students will explore the changes and cycles constantly affecting the Earth.</li> <li>• Forces and Features of Earth: Students will learn about the forces at work on the Earth, such as earthquakes and volcanoes and how to use maps.</li> <li>• Features of Earth's Crust: Students will learn about rocks, minerals and other resources.</li> <li>• Shaping Earth's Crust: Students will explore the forces that shape the Earth's crust, such as weathering and erosion, and other constructive and destructive forces.</li> <li>• Earth's Water: Students will explore the water cycle and the different bodies of water on the Earth.</li> <li>• Earth's Atmosphere: Students will explore the make-up of the Earth's atmosphere and the impact of humans on the atmosphere.</li> <li>• Earth's Weather and Climate: Students will explore weather and climate and how to measure and predict weather.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Astronomy: Students will explore the solar system and other celestial bodies in the universe.</li> </ul> <p><b>Curriculum Content and Skill Focus</b></p> <p>Unit 1: Dynamic Structure of Earth  Unit 2: Forces and Features of Earth  Unit 3: Features of Earth's Crust  Unit 4: Shaping Earth's Crust  Unit 6: Earth's Water  Unit 7: Earth's Atmosphere  Unit 8: Earth's Weather and Climate  Unit 9: Astronomy</p>
Essentials of Business	<p>This semester-long course is an introduction to the goals, processes, and operations of business enterprises for students. The main focus is on the functions that a company – whether a multinational corporation or a corner grocery store – must manage effectively to be successful. These include accounting, finance, human resource management, marketing, operations management, and strategic planning. Attention is also given to the legal environment in which businesses operate, and the importance of business ethics and corporate citizenship. Throughout the course, students may be asked to answer questions or to reflect on what they've read in their notes. The notes are not graded. Rather, they are a way for students to extend their thinking about the lesson content. Students may keep handwritten or typed notes.</p> <p>Upon completion of the course, students should be able to do the following:</p> <ul style="list-style-type: none"> <li>• Apply business concepts to their lives</li> <li>• Compare and contrast market economies with controlled economy</li> <li>• Describe the six areas of human resource management</li> <li>• List and define the legal forms of business ownership</li> <li>• Name and describe the components of successful business communication</li> <li>• Analyze ways in which technology is changing business operations</li> </ul>
Essentials of Communication	<p>Essentials of Communication: A Guide to Interacting Effectively in Today's World™ is a five-unit elective course for high school students. The materials cover fundamentals of the communication process important for successful interaction in a variety of social and professional settings. Students can use the course to gain and apply knowledge about communication theories, characteristics of language and language use, interpersonal relationships, group dynamics, and public speaking in order to interact more effectively with others.</p> <p>The course seeks to help students expand their knowledge and skills as communicators so that they may achieve the following goals:</p> <ul style="list-style-type: none"> <li>• Know and understand aspects of communication theories and processes appropriate to both social and professional settings.</li> <li>• Use interpersonal communication strategies appropriately in social and professional settings.</li> <li>• Effectively communicate in social and professional group settings.</li> <li>• Plan, prepare, deliver, and evaluate formal and informal personal and professional presentations.</li> </ul> <p>In attaining these goals, students will be better equipped to use communication to hone other life skills, including exchanging information, fulfilling social obligations, developing relationships, and understanding and meeting the needs of others.</p>
Family and Consumer Science	<p>Family and Consumer Science is a 10-unit elective that uses biblical principles to help high school students develop positive self-esteem and learn to successfully navigate relationships with family, friends, co-workers, and even those in the marketplace. The curriculum introduces students to character and appearance from a biblical perspective. The material also teaches about nutrition, clothing styles, home care and hospitality, personal finance, and child development and care.</p> <p>Through this course, students will do the following:</p> <ul style="list-style-type: none"> <li>• Examine specific principles that will help develop their personal lives from a Christian perspective.</li> <li>• Learn about proper nutrition and demonstrate skill in preparing various food items.</li> <li>• Identify the purposes for making specific choices in clothes.</li> <li>• Prepare weekly and monthly budgets.</li> <li>• Develop skills necessary to care for children ranging from birth to young school-age.</li> <li>• Develop an understanding of relational dynamics with family members, friends, classmates, co-workers, and those encountered in the marketplace.</li> </ul>
Foundations for Living	<p>Foundations for Living is an elective for high school students. Designed specifically with 11th and 12th graders in mind, Foundations for Living provides a Bible-based, sequential development of a Christian worldview through the use of fundamental truths from the Bible and the application of biblical principles to the various areas of contemporary life. The course aims to pull all of a student's education together into a unified whole, preparing them for their new adventures beyond high school in the home, church, college, and society.</p> <p>Throughout this course, students will build the skills and knowledge needed to in order to do the following:</p> <ul style="list-style-type: none"> <li>• Understand the unique identity of the Christian worldview.</li> <li>• Observe how all truth properly fits together into the Christian worldview.</li> <li>• Discern the difference between Christian and non-Christian worldviews.</li> <li>• Think and live with discernment and conviction.</li> <li>• Recognize how the world's philosophies of the past affect contemporary thinking and living.</li> <li>• Judge and assess any issue using a biblical model.</li> </ul>
French I	<p>In French 1, students begin to develop competence in four basic skill areas: listening, speaking, reading, and writing. While developing communicative competence in French, students gain and expand their knowledge of francophone countries and cultures. Emphasis is placed on learning the present tense, the near future and the past tense in French I through thematically designed units. Topics include home, school, family, holidays, and daily and leisure activities.</p> <p>Students develop the ability to:</p> <ul style="list-style-type: none"> <li>• greet and respond to greetings</li> <li>• introduce and respond to introductions</li> </ul>

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	<ul style="list-style-type: none"> <li>engage in conversations on several themes</li> <li>express likes and dislikes</li> <li>make requests</li> <li>obtain information</li> <li>understand some ideas and familiar details</li> <li>begin to provide information.</li> </ul> <p>By the end of French I, students will:</p> <ul style="list-style-type: none"> <li>communicate minimally by using short sentences, learned words and phrases, and simple questions and commands when speaking and writing.</li> <li>understand some ideas and familiar details presented in clear, uncomplicated speech when listening.</li> <li>understand short texts enhanced by visual clues when reading.</li> </ul>
French II	<p>French II is a high school foreign language course that builds on and reviews skills and concepts taught in French I through further exposure to communication, cultures, connections, comparisons, and communities.</p> <p>Course materials are designed to support students as they work to gain a basic proficiency in speaking, listening, reading, writing and cultural competency.</p> <p>Upon completion of the course, students should be able to do the following:</p> <ul style="list-style-type: none"> <li>Use basic French in everyday situations in oral and written communication.</li> <li>Use French vocabulary at the level appropriate to living in francophone countries.</li> <li>Demonstrate knowledge of France and other francophone countries.</li> <li>Listen to and understand passages in French related to various themes.</li> <li>Read and understand passages in French related to presented themes.</li> <li>Compare and contrast cultural aspects of francophone countries and the United States.</li> </ul> <p>This course gives students practice using the mechanics of the French language, acquaints them with the cultural differences of francophone countries, and helps them gain a keen awareness of their own culture.</p>
General Science	<p>General Science III is a basic intermediate course intended to expose students to the designs and patterns in God's physical universe. This course expands on General Science I and II courses. Some of the areas covered in General Science III include the structure of matter, atomic nuclei and radioactivity, geology, oceanography, astronomy, microbiology, medicine, and science today and in the future.</p> <p>Students at this level should show development in their ability and understanding of scientific inquiry. Some of the units contain experiments and projects that seek to develop meaning for the student and to engage the student actively. The continued exposure of science concepts and scientific inquiry will serve to improve the student's skill and understanding.</p> <p>Upon completion of the course, students should be able to do the following:</p> <ul style="list-style-type: none"> <li>Use their main senses for observation of the world around them.</li> <li>Describe the atomic structure of different elements.</li> <li>Calculate and measure volume, mass, and density for different objects.</li> <li>Identify different types of geological changes.</li> <li>Discuss how the layers of the earth's crust can show history.</li> <li>Describe the different parts of the ocean, both living and non-living.</li> <li>Explain the differences in the stars and constellations.</li> <li>Distinguish between bacterial infections, viral infections, and other types of infections.</li> <li>Develop a plan to prevent and treat common diseases through proper health.</li> <li>Demonstrate an understanding of the resources of the earth and what is needed to conserve those resources.</li> </ul>
Health Quest	<p>Health Quest is a health science elective course for upper elementary and junior high students. The curriculum introduces students to the concepts of what good health is, why good health is important, and what students should do in order to achieve good health.</p> <p>Upon completion of the course, students should be able to do the following:</p> <p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>Demonstrate an awareness of health as it applies to their own bodies, minds, and emotions.</li> <li>Demonstrate an awareness of health as it applies to their living environments.</li> <li>Identify the components of a healthy lifestyle and set reasonable goals to achieve a lifestyle of wellness.</li> <li>Understand that incorporating sound health practices creates a lifestyle of moderation and wellness.</li> <li>Understand the responsibility of properly stewarding the bodies God has given them as directed in the Bible.</li> <li>Describe health as it applies to broader society, the world, and their own responsibility to stimulate good health around them.</li> </ul> <p><b>Unit Overview</b></p> <p>Unit 1: Your Body This unit introduces the different systems in the human body, showing how the body develops from birth through childhood, during adolescence, and in adulthood.</p> <p>Unit 2: Your Feelings, Emotions and Behaviors This unit demonstrates to students how they may develop good practices as they promote proper mental, emotional, physical, and social health.</p> <p>Unit 3: Your Nutrition and Fitness This unit teaches how to establish healthy eating practices and proper fitness routines.</p> <p>Unit 4: Play It Safe! This unit focuses on safety, emergency care, and disease prevention.</p> <p>Unit 5: Being a Good Steward This last unit discusses how students may apply the principles of good stewardship, covering topics like pollution, drugs, alcohol, and tobacco.</p>
High School Health	<p>High School Health is a health science elective course that introduces students to what good health is, why good health is important, and what students should do in order to achieve good health.</p> <p>Upon completion of the course, students should be able to do the following:</p> <ul style="list-style-type: none"> <li>Demonstrate an awareness of health as it applies to their own bodies, minds, and emotions.</li> <li>Demonstrate an awareness of health as it applies to their living environments.</li> </ul>

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	<ul style="list-style-type: none"> <li>Identify the components of a healthy lifestyle and set reasonable goals to achieve a lifestyle of wellness.</li> <li>Understand that incorporating sound health practices creates a lifestyle of moderation and wellness.</li> <li>Understand the responsibility of properly stewarding the bodies God has given them as directed in the Bible.</li> <li>Describe health as it applies to broader society, the world, and their own responsibility to stimulate good health around them.</li> </ul> <p><b>Unit Overview</b>  <b>Unit 1: Body Essentials</b>  This unit introduces the different systems in the human body, showing how the body develops.  <b>Unit 2: Physical Health</b>  This unit demonstrates to students how they may develop good practices as they promote proper physical health.  <b>Unit 3: Social and Mental Health</b>  This unit teaches how to establish strong social and mental health through true health wisdom.  <b>Unit 4: Preventive Healthcare and First Aid</b>  This unit focuses instruction on safety, emergency care, and disease prevention.  <b>Unit 5: Responsible Living</b>  Lastly, this unit discusses how students may apply the principles of good stewardship, covering topics like pollution, drugs, alcohol, and tobacco.</p>
<p>Introduction to Computer Science,</p>	<p>Introduction to Computer Science is a full-year course designed to give students an introduction to basic computer science knowledge and skills. Students will begin by understanding the history of computer science and will end with a look at extensions such as application programming interfaces (APIs), mobile apps, and artistic designs. Students will create a network design, a real-world data file analysis, a mock-up of a mobile app, and a computer game. Students will also investigate the social, legal, and ethical impacts of computers. Each unit in this course has ten lessons and at least one project. As students work through a lesson, they will answer one to three questions per section. Each unit has a project that allows students to create their own individual artifacts. Students will write programs, design computer networks, and much more. Each unit includes a unit review, four quizzes, and one test. The course also includes two semester exams and one final exam.</p> <p><b>Unit Goals</b></p> <ul style="list-style-type: none"> <li>Unit 1: Investigate the field of computer science and how it developed, as well as start programming in Python.</li> <li>Unit 2: Explore the hardware and software needed to keep computers and networks functioning.</li> <li>Unit 3: Dive into computational thinking as you learn to use assignment statements, input and output, making decisions, and planning solutions.</li> <li>Unit 4: Use for and while loops to make your programs more efficient and use both built-in and user-designed structures to organize data.</li> <li>Unit 5: Use classes you write and built-in libraries of functions to solve complex problems.</li> <li>Unit 6: Review and test the student's knowledge of the content in Unit 1-5.</li> <li>Unit 7: Use reading and writing files to analyze data and save results, as well as revise programs to improve accessibility.</li> <li>Unit 8: Explore how software is designed and developed, including how you can adapt your work for multiple platforms and global outreach.</li> <li>Unit 9: Investigate legal and security issues.</li> <li>Unit 10: Explore ethical issues in computer science.</li> <li>Unit 11: Explore applications of computer science in different areas, such as art, application programming interfaces (APIs), and mobile applications.</li> <li>Unit 12: Review and test the student's knowledge of the content in Unit 7-12.</li> <li>Unit 13: Review and test the student's knowledge of the course's content.</li> </ul>
<p>Mathematical Models with Applications A</p>	<p>Mathematical Models with Applications A is designed for high school students who have completed Algebra I. The semester-length course starts with a review of the math skills that students will need throughout the course, then moves on to build their knowledge of financial math applications with banking and credit cards, cars and housing, budgeting and bills, and investing and retirement. Students will gain a better understanding of various financial situations and use math to guide their decision-making. Each of the five units includes nine to fourteen lessons, with one to two projects. Each lesson has a minimum of five formative assessment questions to enable students and their teacher to gauge student understanding. Summative assessments include three quizzes in each unit, a test for each unit, and a semester exam covering all five units. Each project uses concepts covered in the unit.</p> <ul style="list-style-type: none"> <li>Unit 1: Construct and compare functions to solve real-world problems</li> <li>Unit 2: Investigate the real cost of using credit to make large purchases</li> <li>Unit 3: Analyze renting and owning vehicles and houses in real-world situations</li> <li>Unit 4: Create a monthly budget given a salary expectation</li> <li>Unit 5: Compose an investment portfolio</li> </ul>
<p>Mathematical Models with Applications B</p>	<p>Semester B of Mathematical Models is designed for high school math students after the completion of Mathematical Models Semester A. The semester looks at applying mathematical modeling concepts to architecture, engineering, fine art, photography, and music. Each of the five units includes between seven and fourteen lessons, and one project. Each lesson has a minimum of five formative assessment questions to enable students and their teacher to gauge student understanding. Each project uses concepts covered in the unit. Summative assessments include three quizzes in each unit, a test for each unit, and a semester exam covering all five units.</p> <ul style="list-style-type: none"> <li>Unit 1: Identify and apply appropriate algebraic processes and models to solve problems and analyze data in science contexts.</li> <li>Unit 2: Identify and apply appropriate algebraic and geometric processes and models to solve problems and analyze data in architecture and engineering contexts.</li> <li>Unit 3: Identify and apply appropriate algebraic and geometric processes and models to examine patterns and techniques in fine arts contexts.</li> <li>Unit 4: Identify and apply appropriate models and techniques to solve problems and analyze data in social sciences.</li> <li>Unit 5: Identify and apply appropriate probability models to solve problems and analyze data in various contexts.</li> </ul>
<p>Music Appreciation</p>	<p>Students will build a strong foundation of knowledge focused on basic musical elements and the development and growth of classical music, and will acquire a greater appreciation of music. Additionally, students will examine music in the world around them and discover how they experience music. They'll be introduced to the basic elements and sounds of music and instruments, learn the names and backgrounds of</p>

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	<p>several famous musical composers, and learn how and where classical music began, how it developed over the centuries, and the ways in which music and culture affect each other. Lastly, students will examine the ways modern music has been influenced by classical music.</p> <ul style="list-style-type: none"> <li>• Discovering Music: Students will learn the basics of listening to, responding to, and participating in music, including completing independent projects that utilize engaged listening skills; students will also understand music from other cultures.</li> <li>• Music Fundamentals: Students will understand the fundamentals of music, including key concepts such as rhythm, melody, harmony, form, expression, and the types and categories of musical instruments.</li> <li>• Beginnings of Music: Students will examine early music history, spanning from medieval times to the Baroque era, and complete focused research and writing projects on the topic.</li> <li>• Developing Music: Students will explore a variety of classical and romantic music, continuing to participate in independent engaged listening projects to continue advancement of key skills.</li> <li>• Modern Music: Students will focus on music of the twentieth-century, including popular, Broadway, and film music, culminating in project requiring students to attend and critique a classical concert in their community.</li> <li>• Course Review and Exam: Students will complete a full review of key course concepts, and demonstrate their mastery through a final examination.</li> </ul> <p>Please note that this course provides students with lessons in engaged listening. These special lessons allow students to listen and respond to music. A template for how to listen and respond is provided.</p>
<p>Music Theory</p>	<p>Students will explore the nature of music, integrating the key concepts of rhythm and meter, written music notation, the structure of various scale types, interval qualities, melody and harmony, the building of chords, and transposition. Throughout the series of assignments, ear training exercises are interspersed with the bones of composition technique, building in students the ability not only to hear and appreciate music, but step-by-step, to create it in written form as well. This highly interactive course culminates in the students producing original compositions, which while based on standard notation, demonstrate facets of personal expression. As the students' ability to perform increases in the future, they will better understand music and therefore better demonstrate its intrinsic communication of emotion and ideas.</p> <ul style="list-style-type: none"> <li>• Rhythm and Meter: Students will build a foundational understanding of the elements of musical rhythm and meter, including the measure of different notes, time signatures, and special rhythms; additionally, students will participate in ear training exercises to build their skill in this area.</li> <li>• Notation and Pitch: Students will identify musical symbols, intervals, and instrumentation, and will be able to use this knowledge to compose and original melody.</li> <li>• Scales and Key Signatures: Students will examine scaled and both major and minor keys; projects include ongoing ear training exercises, the transposition of a melody to a new key, and the composition of original, non-diatonic melodies.</li> <li>• Harmony: Students will construct an understanding of the key aspects of harmony including the various categories of intervals and triads, and participate in ongoing ear training exercises; this unit culminates in the independent composition of a simple accompaniment.</li> <li>• Making Music: Students will actively participate in the interpretation and composition of music, utilizing their knowledge of musical elements such as rhythm, pitch, key, harmony, and expression.</li> <li>• Course Review and Exam: Students will complete a full review of key course concepts, and demonstrate their mastery through a final examination.</li> </ul>
<p>Personal Financial Literacy</p>	<p>Personal Financial Literacy is a semester-length elective designed to help high school students prepare for success in making financial decisions throughout their lives.</p> <p>Topics in the course address the advantages of making sound financial decisions in both the short and long term, income planning, money management, saving and investing, and consumer rights and responsibilities.</p> <p>Upon completion of Personal Financial Literacy, students should possess the knowledge and skills needed to do the following:</p> <ul style="list-style-type: none"> <li>• Find and evaluate financial information from a variety of sources when making personal financial decisions.</li> <li>• Understand the role of income, taxes, and research in developing and planning a career path.</li> <li>• Develop systems for managing money (including saving and investing) tied to personal financial goals.</li> <li>• Recognize and understand a consumer's rights and responsibilities in a complex world market.</li> </ul>
<p>Physical Education</p>	<p>Physical Education is a semester-long elective designed for high school students. The course focuses on performance of individual and team sports, with explanations of proper technique, rules of the game, and preparation. Team sports introduced include soccer, basketball, football, baseball, and volleyball. An introduction to fitness, strength, endurance, and nutrition is also included.</p> <p>Students will have the opportunity to perform each sport on their own time, while keeping a log of activity. The goal is incorporation of activity into their daily lives and the gain of lifelong healthy fitness habits.</p> <p>Throughout the course, students may be asked to answer questions or to reflect on what they've read in their notes. The notes are not graded. Rather, they are a way for students to extend their thinking about the lesson content. Students may keep handwritten or typed notes.</p> <p>Upon completion of Physical Education, students should possess the knowledge and skills needed to do the following:</p> <ul style="list-style-type: none"> <li>• Define physical fitness and describe the components of being physically fit</li> <li>• Evaluate their fitness level</li> <li>• Apply physical fitness, nutrition-related, and weight-management skills to their lives</li> <li>• Understand and apply safe exercise rules</li> <li>• Describe the history and rules of sports such as basketball, baseball, football, soccer, volleyball, and gymnastics</li> <li>• Describe and apply skills needed for a variety of sports</li> </ul>
<p>Physical Fitness</p>	<p>Physical Fitness is a semester-length elective designed for high school students. The course focuses on the health benefits of regular physical activity and of a long term exercise program.</p> <p>As students work through the course, they will learn about the many aspects of physical fitness, including basic nutrition, the importance of flexibility, cardiovascular health, muscle and strength training, and realistic goal setting. Along the way, students will be required to maintain and submit an activity log in order to measure progress in course exercises, as well as in personal fitness goals.</p> <p>Upon completion of Physical Fitness, students should possess the knowledge and skills needed to do the following:</p> <ul style="list-style-type: none"> <li>• Analyze the key components of successful physical activity and use this analysis to determine if a program is reasonable and effective.</li> <li>• Describe the three main types of physical activity that should be included in a exercise regime and the health benefits of each.</li> <li>• Perform basic fitness exercises associated with the three main types of physical activity discussed in this course.</li> </ul>

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	<ul style="list-style-type: none"> <li>Identify the main motivational strategies that can be used to help the student continue in positive fitness habits once this course is completed.</li> </ul>
Probability and Statistics A	<p>Semester A of Probability of Statistics is designed to give 11th- and 12th-grade students an overview of basic concepts of statistics, with an emphasis on descriptive statistics. The semester begins with the key concepts of data, samples, and populations. Students will create visual representations of data sets, such as histograms and bar graphs. Students will describe the central tendency and spread of data for a data set. Students will look for patterns in a data set and determine models based on those patterns.</p> <p>Each of the five units includes twelve lessons and one project. Each lesson has a minimum of thirteen formative assessment questions to enable students and their teacher to gauge student understanding. Summative assessments include three quizzes in each unit, a test for each unit, and a semester exam covering all five units. Each project uses concepts covered in the unit.</p> <ul style="list-style-type: none"> <li>Unit 1: Describe the types of statistics, types of data, types of studies, and sampling methods.</li> <li>Unit 2: Create visual representations of data sets using dot plots, stem-and-leaf displays, scatter plots, and find the model that best represents the data.</li> <li>Unit 3: Describe the central tendency of a data set using various measures.</li> <li>Unit 4: Describe the dispersion of a data set using both numerical measures and visual representations.</li> <li>Unit 5: Apply concepts learned in this lesson to a variety of real world applications.</li> </ul>
Probability and Statistics B	<p>Semester B of Probability and Statistics is designed to give 11th- and 12th-grade students a more in-depth look at statistics and its many applications, with an emphasis on inferential statistics. Students are also introduced to advanced counting techniques as well as probability and its applications.</p> <p>The semester begins with the concept of sample space, basic probability, and the difference between theoretical and experimental probabilities. A more in-depth look at probability follows, with an emphasis on compound and conditional probabilities.</p> <p>Students explore normal data distributions and its properties, followed by a look at the standard normal distributions and its usefulness as a probability model for making inferences about a population. The remainder of the semester is devoted to hypothesis testing using various significance tests such as 1- and 2-sample z-tests, 1- and 2-sample t-tests, significance tests involving proportions, and chi-square goodness of fit tests. Hypothesis testing is then put into practice through a variety of real-world of applications and projects.</p> <p>Each of the five units in Semester B includes twelve lessons and one project. Each lesson has a minimum of thirteen formative assessment questions to enable students and their teacher to gauge student understanding. Summative assessments include three quizzes in each unit, a test for each unit, and a semester exam covering all five units. Each project uses concepts covered in the unit.</p> <ul style="list-style-type: none"> <li>Unit 1: Determine theoretical and experimental probabilities using probability rules, and determine if two events are independent.</li> <li>Unit 2: Identify mutually exclusive and non-mutually exclusive events, determine binomial probabilities, and calculate expected value.</li> <li>Unit 3: Use permutations and combinations to calculate probabilities, and apply the properties of normally distributed data.</li> <li>Unit 4: Understand the central limit theorem, determine confidence intervals, and use hypothesis testing to compare proportions and means, and to determine the relationship between categorical variables.</li> <li>Unit 5: Distinguish between parametric and non-parametric statistics and apply these concepts to examine topics including health science and market research.</li> </ul>
Psychology	<p>Psychology is an introductory elective course for high school students. Throughout the course, students will examine influences on human actions and beliefs, factors influencing behavior and perception, and basic psychological theories. Students will develop and apply their understanding of psychology through lessons and projects that require interaction and observation of others.</p> <ul style="list-style-type: none"> <li>Unit 1: Students will be introduced to the beginnings of psychology, research methods, and ethics of the profession.</li> <li>Unit 2: Students will examine the biology of behavior, sensory processes, motivation, and stress.</li> <li>Unit 3: Students will learn about the stages of human development and personality.</li> <li>Unit 4: Students will discover the different methods of learning, aspects of memory, language, and levels of consciousness.</li> <li>Unit 5: Students will explore mental disorders and abnormal behaviors and how to treat them. They will also determine why people obey and influence other's behavior.</li> </ul>
Spanish I	<p>Spanish I is an entry level high school foreign language course that explores the Spanish language through communication, culture, connections, comparisons, and communities.</p> <p>Course materials are designed to support students as they work to gain a basic proficiency in speaking, listening, reading, writing, and cultural competency.</p> <p>Upon completion of the course, students should be able to do the following:</p> <ul style="list-style-type: none"> <li>Use Spanish in everyday situations in a basic manner and in both oral and written communication.</li> <li>Use vocabulary necessary to function as a tourist in Spanish-speaking countries.</li> <li>Demonstrate a basic knowledge of the Spanish-speaking world.</li> <li>Listen to and understand basic passages in Spanish related to various themes.</li> <li>Read and understand basic passages in Spanish related to various themes.</li> <li>Compare and contrast cultural aspects of Hispanic countries and the United States.</li> </ul> <p>Spanish I introduces students to the mechanics of the Spanish language, acquaints them with the cultural differences of Hispanic countries, and helps them gain a keen awareness of their own culture.</p>
Spanish II	<p>Spanish II is a high school foreign language course that builds upon skills and concepts taught in Spanish I, emphasizing communication, cultures, connections, comparisons, and communities.</p> <p>Course materials are designed to support students as they work to gain a basic proficiency in speaking, listening, reading, writing, and cultural competency.</p> <p>Upon completion of the course, students should be able to do the following:</p> <ul style="list-style-type: none"> <li>Use Spanish in everyday situations in both oral and written communication.</li> <li>Use vocabulary necessary to live in a Spanish-speaking country.</li> <li>Demonstrate an understanding of Hispanic countries.</li> <li>Listen to and understand passages in Spanish related to various themes.</li> <li>Read and understand passages in Spanish related to themes.</li> <li>Compare and contrast cultural aspects of Hispanic countries and the United States.</li> </ul>

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	This course gives students practice using the mechanics of the Spanish language, acquaints them with the cultural differences of Hispanic countries, and helps them gain a keen awareness of their own culture.
Spanish III	<p>Spanish III is a high school foreign language course that builds upon skills and concepts taught in Spanish II, emphasizing communication, cultures, connections, comparisons, and communities.</p> <p>Course materials are designed to support students as they work to gain a basic proficiency in speaking, listening, reading, and writing Spanish, and in cultural competency.</p> <p>Upon completion of the course, students should be able to do the following:</p> <ul style="list-style-type: none"> <li>• Speak Spanish in everyday situations to communicate with other Spanish speakers.</li> <li>• Write accurately and appropriately in Spanish to communicate with other Spanish speakers.</li> <li>• Listen to and understand passages in Spanish related to various themes.</li> <li>• Read and understand passages in Spanish related to various themes.</li> <li>• Compare and contrast cultural aspects of Hispanic countries.</li> <li>• Demonstrate an understanding of Hispanic countries and their corresponding cultures.</li> </ul>
Trigonometry	<p>Trigonometry is a five-unit elective course for high school students who have successfully completed Algebra I, Geometry, and Algebra II. The materials cover a development of trigonometry from right triangle trigonometry to oblique triangles and the polar plane. Throughout the course, students will develop trigonometric formulas and use them in real-world applications, evaluate trigonometric proofs using complex trigonometric identities and solving trigonometric equations with regard to the unit circle.</p> <p>The course seeks to help students expand their knowledge and skills so that they may achieve the following goals:</p> <ul style="list-style-type: none"> <li>• Use trigonometry as a tool for indirect measurement.</li> <li>• Model natural phenomenon with trigonometric functions.</li> <li>• Perform operations with complex numbers using trigonometry.</li> <li>• Use trigonometric identities to evaluate trigonometric proofs and solve trigonometric equations with regard to the unit circle.</li> <li>• Solve for unknown sides and angles of right and oblique triangles using right triangle trigonometry, law of sines and law of cosines.</li> </ul> <p>In attaining these goals, students will begin to see the "big picture" of mathematics and understand how numeric, algebraic, and geometric concepts are woven together to build a foundation for higher mathematical thinking.</p>
Twentieth Century American History	<p>Twentieth Century American History is a history elective for high school students interested in examining American history during a century of change, continuity, and conflicts.</p> <p>Students will examine America's economic, political, governmental, cultural, and technological growing pains during the twentieth century. They will also consider the causes and effects of national and international cooperation, competition, and conflict.</p> <p>In attaining these goals, students will develop insight and perspective on the themes and patterns of history and a greater understanding of today's world.</p> <ul style="list-style-type: none"> <li>• Unit 1: Students will examine the major economic, political, and social changes of the 1800s including: the Industrial Revolution, urbanization, and immigration.</li> <li>• Unit 2: Students will explore the effects of the late 1800s by looking at all aspects of Progressivism.</li> <li>• Unit 3: Students will study issues that occurred after World War I including the Russian Revolution, the Red Scare, and the three presidents following Woodrow Wilson.</li> <li>• Unit 4: Students will obtain knowledge on World War II, the Cold War, Eisenhower, and post-war American society.</li> <li>• Unit 5: Students will identify the Civil Rights Movement, the rise of conservatism, post-Cold War foreign policy, and the economic and social issues facing contemporary America.</li> </ul>
Vietnam Era	<p>What comes to mind when you think about the Vietnam Era? For many, that period represents a difficult time in U.S. history. It is defined by an unpopular war that claimed the lives of 58,000 Americans and some 3 million Vietnamese. In this course, you'll look at the history of the Vietnam War. The roots of the conflict stretch further back than you might know. You'll examine why the United States got involved in the conflict and why the United States failed to achieve its objectives.</p> <ul style="list-style-type: none"> <li>• Unit 1: Students will learn about the history of Vietnam before the war and explain why the United States got involved in Vietnam.</li> <li>• Unit 2: Students will study the growth of U.S. involvement in Vietnam following the 1954 Geneva Accords to the first American combat troops in 1965 after the Gulf of Tonkin incident.</li> <li>• Unit 3: Students will describe fighting techniques and efforts by both the Vietnamese and Americans as well as the U.S. public opinion about the war.</li> <li>• Unit 4: Students will explore the Tet Offensive, Vietnamization, and the end of the war.</li> <li>• Unit 5: Students will identify the outcome of the Vietnam War, examine the 1973 Paris Peace Accords, and explain the impact of the Vietnam War on American foreign policy.</li> </ul>

## Japanese

We value the importance of understanding the language and culture of our host country, Japan, and offer Japanese as an additional subject. This is based on an individualized learning plan in consultation with students and parents, in order to provide each student the opportunity to advance their Japanese language proficiency. This may resemble learning of Japanese literature, or Japanese as a second language, depending on the needs and abilities of the student. This individualized learning plan will be developed at the beginning of the school year, and reviewed at the beginning of each term.

\* The purchase of additional textbooks to supplement students' learning may be required.

## Homework

Zoe International School values diligence and excellence in all educational pursuits, however, we do not have a strict homework policy. This is based on educational research which indicates that homework actually has little effect on student learning. Students are more than welcome to continue studying areas of interest to them, including any mainstream subjects, Genius Hour, or continue working on activities from Connect or Design. Students from grade 7 should expect to spend some extra time at home in order to keep up with the rigor of any challenging subjects / assignments being undertaken.

Teachers will keep track of students' progress, and communicate regularly with parents regarding their child's progress and any areas that may be in need of additional attention.

## Assessment, Reporting & Transcripts

Zoe International School places high value on holistic development of students, and celebrates social, emotional, physical and spiritual growth, in addition to academic growth. While we focus on the development of the whole child, we also understand the importance of reaching academic standards, and being equipped and prepared for further studies. Assessment of academic progress is also a way of measuring students' progress over time, in addition to being a useful indicator to teachers and parents about students' development.

Formal assessment will take place at the end of the three terms, and will include students progress in each of the 5 mainstream subjects. These will be assessed in accordance with international standards (assessment for Japanese language will be qualitative, reflecting students' progress over time in accordance with their individualized learning plan and goals). Assessment for Connect and Design will be based on the objectives for each session, including anecdotal evidence, observations, and student self reflection. Parents will also be invited to participate in Genius Hour presentations, which will take place at the end of each term.

## High School Students

Zoe International School is in the process of seeking full accreditation with the Association of Christian Schools International (ACSI). In order to ensure quality education and clear pathways to tertiary education, students in grades 10 to 12 will be dually enrolled with both Zoe International School and Ignitia Virtual Academy (IVA). Ignitia Virtual Academy is an accredited online school based in the United States, through which students can receive credit for their completed Ignitia subjects, and receive an official high school diploma upon graduation of year 12. All high school students will participate in All-In every morning, and are encouraged to participate in Connect, Design, and Genius Hour as much as their workload allows.

## English as an Additional Language (EAL)

### English as an Additional Language Support

English Language Acquisition support at Zoe International School is designed to enable all students to think and learn independently in English. Students whose mother tongue is not English will be given a WIDA model diagnostic English test prior to their admission to the school. The WIDA model assesses the four domains of language skills: speaking, listening, reading, and writing, and gives students, teachers, and parents a holistic view of students' current language abilities. Students are given a score between 1-6 for each domain, in addition to an overall score for their language proficiency. This score is used to determine students' language needs and how much (if any) English language support will be required.

While Zoe International School endeavours to provide quality education for every student, there may be cases in which admission to the school is conditional on students' participation in afterschool additional English language tutoring services (at an extra cost), or the student's application may not be approved in the case that the school is not able to accommodate their language needs. These decisions will be made at the discretion of the school admissions team, in consultation with the parents. The following indicators will be used as a guide to determine applicants' English proficiency and the amount of additional language support that will be required in order to be able to think and learn independently by the time they graduate from grade 12.

### English as an Additional Language Support Matrix

No after school support required	After school support highly recommended	After school support required
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WIDA Grade	K5	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
Reaching 6													
Bridging 5													
Expanding 4													
Developing 3													
Emerging 2													
Entering 1													

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## Global English Proficiency Table

The table below is used as a guide to determine approximate alignment of internationally recognized English language proficiency tests to WIDA scores.

WIDA Grade	CEFR	Eiken	TOEFL Primary	TOEFL Junior	TOEFL iBT	IELTS	TOEIC
Entering 1	Pre A1		~101				
Emerging 2	A1	Eiken 3	101-106 (reading) 101-104 (listening)	TOEFL Junior 600-650	TOEFL iBT 0-20		255 - 400
Developing 3	A2	Eiken Pre-2	107-113 (reading) 105-112 (listening)	TOEFL Junior 650-730	TOEFL iBT 20	IELTS 0-4.0	255 - 400
Expanding 4	B1	Eiken 2	114-115 (reading) 113-115 (listening)	TOEFL Junior 730-780	TOEFL iBT 45	IELTS 5.0	405 - 500
Bridging 5	B1+	Eiken 2A		TOEFL Junior 785-840	TOEFL iBT 61	IELTS 6.5	505-600
Reaching 6	B2	Eiken Pre-1		TOEFL Junior 845-900	TOEFL iBT 80	IELTS 6.0	605-700

## After School English Support

As an International school in Japan, we acknowledge that many of our students will have a rich and diverse linguistic background. In order to assist all students in becoming proficient users of English, we offer an after school programme to support and extend students who are identified as “below grade-level proficiency” in accordance with our English testing prior to admission to the school. After school lessons provide opportunities for students to build on their prior knowledge in a fun and engaging environment, with other students who are at the same level. Initial recommendations for participation in after school English classes will be based on students’ WIDA screener score, and will be regularly re-tested to track student progress.