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SYA Mission

SYA guides students through a challenging curriculum focused on developing skills for an increasingly interdependent world. Central to the SYA experience is the adventure of fully engaging with different languages, cultures and peoples.

Our Focus

While students learn much by simply taking part in an experience abroad and living with a host family, SYA designs its programs to develop four key student skills:

- **Language Proficiency** - The ability to communicate effectively in multiple languages.
- **Critical and Creative Thinking** - The ability to develop new ideas and challenge assumptions in situations with limited information and/or language skills.
- **Intercultural Competence** - The ability to understand different cultures and perspectives with increasing sophistication and adapt to new situations empathetically and appropriately.
- **Independence and Interdependence** - The ability to be self-reliant and collaborate with others in a constructive way.

Our Approach

SYA strives to take full advantage of our resources to provide the highest quality education. To that end, all of our programs are designed to be:

- **Intentional** - SYA programs are based on and designed to meet clear, achievable, and observable objectives.
- **Place-Based** - SYA programs are intricately tied to the surroundings, people, and culture of our host countries.
- **Experiential** - SYA programs are explicitly active and participatory and include major involvement in the outside community.
- **Intercultural** - SYA programs require active engagement in the local culture, developing perspective and empathy.

SYA is accredited by the New England Association of Schools and Colleges

Academic Policies

Prerequisites

Students enrolling at SYA France or Spain must have successfully completed, at a minimum, Level 2 of high school French or Spanish. There is no language prerequisite for China or Italy.

Required Courses

Students are generally required to take six courses. English and target language are required for all students. Requirements for other courses will vary from school to school, with math being a requirement for all juniors and most seniors unless they have already completed the math curriculum at their home school.

Mathematics

SYA offers five levels of mathematics. If a student must take a math course not offered by SYA, it must be arranged among the family, an online provider, and the home school. In these cases we ask that you first contact SYA’s Academic Office for additional information and guidance.

Art and Physical Education Credit

SYA does not offer full-year, for-credit courses in studio art and or physical education (PE). For students whose home school requires them to participate in studio art and or PE, SYA is able to help the student create a plan for fulfilling and tracking the requirements in an appropriate co-curricular activity. It is the family’s responsibility, however, to communicate with the home school regarding what the requirement consists of and clearing with them the proposed activity at SYA. This must be arranged before the start of the year. At the end of the year, SYA will report on the student’s progress with regard to the agreed-upon arrangement.

Add/Drop Period and Grading Policy

There are different reasons why a student would add and/or drop a course: because they want to take a different elective, because they need to adjust their placement level or because they need a course reduction. In the first case, opting to change an elective, students are normally allowed to do so only during the first two weeks of the first semester; thereafter, they are committed to completing the courses in which they are enrolled. Courses dropped within two weeks of the start of the first semester do not appear on the transcript. Results in courses which students pursue longer than two weeks normally are not erased from the transcript. The only exception would be if there had been a pre-existing agreement between the Resident Director and student.

Switching sections, due to placement issues, can be discussed among the student, faculty member and Resident Director throughout the year. The course in which the student spends the majority of a semester is the course which will be recorded on the transcript. It is possible to have two different levels on the transcript, reported as two semester (half credit) courses.

Course reduction, while not a common option, may be approved by the Resident Director after discussion with the student, parent, home school and SYA faculty member involved.

When students switch from one section to another of the same course in language or math, the Resident Director will work with the faculty members to ensure that a fair grade is assigned for the semester. Factors to consider include whether the student moved up or down and at what point in the term. The grades earned in the new section weigh most heavily in the calculation of a semester grade. If the student is moving down a level, the slate is usually wiped clean and the assigned grade will be from work done in the new course, though the faculty member will have some flexibility determining the grade.

On rare occasions, faculty may recommend withdrawal from a course, in which case the grade on the transcript will normally be that of the last completed semester.
Academic Policies

Learning Accommodations
SYA does not formally evaluate or determine accommodations for students with suspected learning style issues.

SYA normally provides only extended time accommodations for students who have specific documentation from their home school. In order for students to receive extra time, the home school must send SYA documentation highlighting the nature of the learning style issue and the particular level of accommodation that was in place before arrival. We will do what we can within our means to provide reasonable accommodations.

SYA cannot submit applications to the College Board or ACT in order to request first-time accommodations for students. Students who have applied or already received accommodations must supply SYA with the approval letter and number in order to receive the accommodations when taking standardized testing. SYA must receive copies of these important documents before the start of the school year.

Evaluation
SYA uses an A-F grading system, with “D–” being the minimum passing grade. Many students find that adapting to a new family, school and second language can result in lower-than-usual grades at the beginning of the year. The SYA transcript only publishes semester and year-end grades.

Grade Reports
While faculty members calculate averages quarterly, the first and third grade reports are considered “mid-semester” progress reports. As stated above, only the semester and year-end grades will be reported on the transcript. We do not calculate grade point averages (GPAs), nor do we rank our students. Grade reports are made available to parents and home schools via an online portal provided by SYA.

Faculty member comments may be written in the native language of the faculty member. SYA does not translate comments into English. As a school that specializes in teaching world languages and providing an international immersion experience, we hire native speakers to teach the majority of our courses. We prefer as much as possible that all communication be done in the language of the country where our schools are located.

Our advisor comments, however, are always written in English and may reflect the perspective of other faculty members in addition to reporting on important aspects of life outside of school. Our students receive the same grade reports that parents receive; we encourage parents and their children to go over the grades together as such dialogue can lead to honest discussion of grades and progress. If parents have further questions about the reports, they may find online translation tools useful. And, of course, they may always contact the student’s advisor or Resident Director for clarification.

Course Credit/Level
Most SYA courses carry one credit. A single-credit course meets four to five times a week, for a minimum of 45 minutes, for the entire academic year. Nearly all SYA classes are taught at either the honors or Advanced Placement level. For information on the credit or level of a specific course, please consult the Course Offerings section. All AP classes at SYA are submitted to and approved by AP Audit. Both credit and level are indicated on the transcript.

It is important to note that while SYA’s four schools in China, France, Italy and Spain are fully accredited by the New England Association of Schools and Colleges (NEASC), SYA cannot dictate to the various home schools which courses they will approve for credit in order to fulfill graduation requirements.

Academic Policies

Incompletes, Pass/Fail, Auditing
SYA faculty members publish their policies on accepting late work and allowing students to make up work on their syllabus. If a student fails to complete required work within the allowed period, missing work will be calculated as a zero.

SYA does not assign “Pass/Fail” grades for credit courses, nor include an indication of an audited course on the transcript. Noncredit courses such as music, martial arts, phonetics, etc., will be assigned a “Pass/Fail” grade.

Courses Taken outside of SYA Curriculum
On rare occasion a student may need to enroll in an online course or take a course offered at a local school or university if it fits into their schedule. This should only occur if the course is not offered at SYA, as is most commonly the case for some levels of mathematics and U.S. History, but is necessary to meet home school graduation requirements.

The family is responsible for the cost of any courses outside of the SYA curriculum and is not covered by SYA tuition. The family is also responsible for researching an online course which fits their child’s needs and for speaking with the home school about whether or not they will give credit for the course. Any plan to take a required online course must be communicated to SYA’s Academic Office well in advance of the start of the year.

Transcripts
Official transcripts are created only in the Home Office and go out over the registrar’s signature. Transcripts are ready by July 1, but will not be released until all outstanding bills have been paid to SYA. Any report of grades that Resident Directors are called upon to send to colleges in the course of the year may be thought to be unofficial and may have a different, less formal design; it is labeled “Report of Grades” or may be included in a simple memo or letter signed by the Resident Director.

The SYA transcript lists the course title, designated level (AP or H), semester one and two grades, year-end grade, credit earned and whether or not the course was taught in the local language. The transcript also reports the date on which the student either completed the course of studies, withdrew or was required to withdraw.

SYA will only list on our transcript courses taught by SYA faculty, with the exception of math courses taken through One Schoolhouse of which SYA is a member school. (https://www.oneschoolhouse.org)

Attendance
SYA rules and consequences regarding attendance are simple. Students are expected to attend all scheduled classes, assemblies and required individual or group activities. Field trips and longer excursions, for example, are integral elements of our program and attendance is mandatory, unless explicitly noted otherwise. If a student is truly sick with a fever or other serious illness, the student must inform the host family; and either the host family or the student must notify the school administrative assistant or Resident Director at least a half hour before the start of school.

We will do what we can within our means to provide accommodations for students who have specific needs and for speaking with the home school about whether or not they will give credit for the course. Any plan to take a required online course must be communicated to SYA’s Academic Office well in advance of the start of the year.
Academic Policies

Lateness
All our classrooms are within a one-minute walk of each other, so there is no reason to be late to class during the day. Tardiness is disruptive, and students will be sanctioned for repeated or excessive lateness. Students who arrive late to a class will be marked tardy. Faculty members will report all late arrivals and absences to the school administrative assistant. Three tardy arrivals equal one unexcused absence.

Unexcused Absence
If a student arrives more than 10 minutes late to any class, it will be considered an unexcused absence and the student may not be allowed to enter, as it is disruptive to the progress of the class. Students who miss a class are required to do the necessary work for that class. Students who miss a test, quiz or paper deadline because of an unexcused absence risk receiving no credit for that work.

Consequences for unexcused absences vary. They may include detention, supervised study hall, early curfews or loss of weekend or independent travel privileges. Referral to the Disciplinary Committee may be considered as well. With a first unexcused absence in a semester, the student’s parents may be notified by the Resident Director. After the 2nd and 3rd unexcused absences, a written reprimand is given to the student, with copies placed in the student’s file and sent to parents, the student’s home school and the SYA office.

Four unexcused absences in a semester by a student usually will result in a formal status review for that student, led by the Resident Director, who will meet with the student, advisor and some of the student’s teachers. The meeting will focus on the student’s reasons for difficulty with attendance, as well as academic progress or lack thereof and any other factors that may be interfering with the student’s success. As noted, consequences may include detention, required study halls, early curfews, loss of independent travel privileges if available, or other sanctions. Referral to the Disciplinary Committee may also be considered. The student’s parents will be notified before the status review, but do not participate in it. A written summary of the review will be given to the student, with copies placed in the student’s file and sent to parents, the student’s home school and the SYA office.

An unexcused absence for an entire school day will result in disciplinary action and possibly in a formal status review. In these cases further unexcused absences or violation of other SYA rules could result in dismissal from SYA, following a Disciplinary Committee meeting.

Students who miss more than 10 partial or full days of school in a given semester for medical or other reasons may not receive credit for that semester. In such instances, the Resident Director and faculty will consider the reasons for the absences and make a recommendation to the Head of Schools and Programs, whose decision will be final.

- Three tardies = one unexcused absence
- One tardy of more than 10 minutes = one unexcused absence
- Four unexcused absences = formal status review
- Entire day of unexcused absences = Disiplinary probation

The Resident Director will make the final determination of whether an absence or lateness is excused. SYA publishes each student’s attendance record quarterly in the grading portal for students, parents and home school to see.

Academic Policies

Cheating and Plagiarism
It is commonly held that theft of another’s property – a wallet or a book, for example – is unacceptable. Likewise, the theft or misappropriation of another’s words or ideas is unacceptable. The use of direct quotes, paraphrastic statements or summaries of the ideas of others without citation or acknowledgment of the source is considered cheating.

Cheating on tests or quizzes, copying another’s homework, allowing your homework to be copied or other breaches of academic integrity will not be tolerated.

Academic Probation
Students who receive two grades below “C-” or one grade of “F” in one marking period will automatically be placed on academic probation. Students on academic probation will not be allowed to travel independently and may also lose other privileges. They may, for example, be required to return home early on weekdays or stay in on weekend nights. Resident Directors will send a letter to the parents and home school to explain the probationary status. They will call both the student’s host and natural families. Our goal is to identify those students who need assistance and guidance to get their work done and to create structures and incentives that will help them succeed. Even students earning one or no grade below “C-” may be placed on academic probation if the Resident Director believes it to be in the student’s best interest.
Course Offerings

SYA is a New England Association of Schools and Colleges (NEASC)-accredited school, allowing students to return to their home schools or proceed to college without losing academic ground.

The course offerings vary from one SYA school to another, in order to ensure the curriculum is relevant to the experience students will have in each country. All SYA schools offer English and a range of math classes, taught in English by instructors from top U.S. schools. Both courses are required, as is the local language. Seniors, however, may elect not to continue in math if they have met their home school’s graduation requirement in math and have secured written permission from their school.

Our intensive language courses are taught by native speakers accustomed to working with high school students from the United States. The goal is to enable students to actively communicate with their host families and to participate in their adopted communities as soon as possible. At the end of the year, the vast majority of our students – even those who came as beginners – take the AP Language and Culture exam relevant to their host country.

SYA’s expectations for academic work reflect the rigorous standards of our member schools; the demands are real, but also realistic. Our faculty members know what they can ask of American students studying in a second language and carefully consider homework load.

It is rare for a student to return to the U.S. for failure to meet the academic requirements of SYA.

ALL SYA CAMPUSES

ENGLISH (H)
1 credit
SYA English provides a home base for student intellectual and intercultural growth abroad and is specifically designed to complement the immersion experience provided by the host country. Focused on challenging students to improve their critical reading and analytical writing skills, texts read cover a variety of literary movements and engage with themes of alienation, isolation, foreignness or self-discovery, and the notion of place and identity, both geographic and internal. Texts provide students with both contextualization of their experience and an intellectual challenge.

In addition to working toward becoming closer readers and more successful writers, SYA English includes both informal and formal journaling and expository writing aimed at helping students reflect on the study abroad experience in a more explicit and complex way.

MATHEMATICS

Advanced Algebra with Functions
1 credit
This course is intended for students who have had one full year of geometry and one full year of algebra. Successful completion of this course prepares students to enter a standard Precalculus course when they return to their home schools.

Precalculus and Advanced Topics in Mathematics
1 credit
This course covers topics in basic functions (polynomial, rational, exponential, logarithmic, trigonometric), as well as work with parametric equations, polar coordinates, sequences and series, and a substantial introduction to limits and differential calculus.

Precalculus and Introduction to Differential Calculus (H)
1 credit
This course is intended for very able math students who have been highly successful in a strong Algebra II program. Success in this course should enable students to enter AP Calculus BC the following year. It covers all the topics of the regular Precalculus course, spending less time on review of typical second-year algebra topics to facilitate both greater depth in certain areas such as trigonometry, as well as coverage of more advanced topics. The core content areas included in the scope of Honors Precalculus are mastery of the properties and graphs of basic functions (polynomial, rational, exponential, logarithmic, trigonometric), as well as work with parametric equations, polar coordinates, sequences and series, and a substantial introduction to limits and differential calculus.

AP Calculus AB
1 credit
This course is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the fundamental theorem of calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations.

Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

In addition, the following course may be offered if there is sufficient enrollment:

AP Calculus BC
1 credit
AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the fundamental theorem of calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations.

Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.
CAPSTONE PROJECT
Knowledge, information, approaches to learning, and research methodology are not fragmented into separate and distinct disciplines and courses. SYA believes problems, questions and issues should be explored from a variety of perspectives: economic, historical, environmental, political, and cultural. With this goal in mind, all SYA students engage in a Capstone Project each spring.

Students research a topic of their choice, using perspectives and approaches drawn from all areas of their respective school’s curriculum. At SYA China the projects fall under a common theme in order to facilitate student discussion and analysis of life in their host country. In Italy and Spain, the project includes a regional travel component.

As part of the Capstone Project, students develop a thesis, complete extensive research, conduct fieldwork in the form of interviews with appropriate members of the community, and acquire a sophisticated vocabulary regarding their topic. The project culminates in a substantial research paper and project exhibition, allowing students to demonstrate the skills they have acquired over the course of the school year and giving each student a forum in which to showcase their hard work and expertise.

Recent examples of capstone topics:
- The Terror Attacks of November 13 in Paris: French vs. American responses
- Freedom of the Press in France
- Recovering Historical Memory: Sephardic Jews in Spain
- Bilbao and Vitoria: Street Art in the City
- The Independent City-State of San Marino
- Basque Mythology
- Waste Management in Beijing
- Comparison of Western and Chinese Medicine

ABOUT SYA CHINA
A highly skilled and committed faculty and the city of Beijing provide SYA China students with limitless opportunities for learning all aspects of China’s history and culture, both in the classroom and outside the gates of our renowned host high school, BNU Middle School #2. Countless pagodas, temples and former imperial parks exist peacefully alongside modern high-rises and bustling markets. SYA China’s curriculum and educational travel enable students to explore the many realities present in the largest country in Asia.

SYA China is open to beginners and students who have already studied Mandarin Chinese. Students typically take six credits, including intensive Mandarin, English, math and Chinese history.

For more information visit www.sya.org/schools/sya-china
In the fall semester, students familiarize themselves with China’s history and philosophical background, focusing on the material culture as it’s been preserved and the events that shaped it. In the spring, the emphasis is on the 20th century and the cataclysmic creation of contemporary China. Throughout the year students test their hypotheses about Beijing against the perspectives of other areas of China, the people of other provinces and ethnic minorities.

Coursework involves intense classroom presentation and discussion based on readings from the text and primary sources, as well as audio and visual resources, drawing on all technologies.

Chinese Politics and Economics: China in a Fast-Changing World (H)
1 Credit
This course explores the international political economy and globalization in relation to China. It is designed to challenge and encourage students to grow in their breadth of knowledge, their skills in applying information and their ability to think critically about and analyze contemporary issues in Chinese society. The course also introduces students to the study of economic processes and institutions, as well as to major political philosophies and ideologies, from Karl Marx to the present. Special attention is devoted to the study of government and politics of the Chinese state. Students learn about the development of socialist theory, the reality of life in communist countries and current issues, such as political and economic reform, nationalism, corruption and ethnic conflict. This course incorporates an experiential component, which may consist of field studies, interdisciplinary learning and/or the practical application of discipline-related concepts, theories, principles and methods.

All SYA history and art history courses use primary source material whenever possible and take advantage of our schools’ geographic locations as a major driver of course content. Special attention is paid to historical periods and artistic movements that can be experienced in person and in cultural context.

SYA’s Mandarin program has four different levels: Beginning, Intermediate, Advanced and Advanced Honors; it is designed to allow students to move from one level to the next between semesters. The classes are taught by a team of three faculty members, each focusing on a different area: linguistic fluency (reading, writing, speaking, listening); communication and cultural understanding; and small group tutorial. The course aims to develop student proficiency in Mandarin Chinese, guiding them to a higher level of competency in communication and in enjoying social interactions through numerous speaking and cultural opportunities. Throughout the year, students utilize a wealth of culturally-authentic materials such as current novels, newspaper articles, movies and audio programs which introduce them to a wide range of cultural, social and historical phenomena.

All SYA language courses, regardless of level, are purposefully designed to take advantage of the learning opportunities in the local and extended host county communities. Students may sit for the corresponding AP language exam in the spring even though the course is not explicitly AP.

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In this yearlong course, students will discover how China has shaped itself from a cultural, historical, material, structural, economic and political standpoint. Both in and out of class, students experience the people and events that have sustained and transformed what is arguably the world’s oldest culture, the world’s largest population, and (for now) the second-largest economy.

In the fall semester, students familiarize themselves with China’s history and philosophical background, focusing on the material culture as it’s been preserved and the events that shaped it. In the spring, the emphasis is on the 20th century and the cataclysmic creation of contemporary China. Throughout the year students test their hypotheses about Beijing against the perspectives of other areas of China, the people of other provinces and ethnic minorities.

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Calendar 2017-2018

AUGUST 2017
24  Group departure from Boston to Beijing
25  Arrival in Beijing
26-30  Orientation, move into host families
31  Semester 1 starts /Classes begin

SEPTEMBER
1  MS#2 Opening School Ceremony
2-3  Closed weekend with host families
6  Afternoon excursion to the Imperial Palace
16-17  Weekend group excursion
30  Sports Day

OCTOBER
1-7  National Day (holiday); no classes
7  SAT Reasoning and SAT Subject Tests
11  PSAT testing for juniors/College workshop for seniors – no classes
25  Host Parent Conference

NOVEMBER
3  Semester 1 Progress Reports released
4  SAT Subject Test only
5-11  Fall School trip to Shanxi Province
18-19  SAT Test Prep Course offered
24  Thanksgiving celebration /Acrobatics Show
25-26  SAT Test Prep Course offered

DECEMBER
2  SAT Reasoning and SAT Subject Tests
21  Semester 1 ends /Parent Reception pm
22-1/7  Winter break begins

JANUARY 2018
8  Semester 2 begins/ Classes resume
12  Semester 1 grades and comments released

FEBRUARY
15–21  Spring Festival; no classes
22-3/8  Winterim Study Trip to Yunnan Province

MARCH
10  SAT Reasoning Test only
12  Classes resume
28  Semester 2 Progress Reports released

APRIL
5-7  Tomb Sweeping Day (National holiday); no classes
23  Beginning of Capstone Project
25-5/2  Spring School trip

MAY
5  SAT Reasoning and SAT Subject Tests
9  AP English Literature and Composition exam
10  AP Chinese Language and Culture exam and AP Environmental Science exam
15  AP Calculus AB and Calculus BC exams
16  AP English Language and Composition exam
24  AP Late Testing: AP Environmental Science Exam
24  End of year ceremony

JUNE
2  Final grades and comments released

ABOUT SYA FRANCE
A first-rate team of educators supports SYA France students to become fluent in the language through the study of French language, culture and politics. Whether a student is exploring an outdoor farmers market, dining at a neighborhood bistrot or attending the latest French play, he or she is immersed in French culture the majority of every day.

Students typically take six courses, including English and math (both taught in English) and French language. Student language skills are evaluated upon arrival in order to group French language classes by ability. Other courses are intentionally more heterogeneous with regard to language mastery level. Students must have studied through the second year of a rigorous high school French curriculum to be considered for admission.

For more information, visit www.sya.org/france
All SYA language courses, regardless of level, are purposefully designed to take advantage of the learning opportunities in the local and extended host county communities. The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students’ awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes and assumptions).

Preparation for the Diploma in French Studies (DELF) (H) 1 credit
This course is designed to prepare students for the Diplôme d’études en langue française (DELF) exam, an internationally-recognized measure of proficiency in French. Faculty members use college level language texts, as well as a variety of materials and techniques, such as fiction and nonfiction readings, papers, oral reports, listening-comprehension activities and films. Intensive focus is put on advanced vocabulary, grammar, colloquialisms and complex wordplay in order to prepare for the DELF exam in the spring. This course exceeds in scope and professional ramifications the Advanced Placement exam offered by the College Board.

This course is limited to students who have already taken AP French Language and Culture or demonstrate a high level of French at the beginning of the program. Permission to enroll must be granted from the Resident Director. This course will only be offered with sufficient enrollment.

LITERATURE
French Literature: Le bruit du papier (H) 1 Credit
In this comprehensive literature course, each author and work is presented in the historical, social and political context in which it was created. Class themes are chosen to reflect both student ability level and interest, as well as potential links with other courses in which students may be enrolled. Examples of possible themes of discussion include (but are not limited to) the Prometheus nature of the poet, “Invitation au voyage” - the allure of the journey and cultural transcendence, and the fabrication of reality - fiction more real than reality itself. Subsequent activities include a textual analysis and a variety of projects through which the reader and commentator also becomes a creator.

HISTORY & SOCIAL SCIENCE
France and Europe: 1700-2000 (H) 1 Credit
This course focuses on the study of France in its regional diversity (Rennes and Brittany) within the larger context of Europe. The gathering of documents, the preparation of class presentations and the creation of topically based shorter articles assist students in developing a capacity for analysis and synthesis. Topics include political cultures and regimes, absolute monarchy, the French Revolution, the Bonaparte system, the various republics; the foundations of the Republican regime, separation of church and state, public education, European nations and nationalism and World Wars I & II.

Art History (H) 1 Credit
This course is divided into two sections: the history of painting and architecture. Through class discussions and site visits, students are encouraged to move beyond mere art appreciation to understand the complexities of a variety of artistic and architectural movements examined in the Western World. Special focus is placed on the concept of “discovery” and the development of student analytical skills.

All SYA history and art history courses use primary source material whenever possible and take advantage of our schools’ geographic locations as a major driver of course content. Special attention is paid to historical periods and artistic movements that can be experienced in person and in cultural context.

Political Science and Global Issues (H) 1 Credit
This course introduces students to the concepts of globalism, funiscissimism, multilateralism, and multiculturalism and enables them to better understand the nature and effect of world change through the prism of France. From a strongly defined yet evolving national identity, through its leadership in the European Union and on the world stage as a major economic power, the course explores how France is dealing with these concepts at the dawn of the 21st century.

Coursework takes place both in and outside the classroom. Students have the opportunity to visit national institutions – in Rennes and around France – as well as attend conferences outside of France. In addition, students work on group projects with SYA students in Italy and Spain enrolled in a similar course. This cross-cultural collaboration allows the students to better understand the challenges facing Europe, from a much broader, global perspective. Students also have the opportunity to submit their candidacy for attending an international conference on global issues, Model UN and other study trips in France and in Europe.

All SYA language courses, regardless of level, are purposefully designed to take advantage of the learning opportunities in the local and extended host county communities.
SYA Italy’s curriculum seeks to capture this wide range with a multidisciplinary, dual-language approach, and provide students with an in-depth understanding of modern-day Italy by examining both the ancient cultures from which it sprang and the contemporary challenges and opportunities that being a European Union member state entails. SYA Italy students typically enroll in six courses, including English, math and Italian. All courses, except for Italian, are taught initially in English, but gradually incorporate more Italian over the course of the year as student language proficiency deepens.

Fieldwork Courses
SYA Italy is structured to capitalize on our unique ability for students to learn in context, using the resources of Viterbo and Italy to enhance authentic learning experiences. In our selection of courses you will find a number of offerings marked with (FW), indicating that the course includes a strong fieldwork component. Courses with a fieldwork component require students to engage in challenge-based activities in the community in small groups or independently. These activities take place once per week and are a required aspect of the course. This work is in addition to school trips and faculty-led excursions which are also a core part of the SYA Italy curriculum.

ABOUT SYA ITALY

With a group of experienced and dynamic faculty members at its helm, this school encourages students to take full advantage of the cultural and intellectual resources that Italy has to offer. Home to 50 UNESCO World Heritage sites, Italy is sure to stimulate the minds of all students, whether interested in science, art, architecture, archaeology, history, modern languages, classical studies or contemporary global issues.

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## COURSE DESCRIPTIONS

### LANGUAGE

**Italian Language (H) (FW)**
1 Credit
The goal of this course is for students to achieve a degree of fluency and spontaneity in Italian that enables them to have meaningful interactions with their host families and others in the community. In doing so, students come to know the Italian people and their culture.

The learning process consists of myriad activities both in and out of the classroom, including speaking with locals, writing in various genres, deciphering news from countless media and researching contemporary topics in order to debate political, ethical and economic topics. Through these experiences, students learn to express their opinions about cultural and social issues that matter to them.

**Italian Language and Culture (H) (FW)**
1 Credit
This is an elective course designed for students who wish to focus intensively on language acquisition and delve more deeply into cultural aspects of Italy through the study of representative literature, important films, social and political issues, theater, key people past and present, music and food. When taken in addition to Italian Language (above), students enrolled in this course earn a double credit in Italian.

All SYA language courses, regardless of level, are purposefully designed to take advantage of the learning opportunities in the local and extended host country communities. Students may sit for the corresponding AP language exam in the spring even though the course is not explicitly AP.

**Latin Reading**
1 Credit
This course is designed for students with a strong background in Latin grammar who have completed at least two years of Latin. It aims to facilitate reading skills to the point in which students can read primary texts in the original language. Emphasis will be placed on reading comprehension and deeper understanding of the texts rather than rote translation. The class affords an excellent opportunity to appreciate some of the classical masterpieces in the original language.

**Advanced Topics in Latin (H)**
1 Credit
This course is designed for students who are not quite ready to enroll in AP Latin. Prerequisites are a solid foundation in Latin grammar, syntax and vocabulary, some background in rhetorical and metrical analysis, some exposure to Roman political history and at least one year of experience reading authentic Latin texts.

In this course, students deepen their understanding of Roman history, culture, language, and literature. They develop advanced Latin skills and build analytical and critical skills through close readings of primary sources in both English and Latin. Successful completion of the course enables students to enroll in Latin 4 or AP Latin the following year.

**AP Latin**
1 Credit
The AP Latin course focuses on the in-depth study of selections from two of the greatest works in Latin literature: Virgil’s Aeneid and Caesar’s Gallic War. The course requires students to prepare and translate the readings and place these texts in a meaningful context, which helps develop critical, historical and literary sensitivities. Throughout the course, students consider themes in ancient literature and bring these works to life through classroom discussions, debates and presentations. The use of additional English readings from both of these works will complement the Latin readings.

**Greek Reading**
1 Credit
This course begins with a review of topics from the Greek grammar text, Athenaze II, to ensure firm footing before reading Ancient Greek text selections. A thorough outline of Greek literature and mythology will accompany and complete the original texts. The aim of the course is to read, understand and translate a variety of texts, ranging from historians to tragedians to epic poetry. Readings are chosen to suit students’ initial skills and progress throughout the year. In addition, students are introduced to speaking Ancient Greek, using the Polis Method developed by professor Christophe Rico.

**Introductory Greek (H)**
1 Credit
This course provides an introduction to Ancient Greek language, history and culture, using a combination of traditional and modern methods. The primary text, Athenaze, gradually introduces students to all the basic Ancient Greek grammar while reading and learning about the social and political context that led to the Peloponnesian War between Athens and Sparta. Students also read and translate excerpts from Sappho, Herodotus, Sophocles, the New Testament, Homer and others.

**Greek Reading (H)**
1 Credit
This course focuses on the evolution of Western art as it developed around the Mediterranean basin by examining painting, sculpture, architecture, decorative arts and mixed media from the Stone Age to today. Students engage in a number of topics including European masterworks from the Middle Ages and Ancient Roman monuments as the class explores many periods, stretching 32,000 years. By year’s end, students acquire an understanding of the objects and monuments they see daily and know how to unlock messages encoded in the world around them.

### HISTORY & SOCIAL SCIENCE

**Excavating Ancient History (H) (FW)**
1 Credit
This course mainly focuses on three civilizations: the Greeks, the Etruscans and the Romans. Students read, analyze and comment on primary sources and archaeological remains in order to refine critical thinking skills. Topics covered are explored using the European tradition of building a solid chronology and content background combined with student-centered work and research. Students also learn to become more confident public speakers through activities such as performing re-enactments, presenting information and group activities, and interacting with Etruscan tombs, Greek theaters, Roman ruins and modern Italian culture.

All SYA history and art history courses use primary source material whenever possible and take advantage of our schools’ geographic locations as a major driver of course content. Special attention is paid to historical periods and artistic movements that can be experienced in person and in cultural context.

**Global Citizenship in the 21st Century (H) (FW)**
1 Credit
This course introduces students to the most pressing challenges faced by Italy, Europe and the world: economic crisis; technological transformations; old and new wars; human rights and discrimination; migration; educational, health and political systems; environmental issues such as climate change, pollution and sustainable development; demographic change and an aging population. Students examine these topics through various lenses – local (Viterbo), national (Italy vs. United States) and global – and learn a valuable reality: different cultures view “problems” in very different ways.

Coursework takes place both in and outside the classroom. Students have the opportunity to visit national institutions – in Rome and around Italy –
as well as attend conferences outside of Italy. In addition, students collaborate on group projects with SYA students in France and Spain enrolled in a similar course. This cross-cultural collaboration allows the students to better understand the challenges facing Europe, from a much broader, global perspective.

**SCIENCE**  
Applied Agroecology (H) (FW)  
1 Credit  
This course combines such disciplines as biology, microbiology, ecology, chemistry and organic chemistry and takes full advantage of the rich agricultural traditions that make Italian food known the world over as delicious and healthy. With a focus on sustainability, students will experiment with real challenges facing our food and water supplies. Viterbo’s fertile soil, 12-month growing season and rich culinary customs will provide systematic comparisons between age-old practices and the applications of modern science in order to cultivate many of the local products Italy is known for, such as olive oil, wine, bread and cheese.

Students will ask research questions and employ laboratory methods in order to understand problems that present both local and global challenges. Planning and working our urban farm will provide laboratory activities as the primary focal point for class. The course methods will concentrate on inquiry, hands-on experimentation, observation, statistical analysis and discovery. Throughout the year, we will visit local farms to study the causes and effects of seasonal tasks such as harvesting, pruning and grafting.

**ENGLISH, MATHEMATICS AND CAPSTONE PROJECT**  
Please refer to Pages 8-10 for full descriptions.

### Calendar 2017-2018

#### AUGUST 2017
- **30** Group departure from Boston to Rome  
- **31** Arrival in Viterbo; move into host families

#### SEPTEMBER
- **1** Orientation, administration and placement tests  
- **2-4** Closed weekend with host family; Festa di Santa Rosa (holiday)  
- **5-8** Orientation, administration and placement tests  
- **10** Host family picnic  
- **11** Semester 1 classes begin  
- **21-23** Orientation retreat

#### OCTOBER
- **7** SAT Reasoning and SAT Subject Tests offered  
- **11** PSAT testing for juniors; College workshop for seniors  
- **14-15** SAT Test Prep Course offered  
- **21-23** SAT Test Prep Course offered  
- **23** No classes  
- **28** ACT Test offered

#### NOVEMBER
- **1** Holiday; no classes  
- **4** SAT Subject Test only  
- **6** Semester 1 Progress Reports released  
- **6-11** Sei Giorni – 6 days in Italian school  
- **20-24** School Trip

#### DECEMBER
- **2** SAT Reasoning and SAT Subjects Tests  
- **8** Immacolata (holiday); no classes  
- **16** Party for students and host families  
- **21** Last day of classes; Semester 1 ends  
- **22** Winter break begins

#### JANUARY 2018
- **8** Classes resume/Semester 2 begins  
- **15** Semester 1 grades and comments released

#### FEBRUARY
- **12-17** Sei Giorni - 6 days in Italian school  
- **23** No classes

#### MARCH
- **10** SAT Reasoning Test only  
- **12** Semester 2 Progress Reports released  
- **13-20** School trip  
- **21** No classes  
- **29-4/8** Spring Break

#### APRIL
- **9** Classes resume  
- **14** ACT Test offered  
- **25** Liberazione (holiday); no classes  
- **30** Ponte – No classes

#### MAY
- **1** Holiday; no classes  
- **5** SAT Reasoning and SAT Subjects Tests  
- **7-18** Advanced Placement exams  
- **12** Open Mic  
- **19** Host Family Meal  
- **25** Program officially ends; group return to U.S.  
- **30** Final grades and comments released
COURSE DESCRIPTIONS

LANGUAGE
AP Spanish Language and Culture
1 credit
The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication.

The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students’ awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes and assumptions).

Preparation for the Proficiency Diploma in the Spanish Language (DELE) (H) 1 credit
This course is designed to prepare students for the Diploma del Español como Lengua Extranjera (DELE) exam, an internationally-recognized measure of proficiency in Spanish. Faculty members use college-level language texts, as well as a variety of materials and techniques, such as fiction and nonfiction readings, papers, oral reports, listening-comprehension activities and films. Intensive focus is put on advanced vocabulary, grammar, colloquialisms and complex wordplay in order to achieve the Effective Operational Proficiency level C1 (or Vantage one, B2). This course exceeds in scope and professional ramifications the Advanced Placement exam offered by the College Board.

This course is limited to students who have already taken AP Spanish or demonstrate a high level of Spanish at the beginning of the program. Permission to enroll must be granted from the Resident Director.

LITERATURE
Spanish Literature: From Reading to Writing (H)
1 Credit
This course begins with reading short stories and finishes with novels, all from the 20th and 21st centuries. Reading a variety of genres helps students better understand the complex reality of the Hispanic world and exposes students to a variety of writing styles. Toward the end of the year, students decide in groups which topics most interest them for their final reading.

As preparation for writing, students practice observation, imitation and creation. Analyzing literary works throughout the year prepares students to become better writers. In addition, and as support to the creative process, guest speakers (often a writer whose work has been read in class) visit the class to discuss the craft of writing. Only at the very end of the year do students write their own short stories.

AP Spanish Literature and Culture
1 Credit
The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, literary criticism).

ABOUT SYA SPAIN
Steeped in the tradition and cultures of this vibrant country, faculty and staff are committed to ensuring that students develop the knowledge and intercultural skills needed to fully grasp the experience: from mastering the language, to hiking or kayaking in the Aragonese countryside, or heading out of town with the host family for an extended weekend.

Students typically take six classes; all but English and math are taught in Spanish. Student language skills are evaluated upon arrival in order to group Spanish language classes by level of ability. Other classes are intentionally more heterogeneous in terms of language mastery level. Students must have studied through the second year of a rigorous high school Spanish curriculum to be considered for admission.

For more information, visit www.sya.org/spain
This course is limited to students who have already taken AP Spanish Language and Culture or demonstrate a high level of Spanish at the beginning of the program. Permission to enroll must be granted from the Resident Director.

Spanish and Latin American Theater: Analysis and Performance (H)
1 Credit

This course combines literary analysis and performance. It exposes students to Spanish literature from both sides of the Atlantic and hones their language and acting skills in a fun and participatory way. In addition to a standard literature class in which students read and discuss contemporary Spanish and Latin American plays, students in this course are required to participate in two dramatic productions, one at the end of each semester.

Students rehearse and are responsible for all aspects of production: scenery, costumes, music, lighting, and programs. Classes are held during the regular weekly schedule, and additional meetings are added for rehearsals as the date of a performance approaches. No prior experience in theater is required.

COMMUNICATIONS

Media Literacy and Journalism in a Global Context (H)
1 Credit

This course examines different modes of communication (from newspapers to Facebook) and teaches students to learn from media in an analytical and critical way. Once a year the class produces its own newspaper, El Guillo, researching contemporary themes and practicing a variety of journalistic genres.

In this course, students learn communication theory, analyze information that appears in Spanish media and learn about current events in Spain. In addition, they learn from politicians, journalists and other guest speakers who visit the class throughout the year. The goal is to reinforce and encourage creative thinking, intellectual curiosity and, ultimately, mastery of Spanish by understanding the oral and written language while actively examining current events in the region.

HISTORY & SOCIAL SCIENCE

History and Politics of the Hispanic World: From Antiquity to the Present (H)
1 Credit

This course examines the history and politics of the broad Spanish-speaking community in Europe, Africa and the Americas. Topics of focus include international relations, ethnicity and the creation of national identities. Students work from texts and primary documents and enjoy site visits to local cultural resources.

Contemporary History of Spain through the Lens of Its Cinema (H)
1 Credit

This course aims to teach students about Spain’s rich and multicultural history, while getting to know its intense and unique cinema. Students analyze key political movements in Spain, focusing on the 20th and 21st centuries and discover their relationship with the rest of Europe, Latin America and northern Africa. This course also covers the history and evolution of Spanish film making, from its inception to today’s movies, with emphasis on the works of Spain’s leading directors: Buñuel, Saura, Almodóvar and Amenábar. The class watches and analyzes 15 movies that are particularly representative of the evolution of Spanish cinema. Student work is assessed through essays, exams and independent projects.

Contemporary Art and Its Roots (H)
1 Credit

This course lays a foundation of art periods up to the time of Goya during the first semester, while second semester focuses on more than 20 contemporary art movements (e.g., Impressionism, Post-impressionism, Fauvism, Expressionism, Cubism, Italian Futurism, Abstraction, Dadaism, Surrealism) that began as reactions to or revivals of these prior movements.

Macroecconomics and the Global Consumer (H)
1 Credit

This course introduces students to the basic principles of macro- and microeconomics and their application to national and international public policy. Students examine the development of the contemporary economy and use basic theoretical tools to analyze current issues. Classes consist primarily of discussions, although the course also employs role-playing, films, lectures, case studies and student reports on term projects. This course does not directly prepare students for the AP Microeconomics or Macroeconomics exam in May.

Environmental Science (H)
1 Credit

This is an interdisciplinary course that examines how the world works and how people can alter the delicate balance of the earth’s life-support systems. It is set up to appeal to a wide range of student interests, relevant to their everyday lives, both in Spain and at home. The dual goal is for students to analyze current environmental issues both globally and locally and to design and implement small-scale scientific investigations using an inquiry-based lab approach with Zaragoza and the environs as the laboratory.

Through lectures, readings, videos, field trips, discussions and debate, students learn about important environmental issues while conducting scientific investigations. The course is organized into four modules: geosphere, atmosphere, hydrosphere and biosphere. Special topics of interest include natural dynamics, local and global resources, natural hazards, anthropogenic environmental impacts, global changes and sustainable management.

Students who would like to use this course to fulfill a science requirement at their home school are advised to check with their school’s Academic Office.

ENGLISH, MATHEMATICS AND CAPSTONE PROJECT

Please refer to Pages 8-10 for full descriptions.
Calendar 2017-2018

SEPTEMBER 2017
6  Group departure from Boston to Madrid
7  Arrival in Madrid, bus trip to Zaragoza
9-10 Closed weekend with host families
11-12 Orientation Part 1
13  Semester 1 Classes begin
21-22 All school trip to Alquézar/Huesca

OCTOBER
3  Host Family Meeting; Reception following
7  SAT Reasoning and SAT Subject Test
11  PSAT testing juniors
12-13 Pilar Festivities (holiday); no classes
21-22 SAT Test Prep Course offered
23  Thanksgiving Celebration (p.m.)
25-26 SAT Test Prep Course offered

NOVEMBER
1  All Saints Day Festivities (holiday); no classes
4  SAT Subject Tests only
6-10 School trips
8  Semester 1 Progress Reports released
18-19 SAT Test Prep Course offered
21  School play
22  Winter break begins

DECEMBER
2  SAT Reasoning and SAT Subject Test
6-8 Constitution & Immaculate Conception festivities (holidays); no classes
21  School play
22  Semester 1 ends/ U.S. Parent Open House; Student Art Exhibit
22  Winter break begins

JANUARY 2018
8  Semester 2 begins / Classes resume
16  Semester 1 grades and comments released
29  San Valero Festivities (holiday); no classes

FEBRUARY
21-25 Cinco Dias/individualized student trips

MARCH
1  Semester 2 Progress Reports released
6  Cinco Marzada (holiday); no classes
10  SAT Reasoning Test only
15-16 Capstone Trips (Independent Travel)
29-4/8 Spring break

APRIL
9  Classes resume
14  ACT Test offered
21-23 San Jorge Festivities (holiday); no classes
30-5/1 International Worker’s Day Festivities, no classes

MAY
6  SAT Reasoning and SAT Subject Tests offered
7-9 Advanced Placement Exams
15-16 Advanced Placement Exams
21  School Play and reception with Host Families
22-23 All school trip
24  Last day of classes/Semester 2 ends
26  Program officially ends; group return to U.S.

JUNE
5  Semester 2 grades and comments released

Faculty and Staff

SYA CHINA
Andrea Caruso (2016)
Environmental Science, Standardized Testing Coordinator
BA Binghamton University, MS Fordham University

Cui Yinkui (2000)
Chinese Calligraphy, Chinese Painting, Erhu Instruction
Faculty member of BNU Middle School #2

Ding Xuesong (2007)
Mandarin Chinese Language
BA Beijing’s Capital Normal University, MA Beijing Normal University

Li Xuedong (2007)
Co-curriculars Coordinator, Educational Travel Coordinator
BA Central University for Nationalities, MA Indiana University

Li Yan (2004)
Mandarin Chinese Language, Professional Development Coordinator
BA Central University for Nationalities, MA Beijing Normal University

Zhang Min (2014)
Host Family Coordinator, Health and Wellness Coordinator

Zhang Tong (2003)
Mandarin Chinese Language, Chinese Language Coordinator
BS, MS Beijing University

SYA FRANCE

Marie-Anne André-Dumon (1999)
French Literature
BA University of Nantes

Kimberly Baker (2011)
English
BA, MA Eastern Michigan University

Séverine Bordeau (2015)
French Language
BS, BS, MA University of Rennes

Dominique Borotra (2016)
French Language
BS, MA University of Poitiers

Sophie Boynton (2000)
Administrative Assistant

Dr. Elizabeth Evans (2017)
Resident Director
BA SUNY Albany, MA University of Colorado, PhD University of Iowa

Jeanne Frelaut (2006)
Host Family Coordinator

Dr. Jean-Philippe Lemée (1981)
Art History, Coordinator of Student Travel
BA, MA, PhD University of Rennes

Pascal Montéville (1986)
Political Science and Global Issues, Coordinator of Special Programs, Director of Summer Program
BA University of Rennes
## Faculty and Staff

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<tr>
<th>SYA ITALY</th>
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<tbody>
<tr>
<td>Mathematics</td>
<td>History, Latin Language, Greek Language</td>
<td>Environmental Science, College Counseling Liaison, BA</td>
<td>Resident Director, Environmental Science</td>
<td>Host Family Coordinator, Co-Director of Summer Program</td>
<td>Italian Language</td>
<td>Literature, Journalism, Co-curriculars Coordinator</td>
<td>Spanish Language, Director of Summer Program</td>
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<tr>
<td>BS Villanova University, BA University of Michigan, MEd University of Georgia</td>
<td>BA/MA, Tuscia University</td>
<td>University of New Mexico</td>
<td>BS University of New Mexico, MA St. John's College</td>
<td>BA Tuscia University, MA University Ca’ Foscari, Venice</td>
<td>BA/MA University of Barcelona, MA University Ca’ Foscari, Venice</td>
<td>BA, MA, PhD University of Zaragoza</td>
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<td>Mina Mostamandy Qadir (2015)</td>
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<td>College Counseling Liaison/Dean of Students, BA, Teaching Certification Col State East Bay, MS National University</td>
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<td>History, Instructional Technology Coordinator</td>
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<td>BA, MA University of Brest, PhD University of Rennes</td>
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<td>M.S. agricultural engineering, M.S. Agricultural Sciences, University of Lorraine</td>
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<td>History, Art, Political Science</td>
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<td>English</td>
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<td>BS College of William &amp; Mary, MS Lehigh University, EdM Teacher’s College at Columbia University</td>
<td>BA, MA, PhD, Post-Doctoral Certificate Sapienza University of Rome</td>
<td>BS University of Wales, MS University of Madrid, MS and PhD University of Zaragoza</td>
<td>BA, MA, PhD University of Salamanca</td>
<td>BA/MA University of Barcelona, MA Municipal Conservatory of Barcelona</td>
<td>BA San Diego State University, MA Middlebury College</td>
<td>BS University of Boulder, MPH University of North Carolina</td>
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<td>Roberta Baroncini (2002)</td>
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<td>BA, MA, PhD, Post-Doctoral Certificate Sapienza University of Rome</td>
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<td>Dr. Daniele Gatti (2012)</td>
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<td>Italian Language and Culture, Global Citizenship</td>
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<tr>
<td>BA, MA, PhD Tuscia University</td>
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<td>David Lutchner (2005)</td>
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<td>Co-curriculars Coordinator</td>
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<td>Brad Park (2013)</td>
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<td>Assistant Resident Director/Dean of Students, English</td>
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<td>BA, MT University of Virginia</td>
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