



INTERNATIONAL
CHRISTIAN
SCHOOL

HIGH SCHOOL COURSE OFFERINGS

2019-2020

Updated June 2019

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SCHOOL MISSION AND GOALS

Mission Statement

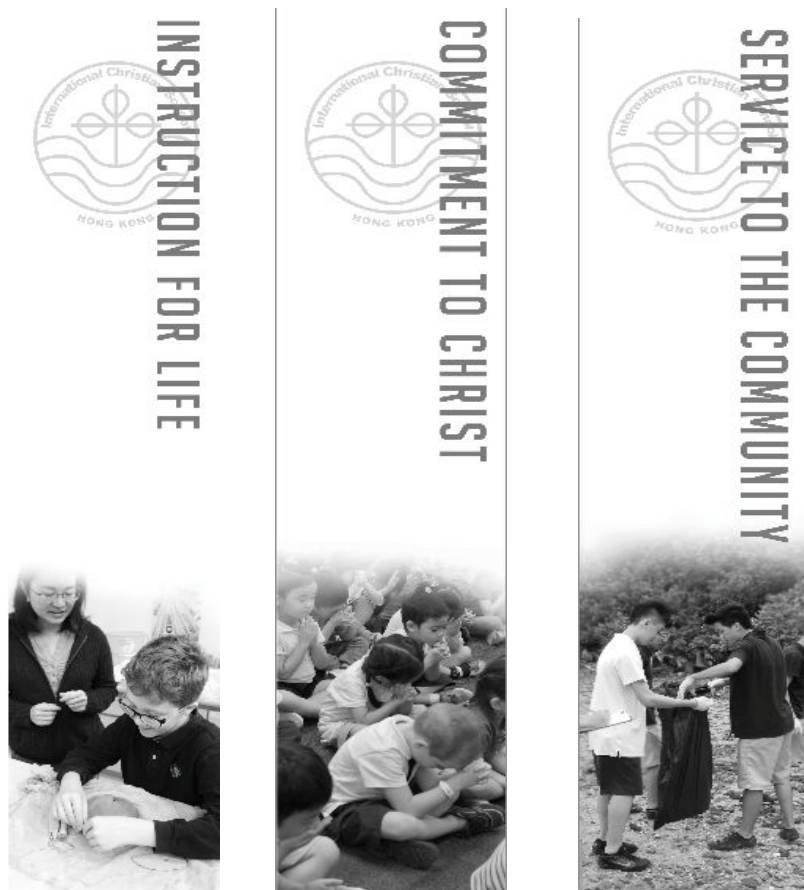
ICS equips students to serve and transform their communities by delivering excellent Christian education designed to cultivate their character, nurture their God-given abilities, and prepare them for life, including tertiary education.

Expected Schoolwide Learning Results (ESLRs)

All students will...
Identify and develop God-given abilities
Communicate effectively
Strive for excellence
Act as responsible members of the global community
Know, understand, and apply Biblical principles
Think independently, creatively, and analytically

Motto

Instruction for Life | Commitment to Christ | Service to the Community



CONTACT DETAILS

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2019-20 KEY ACADEMIC ADVISORY & SCHEDULING DATES FOR ACADEMIC YEAR 2019-20

Acad. Advisory & Scheduling Events	Date
<i>Key Dates for Course Changes 2019-20</i>	
Deadline to add honors	23 Aug
Deadline to drop honors (mid-Q1)	10 Sep
Deadline to switch to pass/fail or audit (mid-Q1)	10 Sep
Withdrawal deadline (end Q1)	18 Oct
S2 Add/drop session (Dec 2019)	4-6 Dec
Deadline to add honors for S2 courses	17 Jan
Deadline to drop honors for S2 courses (mid-Q3)	18 Feb
<i>Preliminary Course Selection for 2020-21</i>	
G9-11 (HS) Course sign-up assembly	13-14 Nov
G8 Course sign-up assembly	7 Nov
G8-11 Student Deadline	29 Nov
G8-11 Parent Deadline	2 Dec
<i>Final Course Selection Dates</i>	
G9-11 (HS) Course sign-up assembly	19-20 Feb
G8 Parent Intro. to HS Night	20 Feb
G8 Course sign-up assembly	26 Feb
G9-11 Course Emphasis Week	24-28 Feb
G7 Course sign-up assembly	27 Feb
Advisory course sign-up prep in Tribes	2-6 Mar
Individual advising with Admin Advisors for course sign-ups	5-13 Mar
G7-11 Student Deadline	13 Mar
G7-11 Parent Deadline	16 Mar
Add/drop session for 2020-21	11-15 May

ACADEMIC REQUIREMENTS, GUIDELINES, AND PROCEDURES

I. Graduation Requirements

Minimum Graduation Course Credits

Graduation requirements for the high school are based on four years of attendance. To graduate from ICS, a student must earn a minimum of 25 credits in total. Credit is awarded based on successful course completion. One credit is equal to a course taken for a full academic year.

In keeping with the philosophy and goals of ICS, each student is expected to earn minimum credits from various academic departments:

- 4.0 credits of English Language Arts
- 1.0 credit of Bible for each year in high school at ICS
- 3.0 credits of Math
- 2.0 credits of Social Science
- 2.0 credits of Science & Technology (lab-based science courses)
- 0.5 credits of Health
- 1.5 credits of Physical Education
- 2.0 credits of World Languages
- 2.0 credits of Fine & Performing Arts

Students are expected to register for a full load of courses (see section below on minimum course loads). This means that students who are in ICS all four years of HS will normally complete at least 26 credits by graduation. Thus, students will need to take courses above and beyond the minimum requirements stated above.

Universities commonly require credits over and above the minimum ICS graduation requirement. Many university admission policies demand four credits in the core disciplines (language arts, social sciences, world language, mathematics, and science). Students should carefully research university entry requirements, as these can vary widely from country to country and university to university, and can be very specific and stringent. During the course sign-up process, students will have the opportunity to consult with advisors to determine an appropriate course of study.

G12 courses are considered to be the top course in each subject area. At ICS, top courses may be studied in G11 or G12. Most universities normally require five or six G12 courses. Students need to check the admission requirements for each university and academic department they are interested in to determine if specific courses are required for their programs of study.

Students should beware of overloading themselves when making course selections. Six or more AP courses during High School is considered a challenging curriculum. Please consider course selection prayerfully and carefully.

Additional Graduation Requirements

In addition to the minimum course credits, each student must successfully complete the following requirements for each year of high school at ICS:

- 1 **Week Without Walls** activity
- 1 **Make A Difference** project (G11 students engage in 2-year projects that take them through to G12)

Minimum annual course loads and study halls

Students must take a minimum number of credits each year.

- G9 and G10 students must have a minimum of 7 credits per year
- G11 and G12 students must have a minimum of 6 credits per year

Credits can be earned in numerous ways:

- Courses during A – H blocks (0.5 credit per semester)
- Courses during P blocks (0.5 credit per year)
- **Unscheduled courses** such as Advanced Individual Sports Contract, Leadership (Football), and Independent Filmmaking (0.5 credit per course)
- Online ICS courses
- Approved external courses (including external online courses) as per the External Course Guidelines. Credits may vary. Such courses count toward the minimum annual course load.

Students in G9 – G11 will be assigned to a study hall for each block in which they do not have a class. G12 students will be assigned to study halls if they are enrolled in external online courses. Otherwise, they normally have off-campus privileges during free periods and are not assigned to study halls.

Exceptions to any of the above may be made from time-to-time at the discretion of the Academic Coordinator or the Principal.

Valedictorian and Salutatorian Determination

A Valedictorian (highest cumulative GPA) and Salutatorian (second highest cumulative GPA) are named from each graduating class. Only students who have studied at ICS for at least two high school years are eligible. The Valedictorian and Salutatorian are determined a week before graduation based on their cumulative GPA from ICS courses, including estimates from class teachers for G12 spring semester grades. The Valedictorian and ICS Award winner deliver speeches at the graduation ceremony. In the event that the Valedictorian *is* the ICS Award winner, then the Salutatorian will also give a speech.

II. Types of Courses

Course Numbering System

The first digit of the course number tells to which department the course belongs. For example, all HS courses with numbers beginning with 0 earn credit toward the English Language Arts graduation requirement. Higher course numbers do *not* necessarily imply a more advanced course or higher grade level.

Department indicated by the first digit:

0	English Language Arts	3	Social Sciences	6	World Languages
1	Bible	4	Science	7	Fine & Performing Arts
2	Math	5	PE or Health	8	Information and Technology Literacy

Required Courses

Certain courses are mandatory. All students are required to take these courses at the appropriate grade level.

- Grade 9 English Language Arts – G9
- Modern European History – G9
- Foundations of Faith 1 and 2 – G9
- Foundations of Biology, Chemistry, and Physics – G9
- Physical Education – 1-credit – G9
- Grade 10 English Language Arts – G10
- Spiritual Formation and L.E.A.D. – G10
- Asian Studies – G10
- Physical Education – 0.5-credit – G10
- Health – G10, G11, or G12
- Life of Christ, and Philosophy and Theology – G11
- Doctrine and Apologetics, and Christ and Culture – G12

Honors Courses

Honors courses are delivered by two approaches: dedicated courses and layered courses. In dedicated honors courses, all students registered for the course will receive honors credit. In layered courses, students may choose to take the course for either regular or honors credit. Those wishing to receive honors credit will be expected to complete more work at a higher level of difficulty than those taking the courses for regular credit. Students determine their preference during course sign-up. Most honors courses require students to have met prerequisite coursework. Students should check the descriptions of honors courses for their prerequisites.

A student who wishes to change from regular status to honors status in a layered course must do so within the first two weeks of each semester. A student who wishes to change from honors status to regular status in a layered course must do so before the mid-quarter. As honors courses will require extra work, students should be cautious about the number of honors courses that they attempt.

Students in extra-curricular music performing groups will be given honors credit if they are also enrolled in a curricular band (for band honors) or chorus class (for chorus honors). These students are eligible for honors credit in music since they participate for an extra hour of rehearsals each week, learn extra repertoire, and also have extra performances. Thus the after-school performing groups are part of a co-curricular music program.

The following courses are available for honors credit during the 2018-19 year:

Course Title	Dedicated	Layered
Advanced Honors Art (G11-12)	◇	
Honors American Literature (G11-12)	◇	
Honors British Literature (G11-12)	◇	
Chemistry (G10-12)	◇	
Foundations of Biology, Chemistry, and Physics		◇
Music (see above)		◇
Physics (G11-12)	◇	
Pre-Calculus (G11-12)	◇	
Advanced Honors Practical Workplace Chinese	◇	
Advanced Honors Chinese Literacy 7	◇	
Advanced Honors Chinese Literacy 8	◇	
Advanced Honors Chinese Literacy 9	◇	
Advanced Honors Chinese Literacy 10	◇	
Advanced Honors Professional Workplace Chinese	◇	
Advanced Honors Chinese Literacy 11	◇	

Advanced Placement (AP)

ICS offers a robust AP program to help prepare students for the demands of university education. The AP program permits students to take exams set by The College Board. Students who score well on the exams may receive college credit at the discretion of individual colleges and universities. AP courses expose students to rigorous academic programs that use college level material. Note that homework expectations may be significantly higher for AP courses than for non-AP courses. AP courses may also schedule “mock” AP exams on Saturdays in March and/or April. After the completion of the AP exams in May, AP classes will continue, but one block per cycle may be given to students as a study hall.

At ICS, AP enrollment requirements conform to the College Board’s equity policy:

“The College Board is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses and programs. All students who are willing to accept the challenge of a rigorous academic curriculum should be given consideration for admission to AP courses.”

Students will be accepted into AP courses on the basis of having successfully met all prerequisite coursework. The following AP courses will be offered in the 2019-20 school

year, conditional on sufficient enrollment in each course. See the course descriptions in this booklet for the prerequisites for each course.

During the course registration process, students will have opportunities to consult with the course teacher and with another advisor (a university advisor, the Academic Coordinator, the HS Principal, or a school counselor) to ensure that they are adequately prepared for AP studies.

The following AP courses are offered in the year 2019-20:

Biology & Lab	Music Theory
Chemistry & Lab	Physics 1 & Lab
Calculus AB / BC	Physics C
Chinese Language & Culture	Psychology
Computer Science	Research
Environmental Science	Seminar
English Language & Composition	Statistics
English Literature & Composition	Studio Art
European History	US History
Micro / Macro Economics	World History

Advanced Placement International Diploma (APID)

Students may earn the APID by earning a grade of at least 3 on the following five AP exam categories. Only exams for which ICS has an AP course are listed here.

- AP English Language and Composition, AP English Literature and Composition
- AP Chinese Language and Culture
- AP World History, AP Environmental Science, AP Macroeconomics
- One AP Exam from the sciences or mathematics content areas (Statistics, Calculus AB, Calculus BC, Biology, Chemistry, Environmental Science, Physics 1, Physics C, Computer Science)
- One additional AP exam in the content areas of social sciences, science, mathematics or arts - Statistics, Calculus AB, Calculus BC, Computer Science, Psychology, Microeconomics, U.S. History, European History, World History, Biology, Chemistry, Environmental Science, Music Theory, Physics 1, Physics C, Studio Art, Seminar, Research

AP Capstone Diploma

AP Capstone is an innovative diploma program offered by the College Board. It gives students an opportunity to apply critical thinking, collaborative problem-solving, and research skills in a cross-curricular context. AP Capstone is built on the foundation of a new, two-year high school course sequence - AP Seminar and AP Research - and is designed to complement and enhance the in-depth, discipline-specific study provided through AP courses.

In order to be eligible for the AP Capstone diploma, students need to take AP Seminar in G11, AP Research course in G12, and 4 other AP courses at any time between G9 -

G12. Students must receive at least a 3 or higher in each AP exam taken in this program in order to earn the AP Capstone Diploma. ICS started offering AP Seminar in 2017-18, and introduced AP Research in 2018-19. Students taking AP Seminar can choose to take the course for either English Language Arts or Social Science credit. AP Seminar can be taken as a standalone course. It is also a prerequisite for AP Research.

AP Capstone Student Recognition



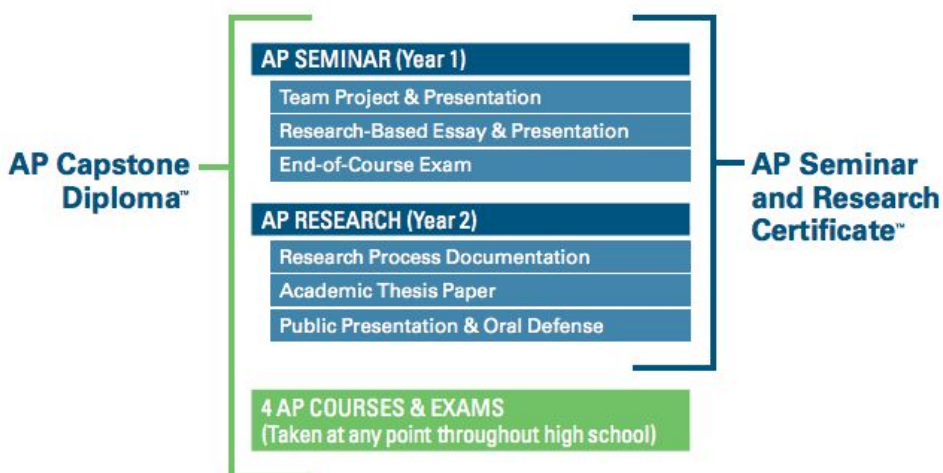
AP Capstone Diploma™

Students who earn scores of 3 or higher in both AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma™.



AP Seminar and Research Certificate™

Students who earn scores of 3 or higher in both AP Seminar and AP Research will receive the AP Seminar and Research Certificate™.



<https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-capstone/ap-capstone-brochure.pdf>

External Courses

ICS provides a wide array of course offerings to meet the majority of curricular needs of students. Occasionally ICS is not able to offer every course that is needed, or course schedule conflicts may prevent a student from taking a desired course offered at ICS, or a student may wish to gain experience learning in an online environment, and thus elect to take a course online that ICS does not offer. To help to fill these needs, ICS has chosen to allow students to access external courses (courses taken from another institution) including online learning platforms such as SevenStar Academy's courses with Biblical integration.

This document applies to students currently enrolled at ICS who desire to access courses from elsewhere. Other guidelines are in place for transfer students.

Types of Recognition:

Full Recognition: Credit earned from the external course counts toward the ICS

graduation requirements and is listed on the ICS transcript as a transferred credit. However, the grade earned is not calculated into the ICS G.P.A. When applying for university, transcripts received from the other institution(s) will be mailed together with ICS transcripts if requested by the university.

Exemption upon Testing Out: Students taking Math and World Languages courses externally will only be exempted from the corresponding course at ICS after passing our internal exam. Credits earned from an external course count toward the ICS graduation requirements. The grade earned is not calculated into the ICS G.P.A.

Recognition toward annual minimum course requirements: If the student has already met graduation requirements in a particular subject area at ICS, then credits earned externally do not have to be transferred into the ICS transcript. The student can simply submit external transcripts to universities along with ICS transcripts. However, approval is still helpful if the student would like those external courses to be added to their ICS transcript or because the minimum number of credits taken at ICS can be offset by credits taken externally.

Approval Procedures:

Approval is granted in advance of external coursework, not after. The student should complete and submit Part I of the form “Application for Recognition of an External Course” (found online on PS Learning, on the High School Student Resources page) to the Academic Coordinator during school hours at least two weeks before enrolling in the course. The Academic Coordinator must approve exceptions to required courses. Parental approval is required and teacher or university advisor recommendation may also be part of this application.

The institution offering the external course must be an accredited educational institution. Both summer courses and regular academic year courses can be considered for recognition as on-site learning or as distance learning.

The course content of the external course should normally match the course content of a corresponding ICS course to a high degree (as determined by the Academic Coordinator or HS Principal in consultation with ICS subject area teachers), and the number of contact hours should normally be comparable with the number of class hours for the corresponding ICS course.

Students and parents will be notified by email as to whether or not the external course will be recognized.

Students are not permitted to graduate early from ICS due to taking external courses.

Reporting and Communication:

Online courses: Students are responsible for reporting their progress periodically to the Online Learning Educational Assistant. ICS has a partnership with SevenStar Academy and NorthStar Academy. This enables the ICS Online Learning Educational Assistant to monitor students frequently if they are enrolled with these institutions. However, for other external course providers the student needs to report progress.

Other external courses: Progress in summer courses should be reported at the beginning of the school year to the Academic Coordinator. Courses completed during the semester should be reported at the end of each ICS Quarter.

Transfer Credits:

The student must pass the course with a passing grade of 60% or higher.

An official transcript showing grades granted from the institution offering the external course must be submitted to ICS for the credit(s) to be recognized. ICS will have direct access to student transcripts from Sevenstar Academy and NorthStar Academy. Credit earned from course(s) will be noted on student transcripts as one of the following:

- a. A “T” (Transfer Credit) Specific grades earned by the student will be noted on the student’s ICS transcript, but will not be considered in the calculation of the ICS student’s Grade Point Average (GPA).
- b. An “I” (incomplete) will be recorded temporarily if the course has not been completed by the end of the reporting period.
- c. A “W” (withdraw) will be recorded on the transcript if student withdraws from the course after the external provider’s deadline.
- d. A “TF” will be entered if the student receives an “F” on the external course and the course counted towards their annual minimum credit load. (Does not affect GPA.)
- e. A “TI” will be entered if the student did not complete the course and the course counted towards their annual minimum credit load. Once the course is passed, the grade will change to a “T”. (Does not affect GPA.)

Course Fees:

Students are responsible for paying all course fees relating to the external course, unless otherwise specified. For certain courses, students are eligible for reimbursement of course fees. However, for other courses there will be no reimbursement. ICS budgets a maximum number of students who can be reimbursed each year.

Courses for which reimbursement will be provided (upon successful completion) include those that have been identified by department chairs and approved by the secondary curriculum committee as courses that ICS desires to offer but for which enrollment numbers are too small to justify offering the course on site. Those courses can be found in the course descriptions for each department.

Students studying AP Computer Science will also be eligible for reimbursement. Students can apply for reimbursement after they have successfully completed the course within the academic year.

Students will need to pay for all other courses, including courses taken for credit recovery. Also, students will need to pay for the above-listed courses if the amount budgeted by the school for external course reimbursement has been spent.

Disclaimer: External course content may not match corresponding ICS course content exactly. Students who use an external course as a prerequisite for an ICS course should be aware that some lack of alignment in the courses might occur.

Additional Online Learning Conditions and Procedures:

1. Students (and their parents) who wish to participate in an online course must consider that online courses require a great deal of self-discipline, personal organization, and motivation. ICS wants to enable students to succeed in approved online courses, but successful completion of each course is ultimately the responsibility of the student. Students should provide the Online Learning Educational Assistant a learning plan that details major deadlines.
2. Students can sign up to two credits worth of online courses per year. However, a maximum of one credit worth of online courses will count toward the minimum number of credits required per year in each grade level. (For example, 6 credits are required in G11; a G11 student would need to take at least 5 credits of coursework at ICS). The maximum credit load allowed per year, including online and ICS courses, is 9. This can only be exceeded with special permission from the Academic Coordinator and HS Principal.
3. If students desire to take additional online courses, they must apply and gain pre-approval for each course. This protects and supports student learning by providing timely advice and consideration of student readiness.
4. ICS has carefully evaluated online course providers, and has chosen partners to provide ICS student access to their courses. ICS will continue to evaluate and consider new online course providers.
5. Students taking online courses during the school day in Blocks A-H should conduct their learning sessions at the designated online learning location. The Online Learning Educational Assistant will check attendance, coach students in being successful using the online platform, and monitor students' progress. Students are responsible to check their school email/PS Learning account daily. Not responding to notifications from the Online Learning Educational Assistant may result in disciplinary measures such as detention, or denial of future online course applications. Student learning behavior is monitored and learning behavior ratings are reported on PowerSchool and end of semester report cards.
6. The Online Learning Educational Assistant or the Assistant to the Academic Coordinator will help students with their online course registration after students attend their mandatory meeting with the Online Learning Educational Assistant.
7. There will be a mandatory meeting prior to signing up for an online course between the student and Online Learning Educational Assistant. Students should ask the Assistant to the Academic Coordinator to schedule this meeting. An optional parents' meeting will be arranged at the beginning of each semester to suggest how parents might support their teen's online learning at home.

III. Course Sign-up Guidelines and Procedures

Students are expected to read over and learn the details of the course sign-up procedures, course loads, and graduation expectations. They are encouraged to thoughtfully consider their choices using the Course Offerings Booklet. **Students should consult with their relevant teachers, academic advisors, and university advisors for progression planning and course selection.** When signing up for courses, students must bear in mind the following:

- Minimum annual course load requirements (see above)
- Credits they have already completed and credits needed to graduate
- Admissions requirements of universities/departments of interest to them
- Check the Course Offerings Book and/or with the relevant course teachers that prerequisite requirements are met
- Certain courses (e.g. Bible) are required
- Only certain courses may be taken more than once for credit (see “Re-taking Courses” in previous section)
- Students are advised to complete their required courses early on in high school if possible
- Students are advised to complete prerequisite courses early on in high school if possible (for example, a student highly interested in a 2D design focus for AP Art would want to take Drawing 1 and Painting 1 early)

Preliminary Course Sign-up (November)

All G8 to G11 students who will be returning the following year will undergo preliminary online course sign-up in November. Selection forms will be available to help students plan their high school courses. Students’ preliminary choices will determine the number of sections required for each course. Students should consider preliminary course sign-ups carefully to avoid disappointments getting into certain popular courses.

The final course sign-up season commences in late February when students will finalize their course choices.

Course Advising Period (January to March)

Students should use the correct grade level selection form to plan their courses thoughtfully and thoroughly. They should also discuss their course choices with parents. In addition, they should consult course teachers, tribe advisors, and academic advisors from the administration team to make well informed choices.

To help students understand the HS courses, course syllabi and AP summer homework will be available at course sign-up time. Students will have opportunities to discuss course contents and ask questions during Course Emphasis Week in January. Tribe advisors will advise students on course progression, graduation progress, college readiness, and workload considerations. Should students have additional questions, they can make appointments with academic advisors from the administration team including the High School Principal, the Supervisor of Secondary Academics, the University Advisors, the Secondary Counselors, or the Learning Support Teacher.

Final Course Sign-up (February)

Students are expected to follow the procedure to sign up for courses.

- Complete the correct grade level selection form thoughtfully and thoroughly.

- Obtain signatures from relevant course teachers to indicate advice is given.
- Attend a one-on-one advising session with the tribe advisor to ensure course choices meet grade level expectations.
- Following this advisory meeting, students must sign-up online, ensuring accurate data is entered.
- A parent/guardian should then approve online.

The Master Schedule

A computer-generated Master Schedule will be developed based on all data provided. This will provide for the needs of the majority of our students. G12 has scheduling priority, followed by Grades 11, 10, and then 9. Student schedules will be available online in May for students and parents. Students wishing to make adjustments to their schedule then have to go through the Add-Drop process (see section on Add/Drop procedure below).

AP Course Sign-up Considerations for G10 students

AP courses are considered top level courses in the departments that offer them. As such, they are usually offered to G11 and G12 students. G10 students may take one AP course in addition to AP Chinese and/or AP Music Theory, providing they meet appropriate prerequisites. Students must pass all G9 courses in addition to meeting particular prerequisites for the relevant AP course. Students are encouraged to seek wise counsel and to carefully consider their course and commitment load when making course selections. Please see the course descriptions and prerequisites in each of the department course offerings in this booklet. AP courses available at G10 include:

AP Statistics	AP Music Theory
AP US History	AP English Language and Composition
AP European History	AP Chinese Communication 4
AP World History	

Testing Out of Courses

We acknowledge that students learn in diverse ways and contexts and at varied paces. Students who believe they have already mastered the learning goals of a given course may request to test out of the course to show competency regarding the learning outcomes. For example, this might be done if the intention is to demonstrate knowledge of prerequisites so as to accelerate to another course.

1. Criteria: To successfully test out, a student must have a pass of 80% for each assessment required.
2. Credits: When a student tests out of a course, the course will not receive credit towards graduation requirements.
3. Transcript: When a student tests out of a course, the course will appear on the student's transcript as 'TO'.
4. Procedure:

- a. Discuss testing out with parents/guardian, seeking their approval.
- b. Seek pre-approval from the Academic Coordinator at least one month in advance of the course starting.
- c. Students who wish to test out of a course to commence an advanced course the following academic year should organize to test out at least one month prior to the end of the current year.
- d. Provide a rationale for testing out and explain how the learning was or would be acquired, such as through substantial self-study, tutoring, etc. Testing out will only be facilitated for students who are well prepared, to respect the time of graders and administration.
- e. Arrange with the Academic Coordinator a suitable time to test out of the course. This might mean sitting an exam individually or with the current cohort of students enrolled in the course, or a combination of the two where multiple assessments are required.

IV. Course Changes: Guidelines and Procedures

Add/Drop

The High School aims to meet student academic needs by providing a flexible system that allows students to better manage their schedules and course loads. This is done through the add/drop process where students may apply to switch courses or to move their classes around to create more convenient schedules. There will be an add/drop period in May to cater for different student needs.

Students must follow the procedure below to apply for such changes. All add/drop requests must be submitted within the add/drop period. An announcement will be made on PowerSchool Learning prior to the add/drop period. Add/drop requests received after the period will not be processed.

1. May: This add/drop period allows students to make changes to their scheduled courses for the next academic year after the master schedule is announced. This add/drop period only allows students to change their course selection. Other scheduling requests are not considered at this stage and will not be stored.
2. December: During the last 2 weeks of semester 1, students are allowed to change their semester 2 course choices. Changes to year-long courses are considered Late Withdrawals. Please refer to the section on Late Withdrawals below.
3. Process:
 - a. Download the add/drop form from the PowerSchool Learning add/drop announcement or from the link on the PSL sidebar.
 - b. Carefully complete the add/drop form with all necessary changes. Students should ensure accuracy of their requested changes, as erroneous and incomplete information will not be processed. Students may only turn in 2 add/drop forms per add/drop session.
 - c. Obtain signatures from a parent, the teachers of courses to be dropped, and the teachers of courses to be added.
 - d. A course teacher's signature is still required even if the change is just a movement between sections.

- e. Submit all change requests together to the Curriculum and Instruction Office within the add/drop period.

Switching to Regular/Honors Status for Layered Honors Courses

Students may only switch their honors status with layered courses - Hon./Foundations of Biology, Chemistry and Physics, AP/Microeconomics, AP/Macroeconomics, AP/Introduction to Psychology, AP Calculus AB/BC. Students desiring to switch status must complete an Add/Drop form. Deadline for switching to Honors or AP status is the end of the 2nd week of each semester. Deadline for dropping Honors or AP status is Mid-Quarter 1 / Mid-Quarter 3.

Switching a Course to Pass/Fail and Auditing

To allow students to participate in further learning opportunities beyond minimum requirements within High School while protecting their overall commitment level and well-being, G11 and G12 students who have met the minimum required credits within a department and the minimum amount of credits for the relevant grade will be permitted to take a Pass/Fail course or an Attendance Audit course. A maximum of 2 Attendance Audit, Pass/Fail, or External courses may be taken per year.

1. Pass/Fail

A Pass will not affect the student's GPA. However, it will give an additional credit and will appear on transcripts. A Fail will affect the GPA and provide no credit. Students will need to fully participate in class and complete work as designated up to a passing level. Students desiring to take a course as a Pass/Fail should indicate their intentions on the add/drop form. They will be signed up after all other add/drops have been fulfilled, providing there is room in the course. Students will have until Mid-Quarter 1 / Mid-Quarter 3 to adjust their course status to Pass/Fail providing they meet all criteria.

2. Attendance Audits

Attendance Audits require full participation in class. There will be no expectations outside of class except where a group project is involved. Group project participation requirements will be at teacher discretion. Students desiring to take a course as an Attendance Audit should indicate their intentions on the add/drop form within the Add/Drop period. They will be signed up after all other add/drops and Pass/Fail course subscribers have been fulfilled, providing there is room in the course. Attendance Audits do not appear on the transcript and do not affect credits or GPA. A student who is not participating fully in class or in group projects may be asked by the teacher to withdraw from the audit.

Late Withdrawal

We desire for students to make responsible and thoughtful decisions when selecting courses, therefore minimizing the need to make late course adjustments. Though we

want students to be resilient, we understand that at times student workloads may need some adjustments to better support their learning and well-being.

1. Deadline: The end of quarter 1.
2. Transcript: If the withdrawal is approved, the transcript will show a 'W' to indicate the withdrawal and the grade at the time of the withdrawal.
3. GPA: A withdrawal will not impact the student's GPA. No credit is earned for this course.
4. Conditions for granting approval:
 - The student has displayed good learning behaviors as judged by their teacher throughout the quarter
 - The student has regularly sought help and support from their teacher and others before making the decision to withdraw
 - The student does not need the course or credit for graduation
 - The student maintains the minimum credit load
 - The student requests the withdrawal in writing stating the reasons they would like to withdraw and explaining the responsibility they take for the situation
 - The student's parents request the withdrawal in writing to the Academic Coordinator, explaining the steps the student has taken to succeed in the course and the reason for the withdrawal.
5. University Considerations: If a G12 student has completed an early application and the course to be withdrawn is related to the potential major, university acceptance may be in jeopardy.
6. Future Course Selections: Students who withdraw from a course will be strongly advised against overloading themselves in future years.

Withdrawing from a Year-Long Course in Semester 2 (G11 and G12 only)

Year-long courses normally cannot be dropped or withdrawn past Mid-Quarter 1. For G11 and G12 students, an exception may be made under extraordinary circumstances to allow students to drop a year-long course at the end of Semester 1. If approved to withdraw, the student will receive credit for Semester 1 (unless an F was received) and a "W" (withdrawn) will appear in the transcript for Semester 2. The following special conditions apply:

- Graduation requirements in the subject being dropped have already been fulfilled
- The student has a D or F grade in Semester 1, or when the student can provide strong rationale for withdrawing from a course
- The course is not critical for the student's anticipated future plans
- Parents and the course teacher consent
- "Exemplary" or "Consistent" learning behaviors have been displayed during Semester 1

Final decision will be made by the Academic Coordinator in consultation with the High School Principal, the Dean of Curriculum and Instruction, and/or Student Services.

Administrative Withdrawal

At times, the school may make changes in a student's schedule due to scheduling conflicts, small class size, or placement in a different level of math or World Language. In such cases, students and parents will be emailed a copy of the new schedule.

Extended absences may result in the school withdrawing a student from a course.

Students who have missed 13 or more classes in a semester are at risk of not receiving credit for the course. This may result in the administration withdrawing the student from the course. An administrative withdrawal may be recorded on the transcript as a failed (F) grade (which would impact GPA) or a withdrawal (W) grade (which would not impact GPA). Extenuating circumstances would dictate the course of action.

V. Redeeming Credits

Retaking Courses

A student who fails a course may elect to re-take it. The latest attempt in the course will be used for calculating the GPA. The course taken earlier will appear in the transcript with the grade “R”, and will not contribute to either the GPA or the total number of credits earned. The student should contact the Academic Coordinator to ensure that this change is made on the transcript.

Required or mandatory courses must be re-taken if failed (or a comparable external course must be taken – see External Course Guidelines). If one semester of a year-long course is failed and one semester passed, the decision as to whether or not the course must be re-taken will be made by the Academic Coordinator or HS Principal in consultation with the subject teacher.

Credit Recovery

When a student receives an ‘I’ (incomplete) at the end of semester, they have two weeks to resolve the missing or inadequate work. After two weeks, if the ‘I’ (incomplete) grade has not been resolved or if the student has an ‘F’ (fail) in any subject, the student may explore three options for any credit essential for graduation:

1. Credit recovery – The student proposes a plan to the course teacher (copied to the Academic Coordinator) to complete the missing work or improve the work quality within three months. If the proposed plan is accepted by the teacher and school, the student must complete the work and meet the agreed upon deadlines. (Acceptance is at the discretion of the teacher). When the work is assessed, the grade will be updated to reflect the learning demonstrated. The ‘I/F’ grade will be changed to the new grade. Failure to meet the deadlines will result in the student only being able to access options 2 or 3 to recover the credit.
2. Repeat the course entirely – Upon successful completion of the course, the ‘I/F’ grade will be changed to ‘R’ (repeated), and the student will receive the new grade earned for the next assessment period.
3. Complete the course externally – Upon successful completion of a pre-approved external course (as evidenced by submission of a complete transcript from the external course provider), the ‘I/F’ grade will be changed to ‘R’ (repeated) and the external credit will be transferred onto their ICS transcript as a ‘T’ (transfer credit).

If at the end of the semester reporting period, the student still has an 'I', the GPA will be affected as if the student received an 'F' grade and the transcript will show 'I F'. If the student then completes credit recovery, then the GPA for this grade will be re-calculated with the updated grade.

Senior Credit Deficiency

This section outlines procedures related to participation in the ICS graduation ceremony and receiving an ICS HS diploma in cases of credit deficiencies.

ICS HS diplomas are given to students who have met all graduation requirements. Seniors participate in the ICS graduation ceremony when their transcript and grades indicate that they are projected to meet graduation requirements.

In the event that an ICS senior is not on track to meet graduation requirements, the following options are available:

OPTION A: Partner with ICS to meet graduation requirements and consequently graduate from ICS.

A1: Seniors whose transcript and current grades¹ **one week before graduation** indicate that they are projected to be **within one credit² of meeting graduation requirements** may participate in the graduation ceremony if they agree to finish all credits within 3 months of the last day of school. Upon completion of these credits and submission of official documentation, they will then receive an ICS HS diploma. If graduation credits have not been completed by this point, then they will not receive an ICS diploma. Option B will be the only remaining option.

A2: Seniors who do not meet the criteria noted above may not participate in the graduation ceremony. However, if, by the end of the spring semester of their senior year, their completed courses (including any external courses³) put them **within one credit⁴ of meeting graduation requirements**, they will be given an extension of three months from the last day of school within which to meet graduation requirements. Upon completion of these credits, and submission of official documentation, they will then receive an ICS HS diploma. If they have not completed the required graduation credits by this point, then they will not receive an ICS diploma. Option B will be the only remaining option.

A3: Students who are lacking 1.5 - 3.5 of the required credits for graduation^{5, 6, 7} by the end of the spring semester of their senior year may partner with ICS to complete these credits during the following school year. Students will pay for and take the needed courses externally for transfer credit. Students will also pay ICS tuition on a pro-rated basis⁸. Students will not come to school except as agreed⁹, and for services such as external course test proctoring. Students who complete all graduation requirements by the first week before graduation the following year may participate in the graduation ceremony the following year if they wish. If they have not completed the required graduation credits by this point, then they will not receive an ICS diploma. Option B will be the only remaining option.

OPTION B: Students may transfer their credits from ICS to another school where they shall work towards graduation according to the other school's graduation requirements. They will not receive an ICS HS diploma.

[1] Any external courses taken to regain credit need to be completed one week before graduation for the purposes of this projection.

[2] For the purposes of this calculation an incomplete WWW course and incomplete MAD project each count as 0.5 credits

[3] Only external courses completed by the last day of school will count in the determination of how many credits have been completed.

[4] See footnote 2.

[5] See footnote 2

[6] 3.5 credits is 50% of a "normal" senior load of 7 credits

[7] Only external courses completed by the last day of school will count in the determination of how many credits have been completed.

[8] Based on number of credits outstanding, as a percentage of the "normal" senior load of 7 credits. The exact amount may vary depending on additional ICS support needs, such as whether a student needs a MAD advisor.

[9] For example, attending WWW meetings, if the student was short on WWW requirements, or for agreed upon service.

DEPARTMENT PHILOSOPHY AND COURSES

English Language Arts Department - Philosophy and Courses

-4 credits required for graduation-

English Language Arts classes at ICS give students the tools to be effective, thoughtful readers, writers, speakers, listeners, and viewers. The skills gained in their English Language Arts classes are essential to them becoming active, strong, life-long learners and critical thinkers. Students will practice their reading, writing, listening, speaking, viewing and presenting skills as they interact with their peers, their teachers, and the wider world outside their classroom walls.

English Language Arts Course Progression Chart

Courses Offered	Prerequisites	9	10	11	12
024 Grade 9 English Language Arts	-	◇			
025 Grade 10 English Language Arts	024		◇		
013 Journalism	-	◇	◇	◇	◇
017 Rhetorical Writing & Speech	-	◇	◇	◇	◇
019 Poets and Poetry	-	◇	◇	◇	◇
050 Honors American Literature	025			◇	◇
051 Honors British Literature	025			◇	◇
052 College Writing	025			◇	◇
006 Novel & Creative Writing	025			◇	◇
020 AP English Language & Composition	025		#	◇	◇
009 AP English Literature & Composition	020 or 030/330 or 050 and 051				◇
AP Capstone Program					
030/330 AP Seminar	025			◇	◇
031 AP Research	030 or 330				◇

(This chart shows typical progression)

Notes:

1. Students may study Journalism and/or Rhetorical Writing & Speech at any point during grades 9 – 12 provided they take the relevant, required Grade 9 or Grade 10 English Language Arts course concurrently.
2. If a student wishes to take AP Language & Composition in G10, they must test out of Grade 10 English Language Arts.
3. Students who wish to focus on writing skills are encouraged to take College Writing. Students interested specifically in literature and critical writing skills are encouraged to take British and American Literature. A combination of both literature and writing classes is also possible.

024 Grade 9 English Language Arts**1**

Grade 9 Language Arts is an introductory course. The first semester covers a variety of literature, emphasizing active reading, critical reflection and literary analysis, and written response. The second semester focuses on mythology, a Shakespearean play, and another more extensive literary work. Concurrently, students will also develop their writing skills – both creative and analytical. They will be taught writing fundamentals including the Six Traits of Effective Writing, the writing process, research, and creative writing. It is intended that critically studying literature will inform, inspire, and develop writing and composition. Note: This is a required course for all G9 students.

025 Grade 10 English Language Arts

Grade 10 English Language Arts offers students a selection of poetry, short stories, novels, nonfiction, and drama. Students will also develop their skills of close reading, critical thinking, and scholarly writing. They will refine higher level analytical skills in literature, and practice both creative and expository writing genres. The practice of listening, speaking, and research will be reinforced, empowering students to express themselves in a clear, yet scholarly manner. This is a required course for all G10 students.

013 Journalism**.5**

The journalism course provides students with an opportunity to improve their writing skills and have their work read by the audience of the ICS school newspaper. Students will learn to write feature stories, editorials, personal profiles and columns, and will create editorial cartoons and photo stories. Journalism ethics and a career in journalism will be explored. Students will discuss and write about current news events. The final assessment in this course will be a portfolio containing a selection of the student's best work along with their reflections on the process of creating it. Prerequisite: None, however, there is a heavy writing load and students will find it very helpful to have completed Grade 9 English Language Arts. Students in G9 must take Grade 9 English Language Arts concurrently, and students in G10 must take Grade 10 English Language Arts concurrently. Students in grades 9 – 12 may take Journalism ONCE for English credit.

017 Rhetorical Writing and Speech**.5**

In this class, students will learn effective persuasive writing and speaking, especially the use of figures of speech and other compositional techniques. By completing this course students will understand the differences between spoken and written language, hone purpose-related research and writing skills, including brainstorming, outlining and drafting. Students will have four to five compositions to write and present over the course of the semester, including narrative, informative, and persuasive speeches with a call to action. As students share their writing through oral presentations, they will develop skills in listening, interpersonal and group communication, and public performance, as they grow in self-confidence in public settings. Prerequisite: None; however students in G9 must take Grade 9 English Language Arts concurrently, and students in G10 must take Grade 9 English Language Arts concurrently..

019 Poets and Poetry**.5**

Poets and Poetry, students will study the masters of poetic form and their craft with the intention of creating an appreciation for poetic form. Students will also learn how to use poetic forms and devices in order to create original compositions that shed light and new

perspectives on the world around us. Students will study poetry and become poets. Prerequisite: None, but students in G9 must take Grade 9 English Language Arts concurrently, and students in G10 must take Grade 10 English Language Arts concurrently.

052 College Writing 1

This course focuses on preparing students for university level writing. Students will learn the skills needed to be successful in an academic setting, such as seminar presentation, SAT vocabulary mastery, developing a resume and defending opinions. They will write research papers, college entrance essays, SAT and ACT essays, reviews, and articles. They will also explore writing genres that can enrich their personal lives such as family stories, poetry, travel blogs, advertisements, personal creeds, short stories, and dialogues. Students will gain the skills to be coherent communicators, and enhance their opportunity for success in whatever career they choose. College-level critical thinking and writing skills are expected of students by the end of the year. Prerequisites: G11 or above.

006 Novel and Creative Writing 1

This is a seminar course in which students will study a variety of novels from different countries, become familiar with their social, historical and cultural backgrounds, and examine themes and characters in the light of the ethos of those cultures. While studying the novels, students will also experiment with a variety of creative and personal writing, following the various steps of the writing process. Prerequisite: G11 or above.

050 Honors American Literature .5

This intensive semester course comprises an in-depth survey and analysis of American literature from the colonial period to the beginnings of the modern age. Students will be working on developing advanced levels of critical thinking and expository writing. Prerequisites: Grade 10 English Language Arts; G11 or above. Note: This course is required for students wishing to take AP English Literature. It is strongly recommended that students who intend to study AP US History also take Honors American Literature.

051 Honors British Literature .5

This intensive semester course comprises an in-depth survey and analysis of British Literature from the Anglo-Saxon period to the beginnings of 20th century writing. Students will be working on developing advanced levels of critical thinking and expository writing. Prerequisites: Grade 10 English Language Arts; G11 or above. Note: This course is required for students wishing to take AP English Literature. It is strongly recommended that students who intend to study AP World History also take Honors British Literature.

020 AP English Language and Composition 1

AP English Language and Composition is a course where students will read and critically analyze excellent writing. It focuses on the development and revision of evidence-based analytic and persuasive writing and the rhetorical analysis of non-fiction texts. They will deepen their understanding of the ways writers use language to communicate well. Writing assignments will include expository, analytical, and persuasive essays. Students evaluate, synthesize and cite research to support their arguments. In preparation for the College Board examination, students will receive practice in writing timed essays and in tackling multiple-choice questions. Students should be able to read and comprehend college-level texts and apply the conventions of standard written English in their writing. Prerequisite:

G11 or above. Students wishing to take this course in G10 must test out of Grade 10 English Language Arts course.

009 AP English Literature and Composition 1

AP English Literature and Composition is a seminar-style course in which students will read closely and critically analyze works from several genres and periods covering the 16th to the 20th century. They will deepen their understanding of the ways writers use language to provide both meaning and pleasure. Students will consider a work's structure, style, and themes, as well as the use of figurative language, symbolism, and tone. Writing is an integral part of this course. Writing assignments will focus on the critical analysis of literature, and will include expository, analytical, and persuasive essays. In preparation for the College Board examination, students will receive practice in writing timed essays and in tackling multiple-choice questions. Prerequisite: Honors British Literature and Honors American Literature, or AP Language and Composition, or teacher recommendation.

030 AP Seminar (AP Capstone Program) 1

AP Seminar is the first year of the AP Capstone program, taking AP Research for the second year is encouraged but not mandated. It engages students in cross-curricular inquiry, exploring the complexities of real-world topics and issues by analyzing multiple perspectives. Students will read and analyze a range of sources such as articles, images, videos, interviews, podcasts, research studies, and authored texts. In addition, students will learn to synthesize information from multiple sources, write research-based papers, formulate an argument, and design and deliver oral and visual presentations, both individually and as part of a team. Prerequisite: G11 or G12.

031 AP Research (AP Capstone Program) 1

AP Research is the second year (following AP Seminar) of the AP Capstone program. Students are responsible for designing, planning, and conducting a 3 month long research based investigation to address a research question of their choice. They will then spend quarter 3 writing up their findings and results. The course covers literature review; research methodology; employing ethical research practices; collecting data; and accessing, analyzing, and synthesizing information. Students document their processes and skill development, and record the development of their scholarly work in a graded portfolio. The course culminates in an academic paper of approximately 4000–5000 words and a presentation with an oral defense. Prerequisite: AP Seminar.

Bible Department - Philosophy and Courses

-1 credit for each year of HS at ICS required for graduation-

We believe that truth exists. It is found in the person of Jesus Christ, and is revealed in the Bible and in all creation. The Bible is the foundation of truth and expresses the narrative of God's purpose for the world and redemptive plan for mankind. It remains active and relevant for each person today. Students will be guided to cultivate their knowledge of this narrative and to pursue truth by developing a worldview through patterns of thought that are rigorous, intellectually coherent, and Biblically founded.

We believe that each student has been created in the image of God and, as such, is the object of God's redemptive work in Christ. Therefore, students will be given frequent and authentic opportunities to respond to the invitations of Christ. It is through the transforming work of Jesus Christ that students will be able to fulfill God's purpose and plan for their lives. Our goal is that students will be forming a value system based on Biblical principles that will influence their lifelong affections, decisions and actions. As students are supported through the process of learning to hear and obey God's voice, they will develop heart patterns that reflect the heart of God.

As students grow in their relationship with Jesus and their understanding of Christ's model of service, this becomes the basis and motivation for a life of serving others, a personal response to and a reflection of God's love and grace. The resulting attitude of service leads to action which is dependent on the power of the Holy Spirit and for the glory of God.

All students have two required semester courses.

	Fall Semester	Spring Semester
G9	Foundations of Faith 1	Foundations of Faith 2
G10	Spiritual Formation	L.E.A.D. (Leadership, Evangelism and Discipleship)
G11	Life of Christ	Philosophy & Theology
G12	Doctrine and Apologetics	Christ and Culture

120 Foundations of Faith 1 (Required course for G9) **.5**

This class will focus on inviting students to build a solid foundation of belief in the person of Christ and His teachings. Students will examine the Christ-centered Theistic worldview in comparison to other major worldviews and will gain an understanding of what it means to apply God's invitation to love Him with all their hearts, souls, and minds. Students will be challenged to apply the definitions of faith and truth in their examination of the claim of the Bible as God's collected book of inerrant revelation. Ultimately, the course will provide opportunity to gain an understanding of the whole of Scripture in view of the mission of God.

121 Foundations of Faith 2 (Required course for G9) **.5**

Foundations of Faith 2 invites students to answer the question "How do I understand and apply God's written revelation to my life?" The course begins by building upon the concept

of worldview by examining how our perspective of reality impacts our perspective of the Bible. The course then builds by inviting students to use the Christian understanding of reality to make sense of our disintegrated world and to view the narrative of Scripture from the perspective of understanding God's mission for humanity: to fill the earth with the reflection of His glory. Ultimately the course invites students to examine their own response to the invitation to participate in God's mission and to view the world through a Christ-centered lens.

122 Spiritual Formation (Required course for G10) **.5**

Students will understand that Christ's example in discipleship is the model for both the process of spiritual growth and the product of spiritual maturity. The stages of spiritual growth identified and utilized by Christ will be used as the outline for the course. Students will learn to apply the principles of spiritual growth taught by Christ and identify His model both personally and in the context of community.

123 Leadership, Evangelism & Discipleship (Required course for G10) **.5**

This course is designed to equip students to lead themselves and others through the process of reproducing Christ in their circles of influence. Students will develop a deep awareness and understanding of the doctrine of the *imago Dei* and how Christ equips each of us to reflect Him uniquely. Students will practice the skills and apply the principles of Christ-centered mission statements that guides them in the fulfillment of God's purposes through their lives. Through L.E.A.D., students will acquire the knowledge and understanding necessary for further growth, preparing them to reflect the Lord in their circles of influence.

124 Life of Christ (Required course for G11) **.5**

This class will focus on inviting students to become friends of Christ. Students will examine and apply the concept of Christ's role as our prophet, priest, and king. Students will gain an understanding of Jesus as the fulfillment of prophecy and will not only understand His place in history, but also His relevance to our lives today. Ultimately, the hope is that Jesus' life and message will transform students' lives as they gain a greater understanding of who Christ is in their individual lives, and personalize their response to Him.

126 Philosophy & Theology (Required course for G11) **.5**

This course combines the study of basic philosophy and Christ-centered theology with an exploration of the highly influential works of G.K. Chesterton, C.S. Lewis, and J.R.R. Tolkien, including: *Orthodoxy*, *Mere Christianity*, *The Great Divorce*, and selections from *The Silmarillion*, *The Hobbit*, and *Lord of the Rings*. Students also study original works from world-renowned philosophers such as Plato and Nietzsche. Class discussion is centered on becoming a real Christian and choosing to make one's faith personal, dynamic, active and joy-filled.

127 Doctrine & Apologetics (Required course for G12) **.5**

This course is designed to equip the Christian with answers to the most difficult questions posed by both believers and unbelievers. Within the theological framework, students will study major doctrines pertaining to the existence and nature of God, evil, the nature of man, Scripture as the source of truth, and the church as the body of Christ. Students will

understand and apply those doctrines in the context of living out one's faith in a contemporary culture of competing worldviews and relativism.

128 Christ & Culture (Required course for G12)

.5

The class will focus on challenging students with the eternal plan and purpose of God for the earth and their role in fulfilling His mission. Students will build a solid theological foundation for the biblical history of cultural interaction and response to the plan of God; examine key New Testament letters to early churches to identify early conflicts and victories; examine key historical witnesses and events up to the modern day challenges faced by this generation. Finally students will be challenged to reflect on God's plan for integration and develop a personal plan for responding to the invitation to participate in the mission of God beyond the walls of their classroom and to reflect Christ in their circles of influence.

Mathematics Department - Philosophy and Courses

-3 credits required for graduation-

Mathematics, the science of pattern discovery and pattern creation, reflects God's creation of mankind with creativity and rationality, as well as God's creation of a world with design. Mathematics is a conceptual tool that has proved valuable to other disciplines in seeking to understand the world.

The mathematics program at ICS aims to provide students with mathematical knowledge and skills, related skills^[1], attitudes^[2], and Biblically consistent perspectives^[3] that will prepare them for the needs of daily life, university, and the workplace.

To achieve these ends, the mathematics program offers a carefully aligned sequence of courses. Also, mathematics instruction involves differentiated instruction^[4], approaching mathematics using multiple representations^[5], creativity and problem-solving, real-world examples and applications, the integration of technology as appropriate, ethical considerations, written and oral communication, and a variety of assessment types aiming at outcomes across the spectrum of thinking levels.

[1] Related Skills: analysis, decision-making, problem-solving, communication, creativity, use of technology

[2] Attitudes: inquisitiveness, persistence, patience, collaboration, service

[3] Biblically Consistent Perspectives: ethical, understanding the nature of and limitations of mathematics, understanding the nature of humans as more than just rational

[4] Differentiated Instruction includes: direct instruction, student discovery, individual and collaborative learning, use of manipulatives.

[5] Multiple Representations: verbal, numerical, algebraic, graphical

Please see below two charts explaining Mathematics course offerings, typical progression, acceleration options, and illustrative pathways. These along with the course descriptions and accompanying prerequisites should inform decision-making. Students should consult with their relevant teachers, academic advisors, and university advisors for progression planning and course selection.

Mathematics Course Progression Chart

KEY: ◇ shows typical progression; # shows acceleration

		9	10	11	12
Courses Offered	Prerequisites	Grade level allowed to take course			
215 Algebra 1	None	◇			
208 Geometry	Algebra 1	◇	◇		
222 Math Modeling and Theory	Algebra 1, Geometry		◇	◇	◇
207 Algebra 2	Algebra 1, Geometry co-requisite	◇	◇	◇	◇
209 Pre-Calculus	Algebra 2 and Geometry (For details please refer to the course description)	#	◇	◇	◇
252 Honors Pre-Calculus	Algebra 2 and Geometry (For details please refer to the course description)	#	◇	◇	◇
210 Statistics	Algebra 1		◇	◇	◇
216 AP Statistics	Algebra 2			◇	◇
221H Calculus	Pre-Calculus		#	◇	◇
211 AP Calculus AB	B- or higher in Honors Pre-Calculus Or Department Approval		#	◇	◇
219 AP Calculus BC	A- or higher in Honors Pre-Calculus Or Department Approval		#	◇	◇

Notes:

1. Only courses taken in HS earn credit towards graduation.
2. Students taking Algebra 1 or Geometry in G8 and receiving a D or below will be required to repeat that respective course in G9
3. All students in Algebra 1, Algebra 2, Pre-Calculus, Statistics, or Calculus need to have a TI-84 graphing calculator.
4. Students taking external courses in Math can earn credit towards graduation. However, they are still required to complete the test-out test to ensure similar rigor.

Illustrative Pathways for Math (for reference only)

Illustrative Pathways	Pathway 1	Pathway 2	Pathway 3	Pathway 4
G8	Intro.to Algebra	Algebra 1	Algebra 1	Geometry
G9	Algebra 1	Geometry	Geometry & Algebra 2	Algebra 2
G10	Geometry	Algebra 2 &/or Statistics	Pre-Calculus or Hons. Pre-Calculus &/or Statistics or Math Modelling	Pre-Calculus or Hons. Pre-Calculus &/or Statistics or Math Modelling
G11	Algebra 2 or Statistics &/or Math Modelling	Math Modelling or Hons. Pre-Calculus &/or (AP) Statistics	Calculus or AP Calculus AB &/or (AP) Statistics or Math Modelling	Calculus or AP Calculus AB &/or (AP) Statistics
G12	Pre-Calculus or AP Statistics	Calculus / AP Calculus AB	Calculus or AP Calculus AB or BC &/or (AP) Statistics	Calculus or AP Calculus AB or BC &/or (AP) Statistics

215 Algebra 1

1

Students will learn the basic concepts needed to solve algebraic equations with one and two variables, as well as strategies in solving practical word-problem applications. The topics to be covered are Introduction to Algebra, Working with Real Numbers, Solving Equations and Problems, Polynomials, Factoring Polynomials, Fractions, Applying Fractions, Introduction to Functions, Systems of Linear Equations, Inequalities, Rational and Irrational Numbers, and Quadratic Functions. Prerequisites: None.

207 Algebra 2

1

This course deepens students' understanding of sequences and series, statistics, data analysis, systems of equations, probability, binomial theorem, and elementary functions (linear, quadratic, polynomial, square root, circle, exponential, logarithmic, trigonometric, and parametric). Prerequisites: Algebra 1 and Geometry (Geometry may be taken at the same time).

208 Geometry

1

Students will learn the essential concepts needed to perform geometric proofs, as well as relationships of topics in two-dimensional and three-dimensional geometry. The topics to be covered are Introduction to Geometry, Basic Reasoning and Proofs, Parallel and Perpendicular Lines, Triangles, Polygons, Circles, Surface Area and Volume, Transformations, Trigonometry, and Enrichment Topics. Prerequisites: Algebra 1.

222 Mathematical Modeling and Theory **1**

This course will be a study of how mathematics can model the world around us. Mathematical algorithms will be given their historical context and then used in modern applications. Students will be assessed at a basic mathematical level first, and secondly on a project set at the rigor level of the individual student. Units would include the math theory context, game analysis, sports kinematics, Biblical math, and financial math. Prerequisites: Algebra 1 and Geometry.

209 Pre-Calculus **1**

Students will examine the properties and real-world problem-modeling applications of various families of functions (linear, exponential, logarithmic, trigonometric, polynomial, rational, and parametric) using algebraic, numerical, and graphic perspectives. Prerequisites: Algebra 2. Geometry is also a normal prerequisite that is highly recommended, but with approval a student may take Geometry as a corequisite; G10 or above or departmental approval.

252 Honors Pre-Calculus **1**

In addition to the requirements of Pre-Calculus, Honors students will study elements of matrices, conic sections, polar coordinates and functions, vectors, sequences and series. Prerequisites: Geometry and A- in Algebra 2. Geometry may be taken as a corequisite with current teacher's approval; G10 or above or department approval.

210 Statistics **1**

Students will examine topics similar to the AP Statistics course (data production, probability, statistical inference and hypothesis testing), but at a less theoretical and more practical level. This course will also emphasize data organization and interpretation as encountered in daily life. If students wish to take AP Statistics later they will receive a total of 1.5 credits for both courses. The Statistics course credit will be altered to a value of 0.5 once the AP Statistics course is completed. Prerequisites: Algebra 1, G10 or above.

216 AP Statistics **1**

Students will examine data production (through observational or experimental studies), data organization and description, probability as a foundation for understanding statistical inference, and statistical inference and hypothesis testing (for population means, proportions, and distributions). This course is essentially equivalent to a first semester university statistics course. Technology will be used regularly; therefore a graphing calculator is REQUIRED. Students who score well on the external AP statistics exam may receive university credit. Prerequisites: Algebra 2; G10 or above.

221 Calculus **1**

This course consists of a full high school academic year of work that is at a high-school level of rigor. Time will be devoted to elementary functions before continuing into limit analysis, derivatives, and finishing with integral calculus. As opposed to the AP Calculus courses, this course is not intended to prepare students for taking the AP Calculus test specifically. It will rigorously teach the same standards yet not have the time pressures of taking the AP Calculus Exam in May. Prerequisites: Pre-Calculus; G11 or above.

211 AP Calculus AB**1.5**

The Advanced Placement Calculus AB course consists of a full high school academic year of work that is comparable to calculus courses in colleges and universities. It is expected that students who take an AP Calculus course will seek college credit, college placement, or both, from institutions of higher learning. The AP Calculus curriculum will spend some time on elementary functions, but most of the year will be devoted to topics in differential and integral calculus. Most colleges and universities grant advanced placement and credit to qualifying students as measured by the results of an AP Examination in May. Technology will be used regularly; therefore a graphing calculator is REQUIRED. Prerequisite: B- in Honors Pre-Calculus or department approval.

219 AP Calculus BC**1.5**

This course prepares students to take the AP Calculus BC exam. Students learn all of the skills and concepts from AP Calculus AB, as well as additional topics such as Taylor series, the basic calculus of parametric and polar functions, Euler's method, integration by parts, and partial fractions. Prerequisites: A- or above in Honors Pre-Calculus or department approval.

Social Sciences Department - Philosophy and Courses

-2 credits required for graduation-

The major purpose of the Social Sciences department is to prepare students to be rational, informed, and proactive members of a diverse yet interdependent global society.

To become proactive, students must develop the skills to analyze how decisions, actions and attitudes, both historic and contemporary, interact with culture and the environment. Social Science classes train students to apply a wide range of analytical skills, to develop their own conclusions, to respond effectively to issues from a Biblical worldview, and to communicate effectively within a cross-cultural context.

310 Modern European History 1

This course is a survey of Western European history from the Renaissance to the contemporary period. It investigates the salient social, political, economic, military, cultural, intellectual, and religious themes that have characterized Europe's impact on world history. Students will be required to read, write, role play, and complete projects over topics such as the Renaissance, Reformation, the consolidation of nation states, capitalism, imperialism, revolution, and the current disintegration of Soviet hegemony in Eastern Europe. Primary sources and appropriate audio-visual material will supplement the textbook. Students will also examine Modern European History, taking particular notice of the impact of different worldviews and their effects on individuals as well as societies. This course will be taught from a Biblical perspective, helping students understand, appreciate, value, and apply Biblical principles to their understanding of Modern European History. Note: This is a required course for G9.

305 Asian Studies 1

Asian Studies provides students with a multi-disciplinary perspective of Asia. The regional history, geography, philosophies and religions will be applied to the analysis of current problems, trends and events in the wider region. Prerequisite: Modern European History
Note: This is a required course for G10.

306 Microeconomics .5

Microeconomics is taught with the AP Microeconomics class. The purpose of the course is to expose students to major macroeconomic concepts and analysis. Students taking this course will not take the official College Board AP exam, and in general will be graded more leniently than the AP class. Students will be informed by the instructor when and how these modifications will be applied. Students are able to negotiate alternate grading arrangements with their teacher such as replacing a test with a portfolio of work that demonstrates understanding of the topics and objectives. Course content follows that of the AP Microeconomics course description.

318 AP Microeconomics .5

The purpose of the AP and regular Microeconomics course is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within an economic system from a Biblical perspective. It places emphasis on the nature and functions of product markets, and includes the study of factor markets and the role of government's impact on these specific economic units. Graphing and data interpretations will be key tools in comprehending how

the economy operates. Students will examine economics, taking particular notice of the impact of different worldviews and their effects on individuals as well as societies. This course will be taught from a Biblical perspective, helping students understand, appreciate, value, and apply Biblical principles to their economic reasoning. AP Students will take the AP Microeconomics test at the end of this course. Two credits of social science; G11 or above.

307 Macroeconomics .5

Macroeconomics is taught with the AP Macroeconomics class. The purpose of the course is to expose students to major macroeconomic concepts and analysis. Students taking this course will not take the official College Board AP exam, and in general will be graded more leniently than the AP class. Students will be informed by the instructor when and how these modifications will be applied. Students are able to negotiate alternate grading arrangements with their teacher such as replacing a test with a portfolio of work that demonstrates understanding of the topics and objectives. Course content follows that of the AP Macroeconomics course description.

319 AP Macroeconomics .5

Macroeconomics focuses on how the economic system works as a whole. Students study how the economy is measured by using concepts such as gross domestic product (GDP) and other indicators. Students engage in decision-making processes intended to create an environment where high employment and a higher standard of living are achievable using the economic tools of fiscal and monetary policy. Graphing, data interpretation, and Biblical evaluation will be stressed as tools to use in understanding how the economy operates. Students will examine economics, taking particular notice of the impact of different worldviews and their effects on individuals as well as societies. This course will be taught from a Biblical perspective, helping students understand, appreciate, value, and apply Biblical principles to their economic reasoning. AP Students will take the AP Macroeconomics test at the end of this course. Prerequisites: Two credits of social science; G11 or above.

309 Introduction to Psychology 1

Psychology translates into the “study of the soul”, and the field includes a vast array of topics such as personality, stress, human development, parenting styles, psychological disorders, the nervous system, conformity, learning, and more. This course introduces students to the science of psychology from a Biblical worldview. Students who choose to take this course will gain a much deeper understanding of self, others, and the world around them. Prerequisites: Two credits of social science; G11 or above.

Note: Students can only choose Introduction to Psychology OR AP Psychology.

Introduction to Psychology is not a prerequisite to AP Psychology, and students who take Introduction to Psychology should not subsequently take AP Psychology. Generally, students taking Introduction to Psychology are required to complete only ½ of the course expectations in AP Psychology in the areas of quizzes, tests, learning objectives, and semester exams.

317 AP Psychology 1

The purpose of AP Psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings from a Christian Worldview. Students will consider the psychological facts, principles, and phenomena associated with each of the

major subfields within psychology, including the history of psychology, the biological basis for psychology, human development, cognition, personality, and abnormal psychology and treatment. Students also learn about the ethics and methods psychologists use in their science and practice. Psychology is an extremely useful and diverse course, with relevance to students interested in business, education, medicine, law, and sports. It is often a prerequisite in the aforementioned fields in university. AP psychology provides a learning experience equivalent to that obtained in most college introductory psychology courses. Prerequisites: Two credits of social science; G11 or above. Note: Students can only choose either Introduction to Psychology OR AP Psychology, not both.

314 Introduction to Human Rights .5

(This course is not offered in 2019-20)

Introduction to Human Rights guides students to define Human Rights as expressed by both the international and Christian community. The course places importance on a range of case studies where human rights have been violated. These cases are examined with a historical perspective of the country, region or place, and these case studies are also analyzed from the perspective of the victims and the perpetrators. Prerequisites: G10 or above.

323 Middle East Studies .5

(This course is not offered in 2019-20)

Middle East Studies provides students with a multidisciplinary perspective on Southwest Asia. Careful examination of the regional history, geography, and religious milieu will be applied to the analysis of current problems, trends, and events in the wider region. Middle East Studies is a one-semester course. Prerequisites: Modern European History and Asian Studies; G11 or above. Note: Middle East Studies is a recommendation for AP World History when offered. (This prerequisite may be waived with teacher approval).

321 Introduction to Anthropology .5

(This course is not offered in 2019-20)

This course surveys and explains the cultural, linguistic and biological legacy of humankind, from antiquity to the present, using the research tools of anthropology. Anthropology is both a scientific and humanistic endeavor that attempts to explain the differences and similarities between and among human groups. Anthropology studies where people come from, who they are, what they do, and why they do it. The study of these principles will be grounded in a Biblical/Christian worldview perspective. This course will run if staffing allows. Prerequisite: G11 or above.

322 Introduction to Sociology .5

Introduction to Sociology analyzes human interaction and studies the application of scientific methods to the observation and analysis of social change, norms, groups, intergroup relations, social stratification, institutions, and basic socialization processes. This course provides information to guide students in developing an awareness of the processes involved in human interaction. To this end, the course is designed to provide students with opportunities to learn the basic elements of sociology as an analytical behavioral science, while also considering Biblical and Christian worldview perspectives related to human development. This course will run if staffing allows. Prerequisite: G11 or above.

308 AP US History 1

The AP US History gives juniors and seniors an opportunity for university credit. The course, spanning 1490 to 1990, has an in-depth and rigorous agenda. Students will consider various aspects of the American political, economic, social, cultural, intellectual, and diplomatic historical experience. Due to low numbers, this course will probably only be offered every second year. If this is a course you require, it is strongly suggested that you show your intention by signing up during preliminary course sign-up. If you leave it to G12, it may not be available. Prerequisites: Modern European History and Asian Studies; G10 with a 95% grade in Modern European History, G11 or above. American Literature Honors is also recommended (taken previously or concurrently).

316 AP World History 1

AP World History builds upon concepts and content from all of the prerequisite social science courses to compare world civilizations and analyze their interactions and their development over time. Given the wide breadth of subject matter it would benefit students to take as many history and literature courses as possible prior to enrolling in AP World History. Students may challenge the AP World History exam in order to gain university credit. Prerequisites: Modern European History and Asian Studies; G10 with a 95% grade in Modern European History, G11 or above with recommendation from course teacher. We recommend that students also take one of: Introduction to Human Rights, Middle East Studies, American and British Literature Honors, AP United States History, AP European History.

320 AP European History 1

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. Prerequisites: Modern European History and Asian Studies; G10 with a 95% grade in Modern European History, G11 or above.

330 AP Seminar (AP Capstone Program) 1

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students will use an inquiring framework to practice reading and analyzing articles, research studies, and foundational literary and philosophical texts. They will also listen to and view speeches, broadcasts, and personal accounts, and experience artistic works and performances. Students will learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Prerequisite: G11 or above.

Science & Technology Department - Philosophy and Courses

-2 credits from lab-based courses required for graduation-

Science is a method for gaining knowledge about the natural world and the body of knowledge that has been gathered over time using observation and experimentation. The ICS Science Department focuses on the areas of Life Science, Earth Science, Physical Science, and the Nature of Science.

As part of a Christian school, we seek to develop in students an appreciation for the orderliness and complexity of the natural world and for God as its Creator. We believe the natural world is one of the ways in which God reveals Himself to mankind (Rom. 1:20) and that He is its continual sustainer (Col. 1:15-17).

As part of a community of learners, we use a variety of instructional methods, with an emphasis on laboratory work and hands-on experience, to meet the needs of all students and to encourage them to work to the best of their abilities. We seek to develop students who are curious, capable of thinking scientifically, and able to work individually or as part of a team to solve problems. All courses follow the Next Generation Science Standards. They are lab and inquiry-based.

As a school that is actively engaged in, and witness to, the community, we seek to develop students who morally and ethically apply their scientific knowledge and higher level thinking skills to real life. The students will be prepared for further study of the sciences after graduation, and conscientious stewards of the environment.

Please see below two charts explaining Science course offerings, typical progression, acceleration options, and illustrative pathways. These along with the course descriptions and accompanying prerequisites should inform decision-making. Students should consult with their relevant teachers, academic advisors, and university advisors for progression planning and course selection.

Science Courses Offered and Progression

KEY: ◇ shows typical progression; # shows acceleration

		9	10	11	12
Courses Offered	Prerequisites	Grade level course offerings			
437 Foundations of Biology, Chemistry, and Physics (FBCP)	None	◇			
438 Hons. Foundations of Biology, Chemistry, and Physics (Hons. FBCP)	None	◇			
407 Chemistry	For details please refer to the course description	#	◇	◇	◇

451 Honors Chemistry	For details please refer to the course description	#	◇	◇	◇
476 Honors Physics	For details please refer to the course description	#	◇	◇	◇
410 Forensic Science	FBCP		◇	◇	◇
415 Earth Science not offered 2019-20	FBCP		◇	◇	◇
416 Environmental Science	FBCP		◇	◇	◇
417 Human Anatomy & Physiology	FBCP		◇	◇	◇
455 STEM (Principles of Engineering)	FBCP		◇	◇	◇
456 Robotics 1 not offered 2019-20	STEM		◇	◇	◇
457 Robotics 2 not offered 2019-20	STEM		◇	◇	◇
420 AP Environmental Science	FBCP, Chemistry or Physics			◇	◇
421 AP Physics 1 4212 AP Physics 1 Lab	FBCP, Honors Physics		#	◇	◇
423 AP Physics C	FBCP, Honors Physics, AP Physics 1 (For details please refer to the course description)			#	◇
435 AP Biology 436 AP Biology (Lab)	FBCP, Hons. Chem (For details please refer to the course description)		#	◇	◇
445 AP Chemistry 446 AP Chemistry (Lab)	FBCP, Chemistry Hons (For details please refer to the course description)		#	◇	◇

Notes for course selection

- All students must complete a minimum of 2 lab-based science credits to meet graduation requirements. Students wishing to pursue post-secondary education would be recommended to take at least 3 science credits.
- All students are required to take Foundations of Biology, Chemistry and Physics (FBCP) / FBCP Hons. in Grade 9.
- Students wanting to pursue a career in science need to make sure they have taken the necessary AP science courses combined with the necessary prerequisites (see course descriptions).
- Normally AP Science courses are offered to students in Grades 11 and 12. Students wishing to take these courses in 10th grade must show excellence in the necessary prerequisites.
- Suggested courses for specific science careers:
 - Engineering: Honors Physics, AP Physics 1 and C (STEM recommended)
 - Medicine: Honors Chemistry, AP Chemistry and AP Biology (in any order)
 - Other careers: consult with HS Science Teachers and University Counselors

Illustrative Pathways for Science (for reference only)

Illustrative pathways	Pathway 1 Minimum credits	Pathway 2 3-4 credit	Pathway 3 4.5 - 5 credits	Pathway 4 5+ credits	Pathway 5 Accelerated pathway 1	Pathway 6 Accelerated pathway 2
G9	Foundations of Biology, Chemistry and Physics (FBCP)	FBCP / Hons. FBCP	FBCP / Hons. FBCP	FBCP / Hons. FBCP	FBCP / Hons. FBCP and Hons. Physics	FBCP / Hons. FBCP and Hons. Chemistry
G10	Any one of: Chemistry, STEM / Forensic Science / Human Anatomy & Physiology / Earth Science / Environmental Science	Up to two of: Chemistry / Hons. Physics / Environmental Science	Hons. Physics &/or STEM	Hons. Chemistry	AP Physics 1 &/or STEM	AP Biology
G11			AP Physics 1 / AP Physics C &/or Robotics 1	AP Biology / AP Chemistry	AP Physics C / AP Biology / AP Chemistry / Robotics 1	AP Chemistry
G12		AP Environmental Science	AP Physics 1 / AP Physics C &/or Robotics 2	AP Biology / AP Chemistry	AP Physics C / AP Biology / AP Chemistry / Robotics 2	
		Potentially leading to careers in Environmental Science	Potentially leading to careers in Engineering	Potentially leading to careers in Medicine or Veterinary		

437 Foundations of Biology, Chemistry and Physics 1

This course introduces students to the basic principles of biology, chemistry, and physics and prepares them for more advanced study later on. This course is a 'doing' course, where the processes of science (modelling, investigating, analyzing, etc) are more important than memorizing facts. Biology components: cells and metabolism, genetics; physics component: kinematics, Newton's Laws, motion and energy (mechanics); chemistry component: matter - mass, volume, density, slope, significant figures, particles in motion; energy (movement vs temp; C, F and K temp range), gas laws, particles - elements in the periodic table.

438 Honors Foundations of Biology, Chemistry and Physics 1

The Honors Foundations of Biology, Chemistry, and Physics course challenges students with extra or higher level projects, and more difficult questioning than the regular

Foundations of Biology, Chemistry, and Physics course. Topics are consistent with the regular course, but will require deeper understanding. Students seeking to accelerate and who show high performance levels should take the Honor-level course.

407 Chemistry

1

This course is predominantly designed to be a practical and project-based introductory course covering core principles in general chemistry. A proportion of the course also covers central concepts found in organic chemistry and the life sciences. This course provides students with an authenticated learning experience, as chemical phenomena will be linked within industry and everyday life examples. This course is for students who are not intending to take the AP Chemistry Course but may wish to advance in other science related fields and wish to complete a practical-based science course. Prerequisites: Foundations of Biology and Physics; G10 or above.

451 Honors Chemistry

1

This course is designed as a precursor for AP Chemistry. Students will cover the six big ideas and principles found within AP Chemistry - atomic structure, physical properties of matter, chemical reactions, rates of reactions, thermochemistry, and equilibrium. They will perform experiments that will prepare them for the laboratory work found in AP Chemistry such as titrations and gravimetric analysis as well as stoichiometry. Students will be expected to perform complex calculations and inquiry-based laboratory work. Prerequisites: Foundations of Biology, Chemistry, and Physics: G10 or above.

G9 students wanting to take this course must meet the following criteria: 80% or above in G8 Algebra 1 in Q2, and 80% in G8 Science in Q2, and Learning Behaviors of 3 or above in G8 Science courses. Should any of the above criteria not be met, a recommendation for acceleration from the G8 science teacher is required. **Be aware:** This course will be taught at a rigorous pace, catering for mature science students, and students must take Foundations of Biology, Chemistry, and Physics at the same time. Note that if a student does not perform well, their GPA will be affected. G8 Students who believe they meet the criteria can apply for the acceleration opportunity during Quarter 3, when a form and due date will be posted on PowerSchool Learning.

476 Honors Physics

1

This is an introductory Physics course which engages students in understanding the physical world by constructing and using scientific models to describe, explain, predict and control physical phenomena. It provides students with basic conceptual tools for modeling physical objects and processes, especially mathematic, graphic, and diagrammatic representations. Instruction is organized into modeling cycles which move students through all phases of model development, evaluation, and application in concrete situations — thus promoting an integrated understanding of modeling processes and the acquisition of coordinated modeling skills. The course covers an introduction to scientific methods, particles moving with constant velocity and uniform acceleration, motion in two dimensions, balanced and unbalanced forces, the energy model, the impulsive force model, the central net force model and DC circuits. The skills, background knowledge and understanding learned in the Physics course will better prepare students for success in AP Physics 1. Prerequisites: Geometry. Corequisites: Foundations of Biology, Chemistry, and Physics (FBCP) and Algebra 2 can be taken concurrently.

- 410 Forensic Science .5**
 The aim of this course is to introduce students to scientific method and inquiry-based learning in the specific context of forensic science (science for the courts). The course is designed to utilize a wide range of scientific skills. Topics will include: crime scene, types of evidence, analysis of fingerprints, ballistics, blood analysis and blood splatter, autopsy, and drugs. Prerequisites: G10 or above.
- 415 Earth Science .5**
(This course is not offered in 2019-20)
 This elective course provides students with a basic understanding of Earth Science and Geology. Units covered include the Earth in Space, Model of the Earth, Tectonics, Earth Chemistry, Rocks and Minerals, Resources and Mining, Weathering and Erosion, Rock Records and the History of Continents. Some studies in astronomy will also be included. Prerequisites: None; G10 or above.
- 416 Environmental Science .5**
 Environmental science is a project based inquiry course that provides an introduction to the study of the environment. Students will study science as a process as it relates to the diversity and interconnectedness of ecosystems, the underlying chemistry of environmental issues, energy and alternatives, and the large-scale impact that humans have on the environment. Prerequisites: Foundations of Biology, Chemistry, and Physics, or Foundations of Biology and Physics; G10 or above.
- 417 Human Anatomy and Physiology .5**
 In this course students study the systems of the human body, focusing on specific organs and their functions. We will also look at diseases common to each system. This course is recommended (but not required) for those preparing to take AP Biology. Students who have already taken AP Biology may find this course somewhat repetitive, but they are able to learn more of the human body at a slower pace. Prerequisites: Foundations of Biology, Chemistry, and Physics, or Foundations of Biology and Physics; G10 or above.
- 455 STEM (Principles of Engineering) .5**
 This course exposes students to some of the major concepts that they will encounter in a post- secondary engineering course of study. Students have an opportunity to investigate engineering and high tech careers. STEM gives students the opportunity to develop skills and understanding of course concepts through activity, projects, and problem-based learning. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Topics include Energy sources and applications, Machine systems, fluid power, testing the strength and durability of materials and Kinematics. Please note that the course will use high school Physics/Chemistry concepts throughout the semester so the students should be enrolled in a Science course concurrently. Prerequisites: Foundations of Biology, Chemistry, and Physics (or Foundations of Biology and Physics), Algebra 1 and Algebra 2 (can be taken concurrently). Grade 10 or above.
- 456 Robotics 1 .5**
(This course is not offered in 2019-20)

Robotics 1 is a lab-based course that uses a hands-on approach to introduce the basic concepts of robotics, focusing on the construction and programming of autonomous mobile robots. The students will work in groups to build lab experiments and test more complex VEX robots. They will be learning about robotics engineering concepts related to sensor reading and mechanical systems. The students will be introduced to VEXnet, object manipulation, speed, power, torque & DC motors, drivetrain design, lifting mechanisms. This would be a Semester long course that could be followed by Robotics 2. Prerequisites: STEM (Principles of Engineering)

457 Robotics 2 .5

(This course is not offered in 2019-20)

Robotics 2 would involve advanced programming application of the learning from Robotics 1 in advanced application of the design and programming principles learned in Robotics 1. Prerequisites: Robotics 1

420 AP Environmental Science 1

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. The following themes provide a foundation for the structure of the AP Environmental Science course:

- Energy conversions underlie all ecological processes.
- The Earth itself is one interconnected system.
- Humans alter natural systems.
- Environmental problems have a cultural and social context.
- Human survival depends on developing practices that will achieve sustainable systems.

Prerequisites: Foundations of Biology, Chemistry, and Physics, and Chemistry or Honors Physics. Environmental Science would be an advantage. G11 or above.

421 AP Physics 1

AP Physics 1 is an algebra-based, college-level physics course. The aim of this course is to provide an in-depth study of core topics in Physics. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Prerequisites: Honors Physics, Geometry, and Algebra 2 (Algebra 2 can also be taken concurrently). Students must also enroll in AP Physics 1 Lab course (4212).

4212 AP Physics 1 Lab .5

This lab course will allow the students to have time to develop and undertake inquiry-based labs in Physics. The labs will be based on kinematics, dynamics, work and energy,

momentum and collisions, rotation and electric circuits. Prerequisites: This course must be done in conjunction with the AP Physics 1 course.

423 AP Physics C .5

This course prepares students for the AP Physics C: Mechanics exam and Electricity and Magnetism exam. The mechanics portion of the course provides instruction in each of the following six content areas: kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. The electricity and magnetism portion of the course provides instruction in each of the following five content areas: electrostatics; conductors, capacitors and dielectrics; electric circuits; magnetic fields; and electromagnetism.

The course will utilize guided inquiry and student-centered learning to foster the development of critical-thinking skills. It will use introductory differential and integral calculus throughout the course. Students have to complete a summer course in basic differentiation and integration. Prerequisite: AP Physics 1. Corequisite: AP Calculus. Students who have successfully completed Honors Physics with a "A" minimum could be considered for direct entry into this course.

435 AP Biology 1

This elective course is designed to be the equivalent of an introductory university biology course. The emphasis is on context rather than content, with an emphasis on inquiry-based learning in science. The AP Biology course is now focusing on four Big Ideas and will investigate: Evolution, Metabolism, Cells and Communication systems, Homeostasis and Coordination, Genetics, and Ecology. Minor labs are included but all major inquiry labs are completed during the AP Biology lab course. The theoretical aspects of the labs are part of this class. Students who sign up for this course must also sign up for the AP Biology Lab Course and will receive one and a half credits total. Students who score well on the external AP Exam may receive college credit. Prerequisites: (1) Foundations of Biology, Chemistry, and Physics, (2) Hons. Chemistry. Students must also enroll in AP Biology Lab course (435).

436 AP Biology (Lab) .5

This elective will allow the students to have time to develop and undertake inquiry-based lab experiments. Some of the labs will be long-term and require repetition to produce statistically valid results. Labs will include BLAST analysis, diffusion and osmosis, investigation of enzymes, cellular respiration of insects, photosynthesis, transpiration, bacterial transformation, and crime scene investigation using electrophoresis and animal behavior labs. Assessment will be by a range of presentations of the lab reports. This course must be done either before or in conjunction with AP Biology course work. Prerequisites: (1) Foundations of Biology, Chemistry, and Physics, (2) Chemistry or Honors Chemistry; (3) AP Biology taken concurrently.

445 AP Chemistry 1

This elective course is designed to be the equivalent of an introductory university chemistry course. The course will focus on Six Big Ideas and will investigate: Atomic Structure, Physical Properties of Matter, Chemical Reactions, Rates of Reactions, Thermochemistry, and Equilibrium. Students who sign up for this course must also sign up for the AP Chemistry Lab Course and will receive one and a half credits total. Students who complete this course will receive the AP Chemistry designation on their transcript and can attempt the

external AP Exam which may result in college credit. Prerequisites: G10 with a 95% or above in Honors Chemistry and C or above in all other subjects; G11 or 12 with a B grade or higher in Honors Chemistry, or AP Biology for accelerated students. Students must also enroll in AP Chemistry Lab course (446).

446 AP Chemistry (Lab) .5

This elective will allow the students to have time to develop and undertake inquiry-based lab experiments. Some of the labs will be long-term and require students to design experiments as they carry out inquiry-based lab work. Labs will include: Spectrophotometry, Gravimetric Analysis, Titrations, Chromatography, Qualitative Analysis, Redox Reactions, Kinetics, Equilibrium and Acid Base Experiments. Assessment will be by a range of lab reports and lab test. This course must be done in conjunction with AP Chemistry course work. Prerequisites: B grade or higher in Hons. Chemistry, G11 or 12, or AP Biology for accelerated students; AP Chemistry taken concurrently.

B. Technology Courses

Our Technology courses equip students with technical information, skills, and more; they also help students understand the social considerations and ethical implications of the use of technology from a Biblical perspective. Students will be challenged to directly apply their knowledge of technology to real life situations and to develop the lifelong skills of independently growing with and utilizing technology.

478 Audio Technology .5

(This course is not offered in 2019-20)

Audio Technology gives students the opportunity to acquire the skills of audio mixing and production by working on real audio sound mixes with professional mixing equipment. This course fills a technology need for students to have that golden opportunity to produce “non-live” audio. Students will be introduced to the DAW Logic Pro X and be given practical exercises to learn and challenge their skills in acoustics, audio gear and audio production. This course will be a layered course with Audio Technology (Independent Learning).

478A Audio Technology (Independent Learning) .5

(This course is not offered in 2019-20)

Audio Technology (Independent Learning) is a project-based course. Students will be given the opportunity during second semester to produce real projects for the Worship on the Word musical audio tracks. This is a great opportunity for audio-loving, music-loving tech students. This course will be a layered course with Audio Technology (800A). Students should complete an ‘Audio Technology Application Form’. Forms are available from the Audio Technology teacher and should be completed before course sign ups. Prerequisites: G10, Audio Technology(478), Worship on the Word preferable.

479D Foundations of Programming 1

(This course will be offered as an online course through Sevenstar Academy.)

Foundations of Programming teaches students the fundamentals of programming using the computer language Python. The course provides you with the concepts, techniques, and processes associated with computer programming and software development. You will also explore the many programming career opportunities available in this high-demand field. This course is part of a program of study that provides coherent and rigorous content needed for progression in the Information Technology career cluster. Many opportunities for programming practice are offered. The amount of time a student spends in this course will be directly related to their current programming experience.

480D AP Computer Science

1

(This course will be offered as an online course through Sevenstar Academy.)

This course enables students to understand and master important concepts of programming, and apply that to solve programming problems using different languages. Students will solve problems involving primitive data types, methods, and control statements. Later, their inquiry will evolve into the use of Object Oriented Programming (OOP), which is today's most common and practical way to develop software. Throughout the course, students will also grow to understand how computers process information. This understanding will deepen as students apply these concepts in algorithms that interact with external data. Through program development projects students will expand and secure their knowledge of programming. Prerequisite: Algebra 2.

Physical Education & Health Department

Health Education Philosophy and Courses

-0.5 credits required for graduation-

In the Health Education program at ICS we seek to help students develop the knowledge, skills, and attitudes needed to understand, value, and lead a healthy and fulfilling lifestyle which is pleasing to God. In so doing, students will be better prepared to become responsible global citizens and continue to develop a commitment to life planning with the leading and wisdom of God. Our curriculum guides and nurtures each student by promoting social well-being through positive relationships with God and people, and by giving students the means to make and act upon informed health decisions.

533	Health – Boys	.5
538	Health – Girls	.5

Students will explore and define the complexity of health and its effect on our relationships and purpose. They will reflect and analyze their past health in terms of health influences and accessibility of information, products and services. They will investigate a variety of health concepts before examining those in which they are personally interested, choosing from such topics as nutrition, rest, relationships, emotional well-being, addictions and change theory. Students will demonstrate skills that include goal setting, action planning, self-managing, analyzing, communicating, and decision-making as they seek to enhance their own health. Students will examine in-depth a topic of inquiry based on personal curiosity and/or concern, demonstrating research, interpersonal communication, and advocacy skills related to health promotion. Students will also demonstrate competency in first aid and CPR. Prerequisite: G10 or above. *This course is a graduation requirement.*

Physical Education Philosophy and Courses

-1.5 credits required for graduation-

In Physical Education our teachers seek to optimize the development of each student by teaching Biblical standards and values through a balance of physical, cognitive and character-building activities. We recognize and challenge the divergent needs of students in the spiritual, cognitive, affective, and psychomotor domains and we seek to provide students with many opportunities to experience success in a variety of activities while reinforcing their natural tendency to move and play.

Program delivery: Differentiation is at the core of our teaching practice. Therefore we strive to make each lesson a viable learning experience that is also physically challenging for our students. It is expected that all students will participate in all activities to the best of their ability. Students will be assessed in the cognitive, affective, and psychomotor domains in each course.

539	PE Boys G9	1
540	PE Girls G9	1

Students receive instruction in a variety of activities in order to learn key concepts applicable to all activities. Students will complete eight units on the following activities:

- Invasion games - Aussie rules, American Football, Basketball, Netball, Touch Rugby, Football, Handball
- Net & Wall games - Tennis, Badminton, Table Tennis, Squash
- Striking & Fielding games - Softball, Hockey, Ball hockey, Cricket
- Aquatics – Swimming, Bronze Medallion, SKWIM, Water Safety, Water Polo
- Movement Activities – Dance, Aerobics, Gymnastics
- Fitness Studies – Athletics, Circuits, Resistance Training
- Adventure & Outdoor Activities – Orienteering, Cooperative Games, Trust games, Initiative Games
- International Games – variety of games & pastimes played in other countries

Prerequisites: Required for G9

541	PE Boys G10	.5
542	PE Girls G10	.5
551	PE Boys G10	1
552	PE Girls G10	1

Students receive instruction in a variety of activities that challenge them to extend the skills and knowledge learned in grade 9. Teachers cover a combination of games and activities in order to teach key concepts applicable to all activities. Students complete four units on the following activities:

- Net & Wall games -Tennis, Badminton, Table Tennis, Squash, Short Tennis, Pickle Ball
- Aquatics – Swimming, Bronze Medallion, Skwim, Water Safety, Water Polo
- Fitness Studies – Athletics, Circuits, Resistance Training
- Invasion games - Aussie Rules, American Football, Basketball, Netball, Touch Rugby, Football, Handball

At least 0.5 credits of PE are required for G10.

549	PE G11/12 (Semester 1)	.5
550	PE G11/12 (Semester 2)	.5

This course is not an introductory course. It is an extension of the G10 PE courses, and is designed for students who are interested in a wide range of physical activities, who understand the importance of lifelong fitness, and who desire to learn the theory of how to maintain it. Students work on individual skills and learn team concepts and strategies that will enable them to be fit and healthy at whatever level they choose for the rest of their lives. In addition, students are taught basic knowledge of the sports sciences (Functional Anatomy, Exercise Physiology, Fitness Studies, Motor skill learning and Biomechanics) as related to the activities in which they are involved. Some of the activities covered in the course are:

- Net & Wall games -Tennis, Badminton, Table Tennis, Squash, Handball
- Aquatics – Swimming, Bronze Medallion, Skwim, Water Safety, Water Polo
- Fitness Studies - Athletics, Circuits, Resistance Training
- Invasion games - Aussie Rules, American Football, Basketball, Netball, Touch Rugby, Football
- Outdoor adventure games

Prerequisites: G9 and G10 PE.

505	Leadership in Physical Education	.5
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An advanced PE course focusing on leadership and student teaching. Members of this course will plan and implement quality PE lessons for members of the Bridges program. In conjunction with planning and teaching the ‘Adapted PE’ lessons throughout the semester, students will take part in the ASDAN Leadership course and will receive an ASDAN leadership certificate at the end of this course. This is a one-semester course that will consist of two parts:

- Lesson planning, teaching, and participating with the Bridges students.
- Completing the ASDAN Leadership course.

This is a course where students need to have a strong understanding of sport and movement concepts. Class time will be split between leadership coursework, activity planning, and activity time. Prerequisites: G11/12 and have completed the required PE credits for graduation. **Note:** Interested students must have a passion for service and a desire to grow in servant leadership. Students must be self disciplined and show initiative in planning and preparation. This course requires approval by Mr. Schroeder. Please send an email to Schroederw@ics.edu.hk explaining why you would be a good fit for this course.

571	Sport Team and Leadership (Football)	.5
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Members of the high school football team can apply to receive PE credit for football participation and leadership. Students must be part of the MAD (Make A Difference) course that works with elementary football students and must also participate in the autumn football tournament and Season 3 football. The course will have two elements:

- Team Training: Team evaluation and self-evaluation of the student’s performance.
- Leadership: Leading and coaching elementary classes.

This is a full-year course, so ongoing participation is required throughout the school year. As part of the class, students will lead a 10-week elementary coaching clinic. This will include submitting planning, reflection, and analysis. A reflective journal will also be required. Before taking this course students must get approval from the U20 football coach.

580AIC Advanced Individual Sports Contract (AISC)

.5

Students doing an active sport at an international or equivalent level must include the following conditions; G11 or above.

Recognition toward minimum course requirement:

- The student engages in regular training for a minimum of six hours per week for a minimum of 12 weeks duration.
- The sport must be done at a level beyond what can be done at school, or in an area not taught at school. Examples include HK sport international representative (HK Hockey Team), professional sports team (HK Professional Football League), participating regularly in international competitions (Asian teams of golf tournaments).
- The partnering organization is a legitimate sporting organization, approved by the PE Department Chair.
- The student keeps a log book detailing activities performed.
- The student participates in set self-reflection and analysis activities.
- Partnering coaches and teacher mentors shall complete assessment and analysis.
- The student attends individual teacher mentor meetings to discuss progress.

Conditions and Procedures

- Approval is granted in advance of the coursework, not after the fact. The student should complete and submit Part I of the form “Application for Recognition of Advanced Individual Sports Contract” to the Academic Coordinator or PE Department Chair during school hours at least two weeks before commencing the sport season. Part II of the form will be returned to the student indicating whether the course will be recognized.
- The sport organization offering the course must be approved by the PE Department Chair. Both summer courses and regular academic year courses can be considered for recognition.
- The student must pass the course with a C- grade or higher.
- Partnering coaches and teacher mentors must complete and submit assessment and analysis to ICS in order to be recognized.
- Having completed an external sport contract does not automatically mean that a reduced course load is permitted; a full course load is normally to be taken (up to the permitted number of study halls). However, while working on an external course whose duration overlaps with the majority of an ICS semester, one additional study hall will be permitted during that semester.
- Students are responsible for all fees relating to the external sport contract.
- Students are responsible for reporting their progress periodically to the relevant faculty advisor.
- Students / parents are responsible for obtaining appropriate medical liability insurance prior to the start of the sport, and providing ICS with proof of this insurance.

Disclaimer

External sport contract content may not match ICS course content exactly. Students who use an external sport contract should be aware that some lack of alignment in the courses may occur.

World Languages Department - Philosophy and Courses

-2 credits required for graduation-

Communication is at the heart of the human experience. It is our belief that the learning of languages is vital to an independent but global society. With the integration of Christian values, the learning of languages will reinforce students' respect and understanding of other cultures from a Biblical perspective and will enhance their willingness and readiness to communicate God's love to the world.

Through a practical and interactive approach, with the integration of instructional technology, students will develop the four communication skills: Listening, Speaking, Reading, and Writing, which enable them to interact effectively and actively in the global community.

The Chinese and Spanish programs at International Christian School cultivates students' ability to communicate in these languages with cultural competence, enriches students' knowledge about political, economic, and social aspects of the Chinese and Spanish-speaking communities, enables higher-order thinking, and equips students with the necessary language skills to face the challenges of the 21st century. Chinese Language will be taught throughout Middle and High School, and Spanish Language will be taught in from G8 onwards.

A. Chinese Language Program

Students in ICS represent a diverse range of linguistic and cultural backgrounds, from Chinese heritage families who speak Putonghua or a Chinese dialect, to those from Asian countries such as Japan and Korea, to those who are brought up with English as their only language. In order to accommodate different academic needs in Chinese learning, the school offers two streams of study: the Chinese Literacy Stream (CL) and the Chinese Communication Stream (CC). The placement of students takes into account their learning aptitude and potential in reading and writing. The medium of instruction is simplified characters in written form and Putonghua in spoken form.

Chinese Literacy Stream (CL)

The CL stream provides a Chinese language curriculum for students who demonstrate some ability to converse in Putonghua or a Chinese dialect and some knowledge in reading and writing Chinese. Students are prepared for a higher degree of competence in reading and writing in various literary forms and communication skills both orally and in writing. Putonghua is the instructional language.

Teaching materials are selected from those published in Mainland China, Taiwan, and Singapore, which are designed primarily for overseas Chinese learners. Resources from the Hong Kong local community and authentic materials are also integrated to enrich learning. At present, we use a series of teaching materials published by Jinan University Press for Teaching Chinese as a second Language, with corresponding online support.

Chinese Communication Stream (CC)

The CC stream is designed to provide a Chinese language course for students who have little or no experience in Chinese language. Students are prepared with the pronunciation system (Pinyin), orthography, sentence structure, discourse and culture of the language.

Communicative function is emphasized both orally and in practical writing forms. The language of instruction is mainly Putonghua, with English used for explanation where necessary.

Our teaching materials for the CC stream are designed for learning Chinese as a second language. They are published in mainland China, Taiwan, Australia, and the United States. Authentic materials and useful sites from the internet are also integrated for learning. Students will be prepared to sit for the Advanced Placement examination in Chinese Language and Culture during High School. An appropriate level of typing skill will be necessary for the examination.

Courses and Progression in HS

Normal progression from middle school Chinese classes into high school Chinese classes will be indicated by moving to the *same* level number, even though the course in high school will be more rigorous. Normal progression from a high school Chinese class to the next high school Chinese class will be indicated by moving to the *next* level.

The charts below show the possible world language courses open for each grade with a ✓.

HS Chinese	HS Chin Com 1 #643	HS Chin Com 2 #644	HS Chin Com 3 #646	HS Pre-AP Chin Com 4 #672	HS AP Chin Com 5 #673	HS Prac Wkpl Chin #656	HS Adv Hon Chin Lit 7 #671	HS Adv Hon Chin Lit 8 #654	HS Adv Hon Chin Lit 9 #661	HS Adv Hon Chin Lit 10 #662	HS Adv Hon Chin Lit 11 #663
										HS Pro Wkpl Chin #657	
G9	✓	✓	✓	✓	✓		✓	✓	✓	✓	
G10	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
G11	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
G12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

(This chart shows course availability)

Notes:

1. In high school, two credits of world languages, Chinese, Spanish or other languages, are required to graduate.
2. Students are not obligated to take the external AP examination even if they are enrolled in an AP course.
3. The homework load will be heavier in AP courses.

643 Chinese Communication 1

1

This CC course introduces the rules of Pinyin – the Romanization system, basic vocabulary and simple grammar. Students will demonstrate use of the language in daily situations, describing friends, family and common daily objects. Students will read and write with the assistance of Pinyin, and express orally in Putonghua or in written form one’s opinions with basic information. Prerequisites: students who finished MSCC Foundation, MSCC 1, or with no previous knowledge in Chinese language

- 644 Chinese Communication 2** **1**
 This CC course continues to develop the basic communication skills. More vocabulary and sentence structures regarding spatial relationship, directions, distance measurements, daily routines and living environment are covered. Foundation skills of Listening, Speaking, Reading and Writing are developed. Students will read and write with less assistance of Pinyin, and demonstrate more complex ideas in Putonghua and/or in Chinese characters. Chinese culture is introduced and the accuracy in Chinese character writing is expected. Prerequisites: students who attained a pass in the HS Chin Com 1, MSCC2, or equivalent
- 646 Chinese Communication 3** **1**
 This CC course continues to further develop the language ability in the four macro skills. Authentic materials are adopted in discussing Chinese culture and Cross-cultural awareness. Students will read and write with little assistance of Pinyin. A variety of practical genres is introduced for communication both in Putonghua and in writing. Critical thinking is involved in making personal judgment and from a Biblical perspective. Students will be recommended to sit for SAT II Chinese Subject test during the course. Prerequisites: students who attained a pass in the HS Chin Com 2, MSCC3, or equivalent.
- 672 Pre-AP Chinese Communication 4** **1**
 This CC course is comparable to a fourth semester (or the equivalent) college or university course in Mandarin Chinese. It aims to help students develop proficiency and knowledge of Chinese culture in greater depth. The course prepares students to sit for the AP Chinese examination the following year. Topics like social issues, economic issues, political issues and various aspects of Chinese culture will be incorporated in the course. Students will be exposed to articles in a variety of text types and learn to write in various literary forms. This course requires students to complete a cultural project and participate in 2 field trips in Hong Kong or China. Prerequisites: students who attained a pass in the MSCC4, HSCC 3, or equivalent.
- 673 AP Chinese Communication 5** **1**
 This CC course is a mid-high level in the Chinese Communication Stream. Students will be guided to further develop the ability to communicate in Chinese through learning more advanced and commonly used structures. The course prepares students to sit for the AP Chinese examination. Students will gain experience with the college-level work. Students who do well on the AP examination may receive advanced credit, placement, or both at certain institutions. Exemption is subject to individual colleges and universities. Topics like social issues, economic issues, political issues and various aspects of Chinese culture will be incorporated in the course. Students will be exposed to articles in a variety of text types and learn to write in various literary forms. Prerequisites: students who attained a pass in the HS Pre-AP Chin Com 4, or equivalent.
- 656 Advanced Honors Practical Workplace Chinese (level 6, 7)** **1**
 This course provides an opportunity for students to extend and apply their language skills from AP CC5 in a more practical, real-world context that may contribute to their future success in the workplace. This course helps students learn career skills and technical language skills in a workplace context. Students develop all four skills including listening, speaking, reading and writing. Students learn through communicative tasks and interesting scenarios, including workplace relationships and communication styles, interviews, role-plays, topic discussion, workplace presentations, case studies, writing and interpreting

workplace e-mails (and other written communication), workplace interpersonal interaction, and project management. Field trips, workplace visits, and other interaction with workplace professionals may be part of this course. Prerequisites: students who are in Grade 10 or above, attained a pass in MSCL7, or HSCC5, or above

671 Advanced Honors Chinese Literacy 7 1

This CL honors course is designed for students who have demonstrated a foundational level in reading and writing Chinese language. It aims to enhance the usage of the language by inputting a variety of vocabulary and syntax. Students will be taught doing narrative writing with an emphasis on scenery narration and illustrative writing in object illustration. This course will also bridge high school Communication stream to Literacy stream in the next level of language proficiency. Prerequisites: students who attained a pass in MSCL7 or HSPracWP, or equivalent.

654 Advanced Honors Chinese Literacy 8 1

This CL honors course aims to further enhance the skills of listening, speaking, reading, writing and typing Chinese. Customs of different races in China and folklores will be studied. Literature extracts in a variety of genres will be integrated as study materials. Writing of formal application letters, movie critics and illustrative writings will be adopted to further develop the writing skill. Prerequisites: students who attained a pass in HS Adv Hon Chin Lit 7, MSCL8, or equivalent.

661 Advanced Honors Chinese Literacy 9 1

In this CL honors course, students will be introduced to articles in a variety of genres. A number of contemporary writers and the history of the Chinese New Cultural Movement will be studied. Students also delve into some literature extracts and other contemporary materials. Writing will be more focused on descriptive and formal letter writing form. Oral presentations, storytelling and speeches with convincing messages are practiced in enhancing students' speaking skill. Prerequisites: students who attained a pass in HS Adv Hon Chin Lit 8, MSCL9, or equivalent.

657 Advanced Honors Professional Workplace Chinese (level 10, 11) 1

Professional workplace Chinese helps students learn career skills and technical language skills in a workplace context. Students develop all four skills including listening, speaking, reading and writing. Students learn through communicative tasks and workplace scenarios, including role-plays, topic discussions, workplace presentations, negotiation, examining case studies and situations involving cultural differences, and self-directed research. Field trips, workplace visits, and other interactions with workplace professionals may be part of this course. This course is similar to Practical Workplace Chinese but at a more advanced level of language proficiency. Prerequisites: students who are in grade 10 or above, and have attained a pass in Adv Hon CL 9 or above.

662 Advanced Honors Chinese Literacy 10 1

This CL honors course aims to further develop students' listening, speaking, reading and writing skills. Literatures written by writers from different countries will be studied. Some Chinese historical and famous figures will be introduced too. Students are expected to express themselves in descriptive writing, lyric writing, as well as argumentative writing. Critical thinking will be involved in listing one's arguments. Students will also further develop

their speaking skills in making presentations and movie critics. Prerequisites: students who attained a pass in HS Adv Hon Chin Lit 9 or ProWP Chin, or equivalent.

663 Advanced Honors Chinese Literacy 11 1

This CL honors course is the highest level in CL stream. Students will be guided to appreciate and compare different literature pieces of famous writers from Singapore, Taiwan, Hong Kong and Mainland China. Extensive reading from literatures in either Traditional Chinese characters or Simplified Chinese characters will be studied in this course. Students will have the opportunity to further strengthen oral communication skills through drama, news reports, and debates in Putonghua. Prerequisites: students who attained a pass in HS Adv Hon Chin Lit 10, or ProWP Chin, or equivalent.

B. Spanish Language Program

Students at ICS represent a diverse range of linguistic and cultural backgrounds, including American, Australian, British, Chinese, European, Japanese, Korean, and South Asian. The World Languages Department at ICS offers Spanish as one of the world languages, with four levels of instruction. These courses cover from the beginner to an advanced level, equipping students with diverse skills from basic vocabulary and grammar to sophisticated analysis of literary texts of past centuries, from conversational Spanish to detailed study of modern film. Students will discover and reflect Biblically on cultures rich in centuries of history in Spain and Spanish-speaking countries. The major portion of study is devoted to skills and content knowledge, which develops desired student progress in the areas of Spanish phonology and phonetics, syntax and structure, vocabulary, and culture.

Courses and Progression in HS

Placement of students takes into account their interest and/or prior learning. The medium of instruction is Spanish, with English used for explanation where necessary. Middle School Spanish 1, an introductory Spanish language course, is offered in G8. Students from this course may progress to Spanish 2 when they enter High School.

Spanish	MS Spanish 1 #665	Spanish 1 #667	Spanish 2 #668	Spanish 3 #669	Pre-AP Spanish 4 #670
G8	✓				
G9		✓	✓	✓	✓
G10		✓	✓	✓	✓
G11		✓	✓	✓	✓
G12		✓	✓	✓	✓

(This chart shows course availability)

667 Spanish 1 1

In Spanish 1, students will be introduced to the Spanish alphabet and pronunciation. Students will demonstrate use of the language in greetings, date and time, introducing oneself and family with basic personal information including physical appearance, character and clothing; shopping; the home; the neighborhood; weather and location of Spanish-speaking regions and their arts and crafts, etc. Students will be writing simple texts such as notes, emails and journal entries. Prerequisites: None.

668 Spanish 2 1

In Spanish 2, students will reinforce their prior knowledge and continue to develop grammar. Students will demonstrate use of the language in describing leisure activities, travel and immigration, school life, personal life, historical events, and people of Spanish-speaking countries. Students will be writing texts such as emails, stories, news articles, travel brochures, informal letters and narrative writings, incorporating one's opinion when comparing or contrasting information. Prerequisites: Spanish 1, MS Spanish 1, or equivalent.

669 Spanish 3 1

In Spanish 3, students will continue to strengthen their prior knowledge and develop more complex grammar. Students will demonstrate use of the language in habits, childhood, ideal candidates for a job position, and comparing the culture, social habits and customs in Spain or Spanish-speaking countries to one's own. Students will be writing texts such as resumes, life stories, biographies and travel journals. Students will express opinions or desires through debates, giving advice, and/or expressing actions that are prohibited. Prerequisites: students who attained a pass in Spanish 2 or equivalent.

670 Pre-AP Spanish 4 1

In Spanish 4, students will continue building upon prior knowledge while developing a more complex grammar and vocabulary. Students will practise to communicate important life experiences, elaborate on the arts as a cultural expression through painting, sculpture, music and dance, express opinions and perspectives on topics related to health and nutrition, personality traits, conflict resolution, future professions, and issues of historical and environmental concern. This course will also prepare students for AP course in the following year and develop language proficiency through application of interpersonal communication, presentational writing and speaking, and interpretive reading, writing, listening and speaking. Prerequisites: students who attained a pass in Spanish 3 or equivalent.

Fine and Performing Arts Department - Philosophy and Courses

-2 credits of Fine and Performing Arts required for graduation-

Fine and Performing Arts is valued at ICS because it is integral to the total human experience and uniquely mirrors God's creative image. An effective and challenging curriculum in Fine and Performing Arts provides students with an opportunity to identify, develop, and celebrate their God-given abilities, and it provides an avenue for expressing creativity, beauty, and spirituality. The Fine and Performing Arts Department offers a wide range of courses in these four diverse areas - Visual Art, Theater Art, Music, and Media Studies.

A. Visual Art Courses

Throughout history, the visual arts have been an inseparable part of the human journey, describing, defining, and deepening that experience. In contemporary society, artwork has become so embedded in our daily lives that we cannot help but respond to it. Visual arts education therefore is necessary to empower each student to make critical judgments and appropriate responses regarding art – to be able to reflect on artwork as viewer, creator, or participant. The visual arts courses include the four disciplines of 1) creative expression, 2) art history and culture, 3) understanding of aesthetics, and 4) art criticism and review. In addition, we believe that the visual arts are gifted to us by God and the purpose of the creation of art is to glorify Him. By weaving together these five aspects of learning, we are preparing students for a lifelong interaction with the visual world around them.

Progression chart for students aiming to take AP Art (2D or 3D)

	2D-Pathway 1 (ideal 2D)	2D-Pathway 2 **	2D-Pathway 3 ***	3D-Pathway 4 (ideal 3D)	Electives
G9	Drawing 1 Painting 1	Drawing 1 Painting 1		Ceramics 1 and Ceramics 2 and/or Ceramics 3 (1-credit)	Digital Design 1 Digital Design 2 Photography 1 Photography 2 Ceramics 1 Ceramics 2 Ceramics 3
G10	Drawing 2 Painting 2				
G11	Advanced Art*	Drawing 2 Painting 2 Advanced Art*	Drawing 1 Painting 1 or Advanced Art	Advanced Art*	
G12	AP Art*	AP Art*	Drawing 2 Painting 2 AP Art*	AP Art*	

(This chart shows typical progression)

* Indicates a yearlong course (1 credit); the rest are semester courses (.5 credit).

** Drawing 1 and Painting 1 can be taken either in G9 or G10. In G11, it is optional (although recommended) for the student to take Drawing 2 and Painting 2 in addition to Advanced Art Honors (required for AP).

*** Students choosing option 3 could bypass Drawing and Painting 1 and move directly into Advanced Art by presenting a portfolio of past work for review. Because it will be necessary for students in this stream to build their portfolio, it is strongly recommended (but not required) to take both Drawing/Painting 2 and AP Art in G12. This pathway is not recommended.

Additional elective courses may be taken throughout the four years of high school to aid in building portfolios as well as exposing the student to a wider variety of art techniques. Students who wish to take AP Studio Art concentrating on either photography or digital design must complete at least one course in Photography and/or Graphic Design before the AP year.

712 Drawing 1 .5

Concentrating entirely on enhancing drawing skills, this first semester course will include the black and white media of graphite, charcoal, and pen and ink. Available to all grade levels, this course provides a good starting point for incoming freshmen who are interested in following a visual arts track in high school, or for anyone interested in taking a basic art course. Prerequisites: None.

711 Painting 1 .5

This course introduces students to two major paint types: watercolor and acrylic. The first half of the course will consist of watercolor work, with acrylic study beginning in the second half. The course is offered in the second semester, and is available to all grade levels. Freshmen students with an interest in art are encouraged to take this course as a follow up to the first semester Drawing course as a beginning to their education in the visual arts. Others interested in taking a basic art course are encouraged to join. Prerequisites: None.

707 Drawing 2 .5

Picking up where Drawing 1 left off, this course will include colored media such as colored pencil and oilbar. The course will also focus on drawing from observation and learning to work more quickly. Recommended for G10 and G11 students considering advanced or AP Studio Art in the future, or for students interested in improving drawing skills. Prerequisites: Drawing 1 or permission of the instructor; G10 standing or above.

708 Painting 2 .5

Students who have completed Painting 1 can continue developing their painting skills in this course. Projects are more experimental and expressive as we seek to explore the exciting possibilities of the medium of paint. Recommended for G10 and G11 considering Advanced or AP art in the future. Prerequisites: Painting 1 or permission of the instructor; G10 or above.

715 Photography 1 .5

The history of photography will be briefly covered, but the main goal of the course is to increase understanding of the camera. Projects are designed to incorporate different functions of a single lens reflex (SLR) camera. The course will focus on digital photography, but students may have the option to experiment with darkroom printing techniques. Note: Students must have an advanced SLR camera with automatic and manual functions. The school provides print developing, cardstock paper for mounting photographs, and Adobe Photoshop for editing; but be aware that at times students may be required to pay for developing themselves. Prerequisites: G10 or above. Note: Students must have access to an advanced SLR camera with automatic and manual functions, either film or digital.

784 Photography 2 .5

In Photography 2, students will experiment with more advanced techniques in either the darkroom or with digital photography. Photography 2 students can work towards building an AP Studio Art: 2D design portfolio during the course; G11 students can enroll in AP art the following year to continue their studies in photography, while G12 students can take the course simultaneously with AP art. Prerequisites: Photography 1; G11 or above. Note: Students must have access to an advanced SLR camera with automatic and manual functions, either film or digital.

7143 Digital Design 1 .5

The world we live in today is becoming more and more digital, and everything around us is designed. Even students who go on to study disciplines that are not within the realm of the Visual Arts will benefit from the ability to be able to use programs such as those in the Adobe Creative Suite to complete design work in their future careers. In this course, students will learn design and composition through projects involving layout design, advertising design, poster design, and product design. While the emphasis will be on design for print graphics, the tools and techniques will translate to web graphics as well. Students will learn both the Adobe Indesign program and the Adobe Photoshop program; prior knowledge of the programs is not necessary. Prerequisites: G10 or above.

7833 Digital Design 2 .5

Students will again focus on using the Adobe Indesign and Photoshop programs to create print graphics. This course will also introduce Adobe Illustrator. In addition to using the computer to create practical designs, emphasis will be placed on using the computer as a more creative tool for the purpose of producing digital artwork. Students who complete this course may consider taking AP Studio Art as a senior, with a focus on digital artwork. Prerequisites: Digital Design 1; G11 or above.

754 Ceramics 1 .5

This course is an addition to our 3D art program, with a focus on the complete ceramics process. Fundamental techniques in clay formation, decoration, and glazing are taught. Students will be exposed to hand-built pottery projects and will be introduced to the potter's wheel. After completing Ceramics 1, students who wish to continue with this medium can choose between Ceramics 2 (sculpture) or Ceramics 3 (wheel throwing). Prerequisites: None.

782 Ceramics 2 .5

Building on the skills learned in the Ceramics 1 course, students will increase mastery of sculpting techniques. Students will continue experimentation with both hand building and theme based work, and will have the opportunity to sculpt with clay using their own conceptual ideas in specific themes. Prerequisites: Ceramics 1.

7831 Ceramics 3 .5

Building on the skills learned in the Ceramics 1 course, students will increase mastery of wheel throwing techniques. They will continue experimentation with a focus on wheel throwing and altering wheel thrown work, and will have the opportunity to make bowls, cylinders, teapots, and sets with specific themes. Prerequisites: Ceramics 1.

7893 Independent Ceramics .5

(This course may be taken multiple times for credit)

This course is designed for the ceramics student who is interested in developing a body of work for exhibition, presentation, or for an AP 3D-Art portfolio. Students will work with the teacher mentor to increase their understanding of glazes and kilns, and will have greater opportunity to use hand-building and or throwing techniques to express their own creativity and critical thinking skills in building their forms. Included are discussions of how surface embellishment and firing processes affect both the function and aesthetics of the ceramic object. Prerequisites: Ceramics 1, Ceramics 2, and Ceramics 3, or with teacher signature after completing Ceramics 1 followed by Ceramics 2 or Ceramics 3.

716 Yearbook 1

Students will produce all elements of the annual yearbook, including photography, design, layout, and composition. Students will also learn the Adobe InDesign program. In addition, the yearbook staff needs writers, designers, photographers, and artists. Open to juniors and seniors, the team especially needs a core of juniors who will commit to two years on staff. Prerequisites: One year of high school art or permission of instructor; G11 or above.

717 Advanced Honors Art 1

This yearlong course is designed for those who are both strongly interested and highly skilled in art, and who are considering a career in the visual arts. In addition to project work, students will complete a number of out-of-class assignments and a substantial art history unit. Students considering AP Art are encouraged to take this class as juniors, in order to build a strong portfolio for their AP year. Students taking the course will either choose a 2D stream or a 3D stream, based on prerequisites, interest, and what type of AP portfolio they are interested in producing. The 2D stream will be drawing and painting based, but will include other media such as print-making and cut paper. The 3D course will focus on sculpture in multiple media, but ceramics will not be included. The course is an Honors Level course. Prerequisites: G11 or above and a minimum of one year of high school art. For students in the 2D stream, at least one drawing and at least one painting class must have been completed. For students in the 3D stream, one year of 3D courses is required (Ceramics 1, Ceramics 2 and/or 3).

718 AP Studio Art 1

This course is the culmination of the high school art courses. Although all interested students who have met the prerequisites are welcome, AP art is specifically aimed at those who are considering art schools for university and art as a career. Students will complete a thematic twelve-piece portfolio of their own concepts and design, concentrating on techniques and media with which they excel. Any medium is acceptable: drawing, painting, photography, digital design, 3D/ceramics, or other medium such as cut paper. Participants have the option of submitting the portfolio to The College Board for Advanced Placement credit. Prerequisites: G12 only.

AP Studio Art Photography - Interested students will be required to complete both Photography 1 and Photography 2 by the end of the junior year.

AP Studio Art Digital Design - Interested students will be required to complete both Digital Design 1 and 2 by the end of the junior year.

AP studio Art 3D - Interested students will be required to complete a minimum of two full years of 3D art courses by the end of the junior year. Ceramics 1, Ceramics 2, Ceramics 3, 3D art, and Honors Advanced Art 3D will count toward this total.

AP Studio Art Drawing or 2D Design - Interested students will be required to complete a minimum of two full years of art courses including one Drawing course and one Painting course, as well as Honors Advanced Art. It is highly recommended for students to complete three years of art before beginning the course, picking up a second Drawing course and a second Painting course.

B. Theater Arts Philosophy and Courses

Drama enriches us spiritually, emotionally, physically and intellectually. It fosters creativity, teaches discipline, inspires self-confidence, and encourages cooperation. The ICS drama department places equal value on the learning process and performance. Our classes and co-curricular activities are open to all students who want to develop a lifelong appreciation of the arts and explore their potential. The program stresses the importance of these dramatic and presentation skills across all subject areas, not simply the stage.

7513	Theater Arts 1 – S1 Standard Production	.5
7515	Theater Arts 1 – S2 Standard Production	.5

This semester-long class will explore the various aspects of a standard theater production on a main stage. Students will be made aware of all of the roles involved in a production. These roles include (but are not limited to) director, actor, light technician, set designer, costume designer, and makeup designer. Students also learn how drama can communicate morality and faith and serve the community through outreach. Students are assessed on the following: Empathy, Energy, Character Development, Vocal Quality, Stage Awareness and Presence, Teamwork, Stage Etiquette.

7514	Theater Arts 2 – S1 Alternative Production	.5
7516	Theater Arts 2 – S2 Alternative Production	.5

(These courses are not offered in 2019-20)

This semester-long class puts on productions that are not standard. This includes improv drama, one-act plays, children's theater, thrust staging, theater in the round, and others. Students will be able to participate in all of the roles involved in a production. These roles include (but are not limited to) director, actor, light tech, set designer, costume designer, and makeup designer. Students also learn how drama can communicate morality and faith and serve the community through outreach. Each student makes an audition portfolio, which is necessary at the university level and beyond.

762 Theater Technology – S1 .5
7621 Theater Technology – S2 .5

This course introduces students to the technical skills used in the performing arts, including sound, lighting, staging, stage-management, rigging, video, and multimedia. While working with these technologies, students will study the relevant underlying principles in applied science, engineering, and physics. The class format will be an interactive seminar style. Students will be required to attend certain performances during the year as part of our class evaluation of the technology used in the performances. Hands-on learning will take place at events and programs, on and off campus, where students will have the opportunity to practice their skills. Students are expected to have a reasonable level of fitness and dedication due to the oftentimes long hours and physically demanding support needed at such events. Prerequisites: Fall Semester: None; Spring Semester: Previous theater technology experience.

7623 Stagecraft .5

This course introduces students to the practical construction skills used in drama productions. They will become familiar with stage terminology and scenic design theory. The class format will be an interactive seminar style. After students are familiar with stage and tool safety, hands-on learning will take place as students prepare sets for the upcoming drama productions. Students are expected to have a reasonable level of fitness and dedication due to the oftentimes long hours and physically demanding support needed at such events. Prerequisites: None.

C. Music Courses

Music enriches us spiritually, emotionally, physically, and intellectually. It fosters creativity, teaches discipline, and encourages cooperation. The ICS music department places equal value on the learning process and performance. Our classes and co-curricular activities are open to all students who want to develop a lifelong appreciation of music and explore their potential as musicians.

ICS offers both performance music classes during the P Block and general music classes in the A - G class schedule.

Music Performance Classes (P Block)	After School Honors Classes	Electives	Music Theory Pathway Suggestions
Allegro Singers Armonia Men's Voci Celesti ICS Singers ICS Show Choir Show Band Concert Band HS Chamber Strings	Jazz Band Symphony HS Madrigal Note: Students must enrol in a music performance class to receive honors status.	Exploring Music Digital Music Class Guitar 1 Class Guitar 2 Class Piano 1 Piano Accom. & Theory Music Theory AP Music Theory	Class Piano 1, or Class Guitar 1, or Class Guitar 2 <hr/> Piano Accom. & Theory, or Music Theory <hr/> AP Music Theory <i>(Student can test out of basic level courses)</i>

7660 Allegro Singers .5

This large ensemble is for beginning level choral performers. The curriculum includes instruction in proper singing habits such as correct posture, breathing and tone production, singing in a world language, and basic music theory. Performances include the Christmas and Spring Concerts, as well as possible community events. Prerequisites: None.

7622 ICS Armonia Men's Chorus .5

7663 Voci Celesti Ladies' Chorus .5

These ensembles are for intermediate level choral performers. The curriculum includes instruction in proper singing habits such as correct posture, breathing and tone

production, singing in a world language, and basic music theory. Performances include the Christmas and Spring Concerts, as well as community events. Prerequisites: Audition and teacher permission.

765 ICS Singers .5
This large ensemble is for intermediate to advanced level choral performers. The curriculum includes instruction in proper singing habits such as correct posture, breathing and tone production, singing in a world language, and basic music theory. Performances include the Christmas and Spring Concerts, as well as community events. Prerequisites: Audition and teacher permission.

791 Honors Show Choir .5
This select mixed ensemble with advanced vocal and performance skills combines the study of musical theater and singing in the following musical styles: gospel, pop, jazz and Broadway musicals. In addition to techniques of rehearsal and performance, the student will develop sight-reading skills, basic aural skills, and will participate in the creation of choreography for the music learned. Show Choir will present a production in the first semester. This is an intensive course, requiring some extra rehearsals: two Saturday rehearsals – choreography “camp” and a Dress Rehearsal on the week before the production and three afternoons of rehearsal outside of class in order to receive credit for the course. Prerequisites: Audition and teacher permission.

764 Show Band .5
Students will learn to perfect the fundamentals of instrumental performance and will perform a varied repertoire of popular and lighter musical styles and compositions. This band is involved in special competitions, as well as the Christmas and Spring concerts. Prerequisites: Students should have at least one year of experience with their band instrument.

763 Concert Band .5
This is the high school band for students of above average musical maturity and skill. It is designed for students who have the determination and ability to perform at the highest level. Students will learn to perfect the fundamentals of instrumental performance and will perform a varied repertoire of musical compositions and styles. This band is involved in special competitions, as well as the Christmas and Spring concerts. Prerequisites: Director’s recommendation and audition. Students should have at least two years of experience with their band instrument.

7962 Chamber Strings Ensemble .5
This class is open to all students in grades 9 – 12 who play violin, viola, cello, or double bass. This performance and skill-based class will include playing a varied repertoire of music with emphasis on advancing skill technique. This group performs during the Christmas and Spring instrumental concerts, and may have other performing opportunities in the community. Prerequisites: Students should have at least two years of experience with their string instrument. If students have one year of experience with their string instrument, teacher recommendation is needed.

1. Honors Music Status

Band, Chorus, and Strings students will be given honors credit for their participation in extra-curricular performing groups. The after-school groups will be given co-curricular status and will be attached to a curricular ensemble. These students participate for an extra hour each week, learn extra repertoire, and also have extra performances. As with regular

school-hour courses, at these co-curricular ensemble groups attendance is taken every class and students are expected to work on their own at home in order to be prepared for each class. Assignments for these classes will be assessed and entered in the grading system.

Jazz Band - Jazz Band provides experienced students with the opportunity to play exciting band music arranged in a variety of Jazz Styles. The Jazz Band has several occasions to perform including the biennial Jazz Café and the Christmas and Spring concerts.

Symphony - HS Symphony provides experienced string, wind, and percussion students the opportunity to play classical and contemporary full-orchestra music. The Symphony has several occasions at which to perform, including the Honors Recital and the Christmas and Spring concerts.

Madrigal Singers - This audition-only ensemble provides students with opportunities to sing in a smaller ensemble of select musicians who perform a more advanced and varied repertoire of music spanning styles from the Renaissance to Jazz. These singers are often invited to participate in community and service activities. Participants in Madrigal Singers can expect four to ten performances during the course of the year. Practices will be determined according to student signups and scheduling arrangements. Since students in this ensemble are performing advanced level repertoire, participation in a curricular choral group is required.

2. Other Electives and Theory Courses

7004 Exploring Music .5

(This course is not offered in 2019-20)

Through hands-on exploration, students will learn to create, perform, appreciate and understand music in our world. Students in this class will be listening to music, composing and arranging music using drums and unconventional instruments, creating their own music videos, and analyzing and writing about music, dancing, and singing. Prerequisite: None.

7008 Digital Music Course .5

What is music? Who is a musician? What do good musicians do? These underlying questions will be challenged and explored in this entry-level course focused on the impact of digital technology on music. *Digital Music* is an engaging, hands-on course that blends the learning of music with modern technology tools. The world is changing at a fast pace, affecting everything in the process, including music. The course will explore how the discipline of music has been transformed and can be learned in both traditional and nontraditional ways through electronic and digital technology. Students will encounter, discover, and create music through such mediums as software programs, the internet, USB keyboards and wireless devices, hard technology, and musical instruments. This course will both challenge and embrace tradition as it promotes reflection on the underlying questions stated above. Students will be evaluated based on their 1) knowledge and understanding, 2) application skills and development, 3) focused engagement, and 4) reflection and evaluation. The use of a creative/design cycle process (i.e. plan, design, create, and evaluate) may also be used and incorporated into the learning process. Prerequisite: None.

7005 Class Piano 1**.5***(This course is not offered in 2019-20)*

This beginning piano class is designed to teach the basic concepts and fundamentals of piano performance. Students will play melodies and harmonies in several keys and have the opportunity to participate in ensembles within the class. Students will develop good practice habits and learn techniques to increase the agility and flexibility of their hands. Students will learn to read the treble and bass clef and the vocabulary of chords and keys. Prerequisite: None.

7010 Piano Accompaniment and Theory**.5***(This course is not offered in 2019-20)*

This class is designed to teach students how to interpret primary and secondary piano chords and cadences as well as harmonize melodies for non-classical songs. Students will learn skills to perform music with non-traditional ensembles like worship teams or to play accompaniments to favorite songs for personal enjoyment. In the process, students will learn the fundamentals of music theory necessary for more advanced music study. Students will be assessed both in their performance of chords and accompaniments and in their knowledge of fundamental music theory concepts. **This class prepares students for AP Music Theory.** Prerequisite: Class Piano 1 or Teacher Approval

7002 Class Guitar 1**.5**

In this course students with no prior experience will learn to play on and sing with guitar. No previous musical experience or knowledge is required, though students with experience are certainly welcome. No public concerts or performances will be required, though you will need to play and sing every day in class. If you enjoy music and want to learn more about it, but maybe do not enjoy rehearsals and concerts in a school band, choir, or orchestra, this is the class for you. Students who already have an advanced knowledge of guitar are not encouraged to take this course. The course is geared toward those with no prior experience on guitar. Students will learn different styles of playing chord accompaniments and melodies, as well as simple improvisation and composition. This course will not meet during P block, and will have no effect on your ability to participate in any music ensemble or take a study hall. Prerequisite: None. Note: Students will need to supply their own guitar.

7006 Class Guitar 2**.5**

Guitar 2 is an intermediate level guitar course. It is designed for those with beginning-to-intermediate level guitar skills. It will offer the opportunity for students to develop and extend their knowledge and understanding of music using guitar as the medium. This course provides the structures and opportunities for students to learn skills, theory, history, performance, and creation of music. Prerequisite: Guitar 1 or Teacher recommendation. Note: Students will need to supply their own guitar.

7001 Music Theory**.5**

This is an advanced, non-performance music course dedicated to the academic study of music. The primary emphasis is on the theoretical analysis of music (analyzing melody, harmony, texture, form, etc.). Secondary emphases include composition, history, listening, and aural skills. This course will foster independent, creative, and analytical thinking about music. No concerts or performances will be required for this course, although students will learn to sight-sing in class. This course should be of particular interest to any student

considering music study at the university level, as well as anyone interested in advancing their understanding of music or writing their own music. This course will not meet during P block, and will have no effect on your ability to participate in any music ensemble or take a study hall. Prerequisite: None. Previous experience in a music ensemble or lessons is recommended, but not required.

7007 AP Music Theory

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This is an advanced music course dedicated to the academic study of music. It corresponds to two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. The course is about the theoretical analysis of music (analyzing melody, harmony, texture, form, etc.) and applying that to composition, listening, and aural skills. Musicianship skills (including dictation and other listening skills), sight-singing, and keyboard harmony are considered an important part of the course. This course will foster independent, creative, and analytical thinking about music. Students will develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a musical score. Development of aural skills is a primary objective. Performance is part of the learning process, but no concerts or performances will be required for this course. Students will learn to understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized. This course should be of particular interest to any student considering music study at the university level, as well as anyone interested in deepening their understanding of music or composing their own music. Prerequisite: Completion of Piano Accompaniment and Theory or Music Theory or teacher recommendation (possibly based on completion of ABRSM Music Theory Level 5). Corequisite: Concurrent enrollment in an ICS music performance ensemble (band, choir, or orchestra).

D. Media Studies Courses

The goal of the Media Studies department is to provide students with the foundation for lifelong learning in a digital and global world, while providing further opportunities for students to achieve the Expected Schoolwide Learning Results.

Through the creation of their own media projects, students have opportunity to engage in the production process, develop their skills in team-based environments and to identify and communicate effectively with their peers and master self management skills. The production of media that is designed to entertain, inform, communicate or critique enables students to demonstrate their understanding of concepts as well as develop their creativity and originality.

Students, as consumers of media, talk about their media experiences in a family, religious or peer context. The students' own cultural backgrounds, values and beliefs are taken into account and students are taught to filter the media they encounter from a distinctly Christian perspective.

The media studies courses focuses on four main areas: Media Ideas, Media Production, Responses to Media and Media in Society, which work together to prepare students to be responsible, discerning, life-long learners of the media and digital world around them.

790 Introduction to Media Production .5

This course is a basic introduction to all of the media skills, and students will develop the production skills needed to help them advance to other media courses. The main focus of this course is to build hands-on video and editing skills through the study of Hollywood film genres. Students will engage in a variety of activities, learning basic production processes and operating camera equipment, and learn software such as Adobe Premiere Pro and Photoshop to create their own short film genre scene. Prerequisites: None.

797 Popular Culture in Media .5

(This course is not offered in 2019-20)

This course will focus on contemporary culture that is demonstrated by popular music videos and magazines. Students will understand the concept of 'popular culture' and subcultures prevalent in media products, the means utilized by audiences to engage with popular media, and learn to interpret codes and conventions used to create meanings and symbolism in and through these media works. Students will create their own print magazine and music video productions in Adobe InDesign and Premiere Pro. Prerequisites: Introduction to Media Production or permission from instructor.

792 Film Studies .5

(This course is not offered in 2019-20)

The focus of this course is narrative film. Students engage with a range of narrative film styles and genre and are provided opportunities to examine how a story is told and represented, while engaging and entertaining audiences. Students analyze techniques in production and story elements in film, are introduced to film theories, examine the convention of movie trailers, and move on to writing their own narrative film scripts while learning about aspects of production and portfolio work. Prerequisites: Introduction to Media Production or permission from instructor.

798 Media Advertising and Image .5

(This course is not offered in 2019-20)

This course explores the concepts of representation and stereotypes in advertising. Students view, listen to, and analyze relevant mainstream commercial media texts and examine how audiences are influenced and targeted through marketing tactics. Students will also engage in a variety of activities to learn basic film production processes, in addition to learning software such as Adobe Premiere Pro, Photoshop and After Effects. Prerequisites: Introduction to Media Production or permission from instructor.

7972 Film Art .5

(This course is not offered in 2019-20)

The focus of this course is the study of aesthetics in artistic and independent films. Students view, listen to, and analyze contemporary and traditional examples of media art, identifying techniques and themes, meanings that are created, and audiences' interpretations. They consider the values and technological developments that influence perceptions of art. Students are encouraged to experiment with technologies, structures, codes, and conventions to express their ideas and creativity. They have the opportunity to

develop competence in production skills and processes in the media of their choice and to begin to develop personal styles. Prerequisites: Introduction to Media Production or permission from instructor.

795 Video Production .5

(This course is not offered in 2019-20)

The focus of this course is community service-based filming and hands-on production work. Students will use a hands-on approach in the use of a camera, filming techniques, production and editing in a variety of video forms and animation. They will film school events and edit content for broadcast to the school community. They develop skill and technical competence in practical hands-on activities working towards producing their own 'multimedia' video work. Prerequisites: Introduction to Media Production or permission from instructor.

7971 TV News and Documentary .5

(This course is not offered in 2019-20)

This course explores propaganda and persuasive language through non-fiction media (television news programs and popular documentaries). Students further their understanding of non-fiction media forms and genre and explore ways media can be used to persuade and manipulate through various technologies and techniques. Students view, listen to, and analyze a range of journalistic and documentary forms, and undertake more extensive research into the representation and reporting of cultural groups and issues. They will draw on this knowledge when developing ideas for their own productions. They will build on video production skills to explore the idea of a manipulated image, produce a segment of news via a newsroom simulation, and produce a documentary to express their ideas and explore an issue of their choice. Prerequisites: Introduction to Media Production or permission from the teacher.

709 Independent Filmmaking (Independent Learning) .5

Note: This course is not scheduled within any of the blocks of the ICS schedule. Students will complete the work for this course on their own, with regular consultation with the Media Studies teacher.

This course provides a practical and hands-on opportunity for students to develop more advanced media skills by producing their own short film(s). This non-scheduled course will also develop independent management skills, creativity, and time management. Students will apply the skills learned in many of the introductory level courses (media production, planning, post production editing) and the senior level courses (analyzing different types and methods used in various film productions). Although this is an unscheduled course, students will be required to schedule regular meetings with the media studies teacher to gain feedback on their progress and ideas. Students who take this course should ensure that they have a suitable schedule to allow time for production and editing. They need to be able to work independently with the technical aspects of producing a film or other media products and they need to have demonstrated exemplary media skills and self-directedness. Prerequisites: Introduction to Media Production and at least 1 other media course. G11 or above with extensive experience with the filming and software technology. This course has limited space. Students should complete an 'Independent Filmmaking Application Form'. Forms are available from the Media Studies teacher and should be completed before course signups. Teacher will determine course admission.

OTHER PROGRAMS AND SERVICES

Week Without Walls (WWW)

WWW is a week-long, off-campus learning experience designed to challenge the hearts, minds, and bodies of all involved. It forms an integral part of the secondary curriculum and is part of the graduation requirements for all students.

The goal of the WWW program is to challenge students physically, emotionally, intellectually, and spiritually, in order to produce a greater awareness of the world around them, their place in that world, and the challenge that Christ brings to it.

Students are expected to participate in at least one WWW experience where the focus is primarily service during their high school tenure. In addition, all WWW programs will have a service component. WWW programs are graded on a Pass - Incomplete basis and will appear on transcripts.

Make A Difference (MAD) Project

It is a graduation requirement that students in grades 10-12 plan and implement a project to make a difference. A reflection paper and presentation are required at the end of the project. MAD projects are graded on a Superior - Pass - Incomplete basis and will appear on transcripts. Grade 9 students do a more structured program of community service involvements. Details can be found in the Make A Difference manual.

Library Services

The Library Services section includes the Upper Grade Library and the associated electronic resources provided by the library that are available to students in the classroom and home.

Library Philosophy

The library should be integrated into the school curriculum. Teachers, students, staff and parents should feel welcome to visit the library, checkout materials, and use the library as a place of study, contemplation and research. The foremost characteristic of a good school library is that it is heavily used. Teachers and students should see the Library as an extension of the classroom. The librarian is every student's teacher and the library is every student's classroom.

Library Mission Statement

The ICS library exists for two reasons. First, to provide ICS students with the resources they need to ensure that ICS graduates are prepared for admission into the University of their choice. Second, and more importantly, the ICS library exists to help students, parents and staff become integrated, thinking and effective Christians in a non-Christian world that it is their privilege and responsibility to help redeem.

University Advising

The University Advisors provide individual and group sessions for university advising. Group sessions begin with G9, and both individual and group workshops are scheduled for grades 10-12.

Co-curricular Activities

Co-curricular activities include all school-sponsored or school-affiliated activities outside of the regular school classroom/course structure (e.g. student council, sports, music groups, clubs, Week Without Walls, service activities, Make a Difference Project, school camp, small group Bible studies, etc). These activities allow for student development that is consistent with a Biblical worldview in a wide range of areas and contexts outside of the classroom (such as skills, attitudes, character, knowledge, sense of identity, relationship with God and with others). We desire students to see all aspects of their lives as part of God's world.

Co-curricular options are reviewed, updated and published each year.

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