



**INTERNATIONAL  
CHRISTIAN  
SCHOOL**



# **COURSE OFFERING BOOKLET**

**HIGH SCHOOL 2023-2024**

**June 2023 - Final Draft**

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Dear Parents and Students,

Welcome to the Course Offerings Booklet for the 2023-2024 academic year! As we begin course advising and scheduling for next school year, the Course Offerings Booklet provides relevant information for students and parents to make wise decisions about academic choices. It is important that you familiarize yourself with the course offerings, procedures and the requirements needed for graduation. We offer a variety of courses designed to provide students with solid foundations to be successful in tertiary education and beyond.

We encourage parents and students to consider taking advantage of the opportunity to enroll in additional courses in our many electives and in our core departments. We encourage you, as a family, to take the time to map out your future aspirations and goals for your children. Students, as you select your courses for next year, keep in mind your interests and your goals and challenge yourself to select courses which will enhance your education holistically. We ask that all students become familiar with the offerings and read through the course descriptions and prerequisites carefully before choosing a course.

It is our hope that students select carefully and seek counsel from their parents, their teachers, and their university advisors.

Sincerely,

Elyn Nollan  
Academic Coordinator for the Secondary School

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# SCHOOL MISSION & 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

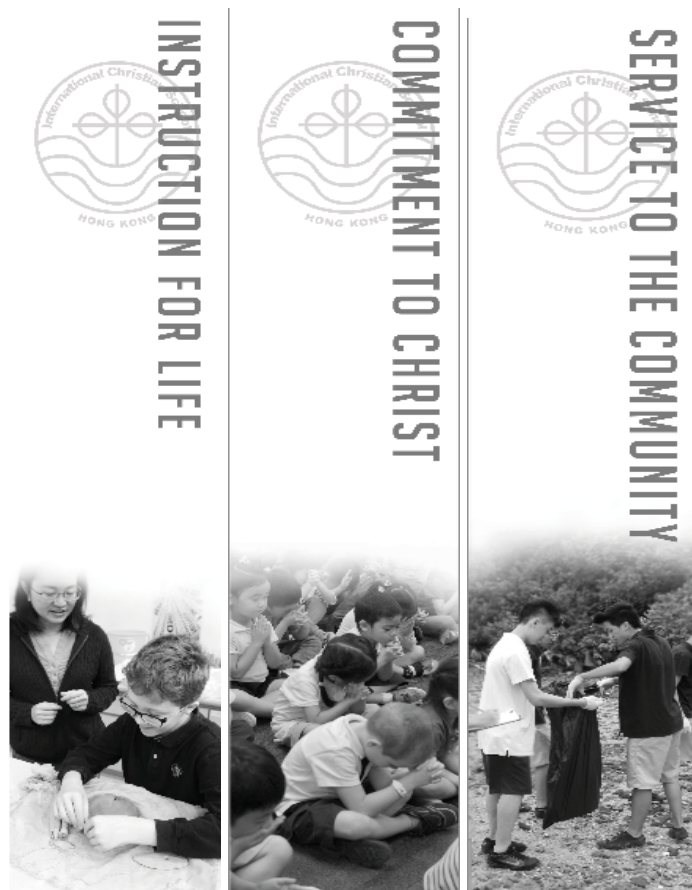
Act as responsible members of the global community

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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# KEY DATES

2023-2024 Academic Advisory & Scheduling Events	Dates
Deadline to add honors	21 Aug.
Deadline to drop honors (mid-Q1)	6 Sept.
Deadline to switch to pass/fail or audit (Q1)	13 Oct.
Late withdrawal deadline (S1 and year-long courses)	30 Oct.
Preliminary Course Selection for 2024-25	3 Nov. - 21 Nov.
G9-11 (HS) Course sign-up commences in Tribe	3 Nov.
G8 Course sign-up commences in Facegroup	3 Nov.
G8-11 Student Deadline for Course Signup	17 Nov.
G8-11 Parent Deadline for Course Approval	21 Nov.
S2 Add/Drop session (Dec 2023)	1-10 Dec.
Deadline to add honors for S2 courses	17 Jan.
Deadline to drop honors for S2 courses (mid-Q3)	15 Feb.
Deadline to switch to pass/fail or audit (S2 courses only)	21 March
Late withdrawal deadline (S2 courses only)	5 May
Final Course Selection Dates	16 Feb - 6 March
G9-11 (HS) Course sign-up commences in Tribe	16 Feb
G8 Parent Intro. to HS Night	23 Feb
G8 Course sign-up commences in Facegroup	16 Feb
G9-11 Course Emphasis Week	20-24 Feb
G7 Course Course sign-up commences in Facegroup	23 Feb
Course sign-up Advisory in Tribes	17, 23 Feb & 1 March
Individual advising with Admin Advisors for course sign-ups	23 Feb - 4 March
G7-11 Student Deadline for Course Signup	4 March
G7-11 Parent Deadline for Course Signup	6 March
Add/drop session for 2024-25 student schedules	8-15 May

# ACADEMIC 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** - In Grades 9 and 10, English Language Arts 9 and 10 satisfies the requirement. In Grades 11 and 12 students can choose from several English courses ranging from literary style and genre.

**1.0 credit per year of Bible** - While attending ICS, students are required to take a credit of Bible courses each year.

**3.0 credits of Math** - These credits depend on math placements and usually include Geometry, Algebra and Pre-Calculus.

**2.0 credits of Social Science** - These credits include European History and Asian Studies, which are required for Grades 9 and 10. In Grades 11 and 12, students can choose from several humanities courses that further develop areas of inquiry and research.

**2.0 credits of Science & Technology** - These courses must include lab-based science courses. Students who wish to pursue a career in science may decide to take additional science courses.

**0.5 credits of Health** - This course is required for students in G.10 or above.

**1.5 credits of Physical Education** - These courses include PE Boys and Girls in G.9 and Advanced PE in G.10.

**2.0 credits of World Languages** - Two credits of world languages, Chinese, Spanish or other languages are required to graduate.

**2.0 credits of Fine & Performing Arts** - These credits must include visual or performing arts.

Students are expected to register for a full load of courses. This means that students who are in ICS all four years of HS will normally complete at least 26 credits by graduation. In addition, students will need to fulfil all credit requirements and beyond the minimum requirements as stated above.

## Minimum Annual Course Loads

Grades 9 and 10	7 minimum credits per year
Grades 11 and 12	6 minimum credits per year

### Credits can be earned in the following ways:

Courses A - H blocks	0.5 credit per semester
Courses during P blocks	0.5 credit per year
Unscheduled Courses <ul style="list-style-type: none"><li>● Advanced Individual Sports Contract</li><li>● Leadership (Football)</li><li>● Independent Filmmaking</li><li>● Independent Writing</li></ul>	0.5 credit
Online ICS Courses	1 credit
Approved External Courses (including external online courses) as per the External Course Guidelines	Credits may vary - counts toward the annual course load

## 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:

### Make A Difference (MAD) project

This is a project that students in grades 10-12 plan and implement to make a difference. (G11 students engage in 2-year projects that take them through to G12). 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 involvement. Please see the [Make A Difference Manual](#) for more information.

### Week Without Walls (WWW)

WWW is a week-long, off-campus learning experience designed to challenge the hearts and minds of everyone involved. It forms an integral part of the secondary curriculum each year 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 their spiritual development.

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.



### \*Co-Curriculars

Co-curricular activities are beneficial for graduation and 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.

## Library Services

The ICS Library supports High School (HS) courses by providing resources for teachers and students to use for reading and research purposes. The library has purchased a number of sets of novels and informational (non-fiction) books specifically to support the HS curriculum. The Library also subscribes to several online databases, including EBSCO, JSTOR and GALE In Context that provide students with access to up-to-date eBooks and encyclopedias, as well as newspaper and journal articles, for when they engage in inquiry. The Secondary Teacher-Librarian works closely with Social Science, English, Math, Chinese and Science faculty to teach students research and citation skills, including methods of evaluating information and the importance of acknowledging information sources. The ICS Library has a large HS fiction collection sorted by genre for free choice borrowing, plus a number of sets of non-fiction and fiction texts for assigned reading in English classes.

## University Advising

The University Advisors provide individual and group sessions for university advising. Group sessions begin with G.9 and both individual and group workshops are scheduled for Grades 10-12.

Universities commonly require credits over and above the minimum ICS graduation requirement. Many university admission policies demand four credits in each of 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.

## 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.

# ACADEMIC GUIDELINES & PROCEDURES

## Course Numbering System

The first digit of the course number indicates the department to which the course belongs. For example, all High School (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 & Technology	7	Fine & Performing Arts
2	Math	5	PE or Health		

## 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 2022-23 year:

Course Title	Dedicated	Layered
Advanced Honors Art (G11-12)	◇	
Foundations of Science		◇
Music (see above)		◇
Honors Pre-Calculus (G11-12)	◇	
Advanced Honors Chinese Literacy 7	◇	
Advanced Honors Chinese Literacy 8	◇	
Advanced Honors Chinese Literacy 9	◇	
Advanced Honors Chinese Literacy 10	◇	
Advanced Honors Chinese Digital Marketing	◇	
Advanced Honors Chinese Culture and Society 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. Homework expectations are significantly higher for AP courses than 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 2020-21 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.

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.

The following AP courses are offered in the year 2023-24:

Biology & Lab	Music Theory
Chemistry & Lab	Physics 1 & Lab
Calculus AB / BC	Physics 2 & Lab
Chinese Language & Culture	Psychology
Computer Science A	Research
Environmental Science	Seminar
English Language & Composition	Spanish Language and Culture
English Literature & Composition	Statistics
European History	Studio Art (Drawing, 2D, 3D)
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 C, Physics 2, 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 C, Physics 2, 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 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



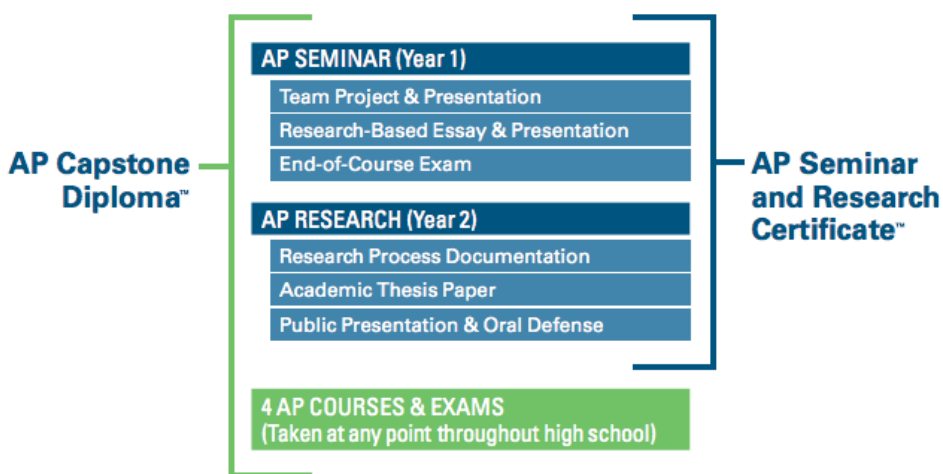
### AP Capstone Diploma™

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™.



[AP Capstone Brochure](#)

### External/Online 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 a 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 take a course elsewhere 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.

This document applies to students currently enrolled at ICS who desire to access courses offered by other educational institutions. 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 from the other institution(s) must be ordered by the student 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

Students desiring to take external courses must apply and gain pre-approval for each course at least two weeks before enrolling in the course. Approval is granted in advance of external coursework, not after. This protects and supports student learning by providing timely advice and consideration of student readiness. If a student takes an external/online course without applying for approval and receiving it in advance, they will not be granted credit for the course.

The student should complete and submit Part I of the form "Application for Recognition of an External Course" (found online on Schoology, on the Tribe page in the Curriculum & Instruction folder) to the Academic Coordinator during school hours. 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:

- 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).
- I (Incomplete) - will be recorded temporarily if the course has not been completed by the end of the reporting period.
- W (Withdraw) - will be recorded on the transcript if the student withdraws from the course after the external provider's deadline.
- TF - will be entered if the student receives an "F" on the external course and the course will be counted towards their annual minimum credit load. (Does not affect GPA.)
- TI - will be entered if the student did not complete the course and the course will be 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 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 the 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

- 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.
- 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.

- If students desire to take 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.
- 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.
- 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.
- 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.
- 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 may be arranged at the beginning of each semester to suggest how parents might support their teen's online learning at home.

#### \*Study Blocks

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, G12 students 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.



## Course Sign-ups

Students are expected to read over and learn the details of the course sign-up procedures, course loads, and graduation expectations as emphasized in this booklet. Students should consult with their teachers, academic advisors, and university advisors for progression planning and course selection. We use computer scheduling to ensure that more students get their first choice of courses. Unfortunately, however, we cannot promise that you will receive your first choice of an elective course. When signing up for courses, students must keep in mind the following requirements:

High School Graduation Plan Worksheet

Graduation requirements	Grade 9 20__-20__	Grade 10 20__-20__	Grade 11 20__-20__	Grade 12 20__-20__
Bible (4 credits required – 1 for each year at ICS)	Foundations of Faith 1 & 2 (1 credit)	Spiritual Formation, L.E.A.D.(1 credit)	Life of Christ, Philosophy & Theology (1 credit)	Doctrine & Apologetics, Christ & Culture (1 credit)
English (4 credits required)	Grade 9 Language Arts (1 credit)	Grade 10 Language Arts (1 credit)		
Math (3 credits required)				
Social Sciences (2 credits required)	European History (1 credit)	Asian Studies (1 credit)		
Science & Technology (2 credits required)	Foundations of Science (1 credit)			
World Languages (2 credits required)				
Fine & Performing Arts (2 credits required)				
P.E. (1.5 credits required)	P.E. 9 (1 credit)	Advanced PE (0.5 or 1 credit)		
Health (0.5 credits required)				
Electives				
Min. Course Load	7 credits	7 credits	6 credits	6 credits

\*The above credits represent the minimum required for graduation. Many university admission policies demand four credits in the following disciplines (i.e. English, Social Sciences, Language, Mathematics, and Science).

### 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. Course Planning Worksheets 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 their Course Planning Worksheet 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 for review at Final 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 Academic Coordinator, the University Advisors, the Secondary Counselors, or the Learning Support Teacher.

### Final Course Sign-up (February)

Students are expected to be aware of the following items and to follow our procedure to sign up for courses:

- Credits already completed and credits needed to graduate
- Admissions requirements of universities/departments of interest to them
- Whether they have met the prerequisite requirements for a course (Check the Course Offerings Book and Procedures and/or ask the relevant course teachers.)
- 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 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)
- Complete their Course Planning Worksheet thoughtfully and thoroughly.
- Attend a one-on-one advising session with the tribe/facegroup advisor, university advisor, guidance counsellor, or academic coordinator 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 5
AP World History	AP Chemistry

### 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.

- Criteria: To successfully test out, a student must have a pass of 80% for each assessment required.
- Credits: When a student tests out of a course, the course will not receive credit towards graduation requirements.
- Transcript: When a student tests out of a course, the course will appear on the student's transcript as 'TO'.
- Procedure:
  - a. Discuss testing out with parents/guardians, 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.

## Course Changes

### 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 2022 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 Schoology prior to the add/drop period. Add/drop requests received after the period will not be processed.

- 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.
- 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.
- Process:
  - a. Download the add/drop form from the Schoology add/drop announcement or from the link in the Curriculum and Instruction (C&I) folder on Schoology.
  - 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, and 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 Semester 1 (for S1 and year-long courses) and the end of the 2nd week of Semester 2 (for S2 courses). 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.

- **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(S1 and Yearlong courses) or Mid-Quarter 3 (S2 courses) to adjust their course status to Pass/Fail providing they meet all criteria.
- **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.

- Deadline: 2 weeks after the end of quarter 1 or at the end of quarter 3 for Semester 2 courses
- 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.
- GPA: A withdrawal will not impact the student's GPA. No credit is earned for this course.
- Conditions for granting approval:
  - a. The student has displayed good learning behaviors as judged by their teacher throughout the quarter
  - b. The student has regularly sought help and support from their teacher and others before making the decision to withdraw
  - c. The student does not need the course or credit for graduation
  - d. The student maintains the minimum credit load
  - e. The student requests the withdrawal in writing stating the reasons they would like to withdraw and explaining the responsibility they take for the situation
  - f. 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.
- 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.
- 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)

Students normally cannot withdraw from year-long courses later than 2 weeks after the end of 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 withdrawn from have already been fulfilled
- The student can provide strong rationale for withdrawing from a course
- The student's credit load will not fall below the minimum credit load after the withdrawal
- 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

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.

## Redeeming Credits

### Retaking Courses

A student who fails a course may elect to re-take it (or a comparable external course must be taken – see External Courses Policy). 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. Students may elect to re-take any course. However, in general students are advised not to retake courses they have already passed.

If a course is retaken, 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.

Exceptions: Certain courses may be taken more than once for credit: Theater Arts, Performance Music, Theater Technology, Yearbook (G11-12), Independent Filmmaking (G11-12) and any PE course (G11-12).

### Credit Recovery

When a student receives an ‘I/F’ (incomplete) at the end of the semester, they have two weeks from the date that reports are released to submit or correct the missing or inadequate work. In semester 1, students must submit their work directly to their teacher. In semester 2, students must submit their work to the Academic Coordinator in the Curriculum & Instruction office.

If, after two weeks, the student has not submitted work that is to adequate standard, the student may explore the following two options for any credit essential for graduation:

1. 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.
2. 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 transcript will show ‘I F’ and the GPA will be affected as if the student received an ‘F’ grade. If the student then completes credit recovery, the student GPA will be re-calculated with the updated grade and the ‘I F’ for the original course will be replaced with an ‘R’ on the transcript.



## 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: Continue to work toward meeting ICS graduation requirements and consequently graduate from ICS.

- Seniors whose transcript and current grades<sup>1</sup> one week before graduation indicate that they are projected to be within one credit<sup>2</sup> 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.
- Seniors who do not meet the criteria noted above may not participate in the graduation ceremony. However, if, by the end of the second semester of their senior year, their completed courses (including any external courses<sup>3</sup>) put them within one credit<sup>4</sup> 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.
- Students who are lacking 1.5 - 3.5 of the required credits for graduation<sup>5,6,7</sup> by the end of the second 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 prorated basis<sup>8</sup>. Students will not come to school except as agreed<sup>9</sup>, 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.

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[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 credits is 50% of a "normal" senior load of 6 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.

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

# ENGLISH DEPARTMENT

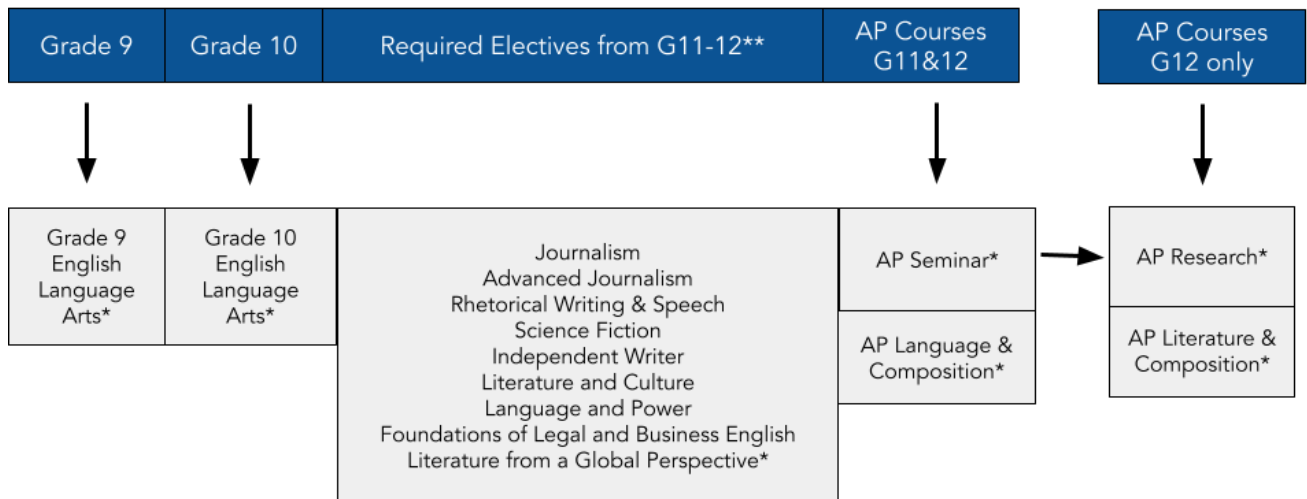
## Philosophy

The English Language Arts Program enables students to read, listen and view information analytically and critically from a Biblical perspective. Students are thus empowered to participate in the global community by sharing insights, opinions, and knowledge through effective written and spoken language that are powerful tools of communication.

Progressive skill development in reading, writing, listening, speaking, and viewing enables students to understand other content areas, and provides them with the critical and analytical thinking skills necessary to obtain, explore, analyze and share information across disciplines and in society. Students are taught to ask critical questions, use creative thinking, and make connections through exposure to a wide variety of literature to encourage them to become lifelong readers, creative writers, critical listeners, and effective speakers.

## English Language Arts Course Progression Chart (4 credits)

(This pathway chart has yet to be edited for 2022-23.)



\* Indicates a yearlong course (1 credit); the rest are semester courses (0.5 credit).

\*\*1 credit of English is required every year.

## Course Description

### English 9 (024)

Grade 9 ~1 Credit

Grade 9 Language Arts is an introductory course. During the year, a variety of literature is studied, emphasizing active reading, critical reflection and literary analysis, and written response. Concurrently, students will also develop their writing skills – both creative and analytical. They will be taught writing fundamentals including the writing process, research, informational, argumentative, and creative writing. It is intended that critically studying literature will inform, inspire, and develop writing and composition.

### English 10 (025)

Grade 10 ~1 Credit

Grade 10 English Language Arts is a foundational skills course building on the Grade 9 ELA course and providing knowledge and skills required for the rest of High School reading and writing. The scope and sequence included Rhetorical Analysis, Literature, and Research. Students will read and write in each of these genres, and make presentations. This is a required course for all G10 students.

### Journalism (013)

Grades: 11-12 ~0.5 Credit

Prerequisite: English 10

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. Students in Grades 11-12 may take Journalism ONCE for credit.

### Advanced Journalism (026)

Grades: 11-12 ~0.5 Credit

Prerequisite: English 10 and Journalism

The Advanced Journalism course provides students with an opportunity to improve their writing, editorial, and leadership skills in the production of the ICS school newspaper. Advanced students will learn and apply editorial skills and assign news stories, features, and editorials to the regular Journalism course students. As section editors, advanced students will also create page layouts and edit articles, photos, captions, and headlines. Students will more fully explore journalism ethics and a career in journalism. Students will discuss and write about current news events. The ongoing and final assessments in this course will be the publication of the ICS High School student newspaper. Students in Grades 11-12 may take Advanced Journalism ONCE for credit.

### Rhetorical Writing and Speech (017)

Grades: 11-12 ~0.5 Credit

Prerequisite: English 10

In this class, students will learn effective persuasive writing and speaking, particularly the use of rhetorical techniques. Students will have the opportunity to master their public speaking skills in many forms: Convincing arguments, self-introductions, demonstrations, Ted Talks, debates etc. By completing this course students will transform into an avid public speaker and also hone purpose-related research and writing skills, including brainstorming, outlining and drafting. As students share their talent, charisma and passion through oral presentations, they will develop skills in listening, interpersonal and group communication, and public performance, as their self confidence grows in public settings.

### Literature from a Global Perspective (0321)

Grades: 11-12 ~1 Credit

Prerequisite: English 10

This is a seminar course in which students will study a range of literature from different countries, become familiar with their social, historical and cultural backgrounds, and examine themes and characters through the lens of those cultures.

### Independent Writer (053)

Grades: 11-12 ~0.5 Credit

**Prerequisite:** English 10 and Department approval  
Anyone interested in taking this course must collect and return an application packet to the English Department Chair before the Final Course Signup.

This course provides a practical and hands-on opportunity for students to develop their writing skills by working towards creating writing that could be published. They will also develop independent management skills, creativity, and time management. Students will apply the skills learned in many of the earlier English courses but have the freedom to create an original piece of work through continuous time and work. There is an expectation on volume of writing as much as quality of writing. Students will be required to have regular meetings with the teacher to receive feedback on their progress and ideas. Students who take this course should ensure that they have a suitable course schedule to allow time for production and editing.

### Literature and Culture (054)

Grades: 11-12 ~1 Credit

**Prerequisite:** English 10

In this course, students will explore key historical literary and cultural movements in history and learn how literature has a clear progression of ideas and form. We will explore the worldview represented in each epoch and how literature and other cultural expressions have reflected it and, in some ways, shaped it. This course counts as a prerequisite for AP English Literature and Composition.

### Language and Power (034)

Grades: 11-12 ~0.5 Credit

**Prerequisite:** English 10

From God speaking the world into existence, to creating humans with the ability to use language, to the expectation of human responsibility to language, the biblical narrative is clear about the power of language. Students will examine a range of texts from popular culture to explore issues related to language in the areas of acquisition, history, thinking, identity, and the future. By the end of the semester, participants will have an understanding of the connections between language and power in a wide range of domains and settings.

### Science Fiction (035)

Grades: 11-12 ~0.5 Credit

**Prerequisite:** English 10

Science Fiction shows us other worlds; it describes possible future societies and the problems lurking ahead. It also shows how human beings can and do create these future worlds - that our future is in our hands. We will explore this genre through a range of texts: e.g. short stories, novels, graphic novels, films, music. Students will be asked to wrestle with the questions these texts ask such as the social, cultural, and ethical implications of technology and science. Students will be given opportunities to look at how science fiction texts have at times accurately predicted the present and where they have failed, and why.

### Foundations of Legal and Business English (027)

Grades: 11-12 ~0.5 Credit

**Prerequisite:** English 10

In this class, students will learn the foundations of legal and business English and how it is commonly applied in the workplace. Students will have the opportunity to read, write and analyze law cases and contracts, master professional email writing, negotiation, even social bargaining. By completing this course, students will gain the ability to understand and apply basic legal and business reading, listening, writing, and speaking etiquette to their future studies, relationships and career.

### AP English Language & Composition (020)

Grades: 11-12 ~1 Credit

AP English Language and Composition cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations.

### AP English Literature & Composition (009)

Grades: 12 ~1 Credit

**Prerequisites:** AP English Language & Composition or Literature & Culture

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 16<sup>th</sup> to the 20<sup>th</sup> 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.

### AP Seminar – AP Capstone (030)

Grades: 11-12 ~1 Credit

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.

### AP Research (031)

Grades: 12 ~1 Credit

**Prerequisites:** AP Seminar

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.

# BIBLE DEPARTMENT

## PHILOSOPHY

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.

## Course Progression Chart (4 Credits Required)

- 1 credit for each year of HS at ICS required for graduation
- All students have two required semester courses.

	Semester 1	Semester 2
Grade 9	Foundations of Faith 1	Foundations of Faith 2
Grade 10	Spiritual Formation	L.E.A.D. (Leadership, Evangelism and Discipleship)
Grade 11	Life of Christ	Philosophy & Theology
Grade 12	Christ and Culture	Doctrine and Apologetics

# Course Description

## Foundations of Faith 1 (120) Grade 9 ~0.5 Credit

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 an opportunity to gain an understanding of the whole of Scripture in view of the mission of God.



## Foundations of Faith 2 (121) Grade 9 ~0.5 Credit

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.

## Spiritual Formation (122) Grade 10 ~0.5 Credit

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.

## Leadership, Evangelism, & Discipleship (LEAD) (123) Grade 10 ~0.5 Credit

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 LEAD, students will acquire the knowledge and understanding necessary for further growth, preparing them to reflect the Lord in their circles of influence.

## Life of Christ (124) Grade 11 ~0.5 Credit

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.

### Philosophy and Theology (126)

#### Grade 11 ~0.5 Credit

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.

### Doctrine and Apologetics (127)

#### Grade 12 ~0.5 Credit

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.

### Christ and Culture (128)

#### Grade 12 ~0.5 Credit

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.



# MATH DEPARTMENT

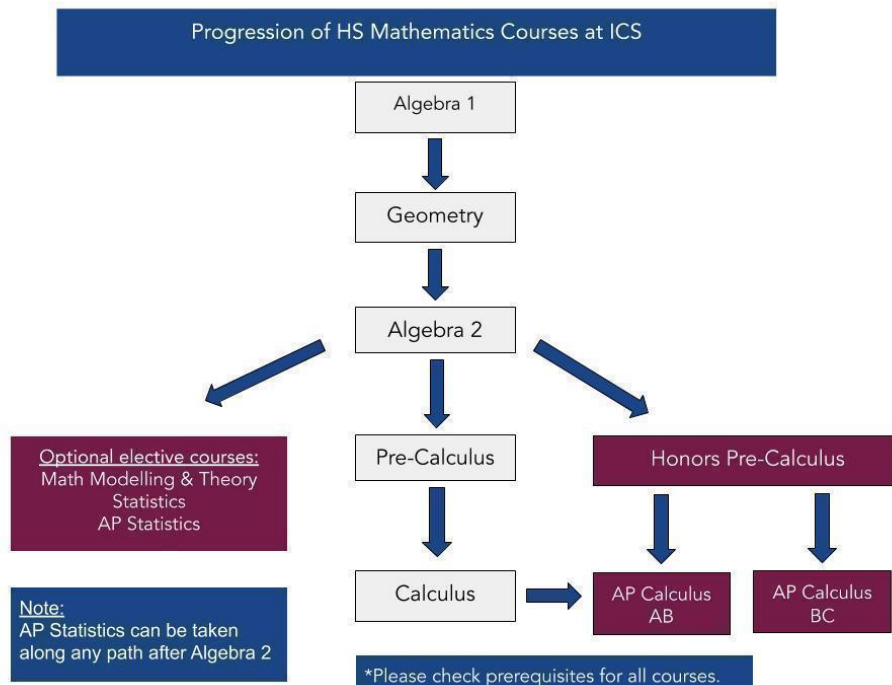
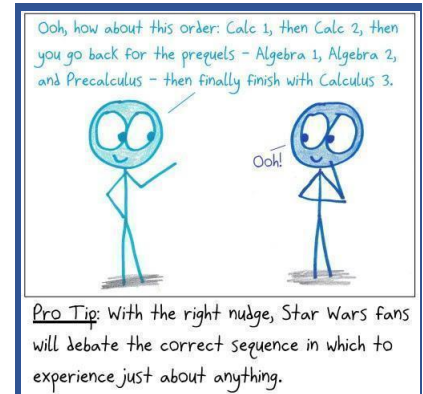
## Philosophy

Mathematics is the study of shape, space, pattern and relationships which 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, attitudes, and Biblically consistent perspectives 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. Mathematics instruction also involves differentiated instruction, approaching mathematics using multiple representations, 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.

- Only courses taken in HS earn credit towards graduation.
- Students taking Algebra 1 or Geometry in G8 and receiving a D or below will be required to repeat that respective course in G9.
- All students in Algebra 2, Pre-Calculus, Statistics, or Calculus need to have a TI-84 graphing calculator.
- 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.



### Mathematics Course Progression Chart (3 credits)

Below are two charts explaining more thoroughly 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.

**KEY:**

◇ shows typical progression

# shows acceleration

Grades		9	10	11	12
Courses Offered	Prerequisites	Grade level typically taken			
215 Algebra 1	None	◇			
208 Geometry	Algebra 1	◇	◇		
222 Math Modelling & 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		#	◇	◇
221 Calculus	Pre-Calculus		#	◇	◇
211 AP Calculus AB	B- or higher in Honors Pre-Calculus Or Department Approval		#	◇	◇
210 AP Calculus BC	A- or higher in Honors Pre-Calculus Or Department Approval		#	◇	◇

## Math Pathways

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

# Course Description

## Algebra 1 (215)

Grade: 9 ~1 Credit

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.

## Geometry (208)

Grades: 9-11 ~1 Credit

**Prerequisites:** Algebra 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 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.

## Algebra 2 (207)

Grades: 9-12 ~1 Credit

**Prerequisites:** Algebra 1 with a B- and Geometry.

Students may do Geometry concurrently with Algebra 2, but this should have proper teacher approval.

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).

## Mathematical Modelling & Theory (222)

Grades: 9-12 ~1 Credit

**Prerequisites:** Algebra 1 and Geometry

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.

## Pre-Calculus (209)

Grades: 10-12 ~1 Credit

**Prerequisites:** Algebra 2 with a B- or departmental approval.

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.

## Honors Pre-Calculus (252)

Grades: 10-12 ~1 Credit

**Prerequisites:** Geometry and either Pre-Calculus with a B- or Algebra 2 with an A-, or departmental approval.

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.

## Statistics (210)

Grades: 10-12 ~1 Credit

**Prerequisites:** Algebra 1 with a B-

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.

## AP Statistics (216)

Grades: 10-12 ~1 Credit

**Prerequisites:** Algebra 2 with a B-

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.

## Calculus (221)

Grades: 11-12 ~1 Credit

*(This course is not offered in 2023-24 due to low enrollment.)*

**Prerequisites:** Pre-Calculus with a B-

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.

## AP Calculus AB (211)

Grades: 11-12 ~1.5 Credits

**Prerequisites:** B- or above in Honors Pre-Calculus or department approval

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.

## AP Calculus BC (219)

Grades: 11-12 ~1.5 Credits

**Prerequisites:** A- or above in Honors Pre-Calculus or department approval.

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 the Taylor series, the basic calculus of parametric and polar functions, Euler's method, integration by parts, partial fractions, and vector calculus. Students who take AP Calculus AB and AP Calculus BC will earn a total of 2.0 credits for both courses.

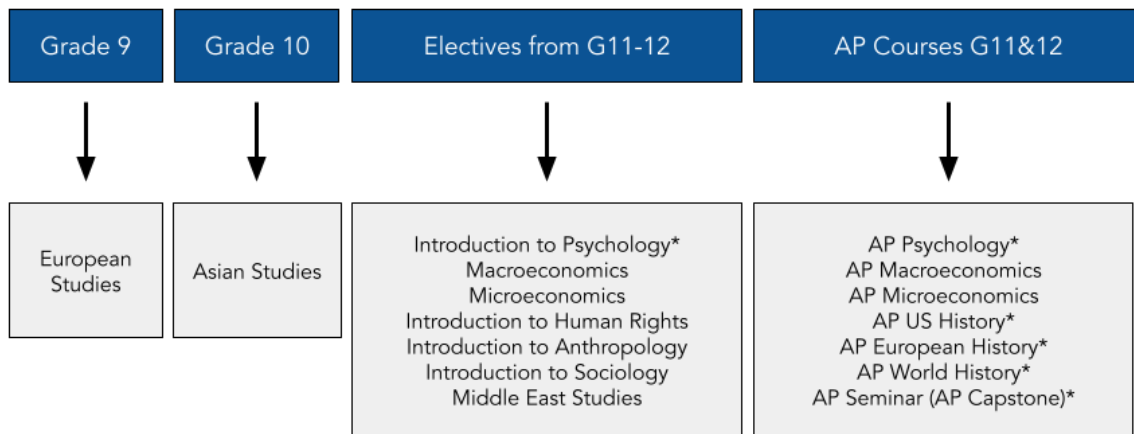
# SOCIAL SCIENCES DEPARTMENT

## Philosophy

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, and inquire about the world around them. Social Science classes train students to apply a wide range of analytical skills, to develop their own conclusions, to use evidence to support claims, to respond effectively to issues from a Biblical worldview, and to communicate effectively within a cross-cultural context. More than two credits is highly recommended for anyone pursuing law, international relations, journalism and international business. We have recently adopted the C3 Framework for Social Sciences.

## Social Sciences Course Progression Chart (2 credits)



\* Indicates a yearlong course (1 credit); the rest are semester courses (0.5 credit).

\*European Studies and Asian Studies are prerequisites for all G11 and G12 Social Science courses.

## Course Description

### European Studies (324)

Grade: 9 ~1 Credit

Using a biblical perspective, European Studies provides students with a multidisciplinary view of Europe, and Europe's influence on Western civilization and the modern world. Utilizing the C3 Framework for Social Science, this course uses the dimensions of history, civics, geography, and economics. Beginning with Ancient civilizations in Europe and ending with an exploration of issues in modern Europe, this course examines the major historical events, religions, and philosophies of the region, as well as an emphasis on the Humanities. Students will demonstrate research skills, and learn how to respond to primary and secondary sources by analyzing, evaluating, critiquing, comparing, and presenting arguments.

### Asian Studies (305)

Grade: 10 ~1 Credit

Using a biblical perspective, Asian Studies provides students with a multidisciplinary view of Asia, and Asia's influence on Eastern civilization and the modern world. Utilizing the C3 Framework for Social Science, this course uses the dimensions of history, civics, geography, and economics. Beginning with the classical era in Asia and ending with an exploration of issues in modern Asia, this course examines the major historical events, religions, and philosophies of the region. Students will demonstrate research skills, and learn how to respond to primary and secondary sources by analyzing, evaluating, critiquing, comparing, and presenting arguments.

### Microeconomics (306)

Grades: 11-12 ~0.5 Credit

Prerequisite: 2 Credits of Social Science

Microeconomics is taught with the AP Microeconomics class. For a full course description see AP Microeconomics (SS 318). The purpose of the course is to expose students to major microeconomic concepts and analysis. Students taking this course will not take the official College Board AP exam, and at times will have alternative assessments that better fit their learning needs, such as replacing a test with a project or portfolio of work that demonstrates understanding of the topics and objectives. Students will be informed by the instructor when and how these modifications will be applied. This course is taught in Semester 1.

### AP Microeconomics (318)

Grades: 11-12 ~0.5 Credit

Prerequisite: 2 Credits of Social Science

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 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. This course is taught in semester 1.



Artwork by  
Muyin Chang, Alumni,  
2019 Graduate

### Macroeconomics (307)

Grades: 11-12 ~0.5 Credit

**Prerequisite:** 2 Credits of Social Science, Microeconomics recommended

Macroeconomics is taught with the AP Macroeconomics class. For a full course description see AP Macroeconomics (318). 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 at times will have alternative assessments that better fit their learning needs, such as replacing a test with a project or portfolio of work that demonstrates understanding of the topics and objectives. Students will be informed by the instructor when and how these modifications will be applied. This course is taught in Semester 2, after students have completed Microeconomics.

**Note:** Students who have not taken Microeconomics will be required to complete Unit 1 over the Christmas break. They will be tested on this knowledge in the first week of Macroeconomics.

### AP Macroeconomics (319)

Grades: 11-12 ~0.5 Credit

**Prerequisite:** 2 Credits of Social Science, AP Microeconomics recommended

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.

**Note:** Students who have not taken AP Microeconomics will be required to complete Unit 1 over the Christmas break. They will be tested on this knowledge in the first week of AP Macroeconomics.

### Introduction to Psychology (309)

Grades: 11-12 ~1 Credit

**Prerequisite:** 2 Credits of Social Science

Introduction to Psychology is taught alongside AP Psychology. For a full course description see AP Psychology (317) This course introduces students to the science of psychology from a Christian perspective. Students who choose to take this course will gain a much deeper understanding of self, others, and the world around them. Introduction to Psychology is not a prerequisite to AP Psychology, and students who take Introduction to Psychology should not subsequently take AP Psychology. To better meet their learning needs, students taking Introduction to Psychology will, at times, have different learning objectives and alternative assessments to the AP Psychology students. Students will be informed by the instructor when and how these modifications will take place.

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

### AP Psychology (317)

Grades: 11-12 ~1 Credit

**Prerequisite:** 2 Credits of Social Science

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 perspective. 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, abnormal behaviour, and social psychology. Students also learn about the ethics and methods that 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 athletics. 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.

**Note:** Students can only choose either Introduction to Psychology OR AP Psychology, not both.



### Introduction to Human Rights (314)

Grades: 11-12 ~0.5 Credit

**Prerequisite:** 2 Credits of Social Science

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.

### Middle East Studies (323)

Grades: 11-12 ~0.5 Credit

*(This course is not offered in 2023-24 due to low enrollment.)*

**Prerequisites:** 2 Credits of Social Science

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 and AP World History compliment each other, but are not pre-requisites for each other.

### Introduction to Anthropology (321)

Grades: 11-12 ~0.5 Credit

**Prerequisite:** 2 Credits of Social Science

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.

### Introduction to Sociology (322)

Grades: 11-12 ~0.5 Credit

**Prerequisite:** 2 Credits of Social Science

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.

### AP World History (316)

Grades: 10-12 ~1 Credit

**Prerequisite:** 2 Credits of Social Science, or G.10 with an A in European Studies

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. It is recommended (but not required) that students take AP World History before AP US History or AP European History, as the skills learned in AP World are beneficial to subsequent AP history courses.

### AP US History (308)

Grades: 10-12 ~1 Credit

**Prerequisite:** 2 Credits of Social Science, or G.10 with an A in European Studies

*This course is offered every other year; it will next be offered in 2024-25.*

The AP US History gives juniors and seniors an opportunity for university credit. The course, spanning 1490 to 2000, has an in-depth and rigorous agenda. Students will consider various aspects of the American political, economic, social, cultural, intellectual, and diplomatic historical experience. 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 wait until G12, it may not be available. It is strongly encouraged (but not required) that you take AP World History before taking this course.

## AP European History (320)

Grades: 10-12 ~1 Credit

**Prerequisite:** 2 Credits of Social Science, or G.10 with an A in European Studies

*This course is offered every other year – it will be offered in 2023-24.*

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. It is strongly encouraged (but not required) that you take AP World History before taking this course.

## AP Seminar – AP Capstone (330)

Grades: 11-12 ~1 Credit

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.

# SCIENCE AND TECHNOLOGY DEPARTMENT

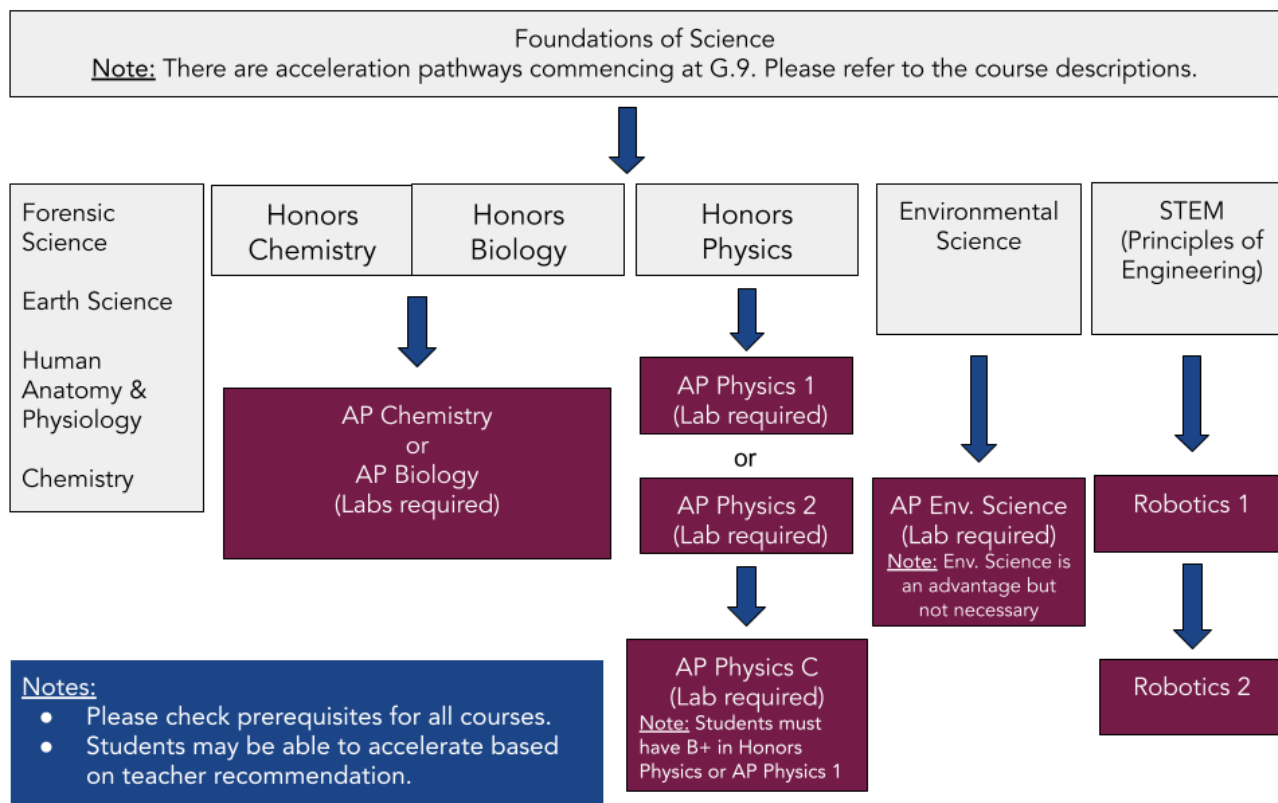
## Science Philosophy (2 Credits from Lab-Based Courses)

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.

### Progression of HS Science Courses at ICS



Notes for course selection

- All students must complete a minimum of 2 lab-based science credits to meet graduation requirements. It is recommended that students wishing to pursue post-secondary education take at least 3 science credits.
- All students are required to take Foundations of Science (FBS) or FBS Honors in Grade 9.
- Students who desire 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 who wish 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 2 and C (STEM recommended)
  - Medicine: Honors Chemistry, AP Chemistry and AP Biology (in any order)
  - Other careers: Please consult with HS Science Teachers and University Counselors

Two charts are shown explaining illustrative pathways, typical progression, and acceleration options. These, along with the course descriptions and the accompanying prerequisites, should inform decision-making. Students should consult with their relevant teachers, academic advisors, and university advisors for progression planning and course selection.

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 Science	Foundations of Science	Foundations of Science	Foundations of Science	Foundations of Science and Hons. Physics	Foundations of Science and Hons. Chemistry
G10	Any one of: Chemistry /Hons. Biology / Hons. 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 or Hons. Biology	AP Physics C AP Physics 2 &/or STEM	AP Biology
G11			Physics C AP Physics 2 &/or Robotics 1	AP Biology or AP Chemistry	AP Physics 2 / AP Biology / AP Chemistry / Robotics 1	AP Chemistry
G12		AP Environmental Science	AP Physics C AP Physics 2 &/or Robotics 2	AP Biology / AP Chemistry	AP Physics 2/ 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		

KEY: ◇ shows typical progression, # shows acceleration

Progression		9	10	11	12
Courses Offered	Prerequisites	Grade level course offerings			
414 Foundations of Science	None	◇			
490 Sport and Exercise Science	None (For details please refer to the course description)			◇	◇
450 Hons. Biology	Foundations of Science	#	◇	◇	◇
407 Chemistry	Foundations of Science	#	◇	◇	◇
451 Hons. Chemistry	Foundations of Science	#	◇	◇	◇
452 Hons. Physics	Foundations of Science	#	◇	◇	◇
410 Forensic Science	Foundations of Science		◇	◇	◇
415 Earth Science	Foundations of Science		◇	◇	◇
416 Environmental Science	Foundations of Science		◇	◇	◇
417 Human Anatomy & Physiology	Foundations of Science		◇	◇	◇
4551 STEM (Research for global citizenship)	Foundations of Science		◇	◇	◇
456/457 Robotics 1 and 2	STEM			◇	◇
420 AP Environmental Science 4202 AP Env. Science Lab	Foundations of Science, Hons. Chemistry or Hons. Biology			◇	◇
423 AP Physics C 4232 AP Physics C Lab	Hons. Pre-Calculus with B- or higher Hons. Physics with B+ or higher and departmental approval, or AP Physics 1.		#	◇	◇
421 AP Physics 1 4212 AP Physics 1 Lab	Foundations of Science, Hons. Physics, Algebra 2, Hons. Pre-Calculus taken concurrently		#	◇	◇
422 AP Physics 2 4222 AP Physics 2 Lab	Foundations of Science, Hons. Physics, Algebra 2, Hons. Pre-Calculus taken concurrently		#	◇	◇
435/436 AP Biology/AP Biology (Lab)	Foundations of Science, Hons. Biology (recommended) or Hons. Chemistry		#	◇	◇
445/446 AP Chemistry/Chemistry Lab	Foundations of Science, Hons. Chemistry		#	◇	◇

## Course Description

### Foundations of Science (414)

Grade: 9 ~1 Credit

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.

### Chemistry (407)

Grades: 10-12 ~1 Credit

**Prerequisite:** Foundations of Science

This course is designed for students who want to have a solid foundation in chemistry and who want to refine their laboratory skills. This course is useful for any AP Science course as it strengthens many general concepts found within a Science based course. It is often also very useful for students who want to progress further in forensics or anatomy and physiology.



### Honors Chemistry (451)

Grades: 9 (Accelerated), 10-12 ~1 Credit

**Prerequisite:** Foundations of Science

This course is designed as a precursor for AP Chemistry. Students will cover the topics 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.

G8 students who desire to take this course in G9 must meet the following criteria: A- in G8 Science in Q2, and Learning Behaviors of 3 or above in G8 Science courses. In addition, a recommendation for acceleration from the G8 science teacher is required and recommended students will be required to apply for and receive departmental approval to accelerate. **Be aware:** This course will be taught at a rigorous pace, catering for mature science students, and students must take Foundations of Science at the same time. **Note:** 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 at the beginning of Quarter 3, when a form and due date will be posted on Schoology.

### Honors Biology (450)

Grades: 9 (Accelerated), 10-12 ~1 Credit

**Prerequisites:** Foundations of Science

This biology course is a more in-depth course following the 9th grade science course. It will help students learn to appreciate the creatures around us, and understand the marvels of the human body. The course will cover important concepts included but not limited to: science, technology, evolution, relationships between structure and function, ecology and the scientific process. Students will dive into the content through hands-on activities, projects, and labs. It is recommended that students take this course if they are interested in taking AP Biology.

G8 students who desire to take this course in G9 must meet the following criteria: A- in G8 Science in Q2, and Learning Behaviors of 3 or above in G8 Science courses. In addition, a recommendation for acceleration from the G8 science teacher is required and recommended students will be required to apply for and receive departmental approval to accelerate. **Be aware:** This course will be taught at a rigorous pace, catering for mature science students, and students must take Foundations of Science at the same time. **Note:** 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 at the beginning of Quarter 3, when a form and due date will be posted on Schoology.

## Honors Physics (452)

Grades: 9 (Acceleration), 10-12 ~1 Credit

**Prerequisites:** Geometry

**Corequisites:** Algebra 2

This course focuses on the foundational Physics knowledge and skills that matter most for college and career readiness. Students engage with questions designed to encourage thinking that is elevated beyond simple memorization and recall. The topics covered are Kinematics, Newton's laws of motion, uniform circular motion, work, energy, and momentum. Topics revolve around big ideas such as systems, fields, interactions, change, and conservation. The course emphasizes integrating content with science practices like modeling, argumentation, data analysis, and the use of math routines and established experimental methods. It develops powerful reasoning tools that support students in analyzing the natural world around them.

Honors Physics will use right triangle trigonometry, quadratic equations, linear functions and inverse functions. Students are expected to study these concepts beforehand and complete a summer assignment in Algebra 2 if they have not previously taken that course. This course will be taught at a rigorous pace, catering to students with a strong background in science and mathematics.

G8 students who desire to take this course in G9 must meet the following criteria: A- in G8 Science in Q2, and Learning Behaviors of 3 or above in G8 Science courses. In addition, a recommendation for acceleration from the G8 science teacher is required and recommended students will be required to apply for and receive departmental approval to accelerate. **Be aware:** This course will be taught at a rigorous pace, catering for mature science students, and students must take Foundations of Science at the same time. **Note:** 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 at the beginning of Quarter 3, when a form and due date will be posted on Schoology.

## Forensic Science (410)

Grades: 10-12 ~0.5 Credit

**Prerequisite:** Foundations of Science

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.

## Environmental Science (416)

Grades: 10-12 ~0.5 Credit

**Prerequisites:** Foundations of Science

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.

## Human Anatomy & Physiology (417)

Grades: 10-12 ~0.5 Credit

**Prerequisite:** Foundations of Science

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.

## STEM - Research for Global Citizenship (4551)

Grades: 10-12 ~0.5 Credit

**Prerequisite:** Foundations of Science

This course is a student-driven, project-based course. Students will have the opportunity to select an area of science or engineering that interests them in which they can work independently to design an investigation. Students will have the ability to access materials and technology found within the science department to collect data and evidence. There will also be a research-based component of this course where students will learn the necessary skills associated with writing a scientific report. Students will learn to apply their scientific knowledge and understanding to tackle local and global challenges.

This course is also recommended for those interested in completing a science-based AP Research course project.

## Earth Science (415)

Grades: 10-12 ~0.5 Credit

*(This course is not offered in 2023-24)*

**Prerequisite:** Foundations of Science

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.





### Robotics 1 (456)

Grades: 11-12 ~0.5 Credit

**Prerequisite:** STEM (Principles of Engineering) or STEM - Research for Global Citizenship or Teacher approval

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.

### Robotics 2 (457)

Grades: 11-12 ~0.5 Credit

**Prerequisite:** Robotics 1 or teacher approval

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.

### AP Environmental Science (420)

Grades: 11-12 ~1 Credit

**Prerequisites:**

- Foundations of Science
- Hons. Chemistry or Hons. Biology, or teacher approval
- Environmental Science would be an advantage.

**Corequisites:** AP Environmental Science Lab (4202)

This course is an excellent AP for students who want a broad exposure to many subject disciplines, because it touches on other AP subjects such as Economics, Chemistry, Psychology, and Biology. We learn much of the subject content through case studies and laboratories. We get to spend time examining current environmental issues by understanding laws and constitutions. We will run a full semester lab course alongside the theory course and students will be encouraged to choose one environmental area on which to focus their research and present their findings.

### AP Environmental Science Lab (4202)

Required if taking AP Env. Science

Grades: 11-12 ~0.5 Credit

**Prerequisites:**

- Foundations of Science
- Hons. Chemistry or Hons. Biology
- Environmental Science would be an advantage.

**Corequisites:** AP Environmental Science (420)

This laboratory course will prepare students for working in the field of environmental science. Students will be able to use a wide range of new technologies that have recently emerged in this growing integrated discipline. Students will take part in a variety of laboratories such as: vehicle emission analysis, ozone and carbon detection, soil testing assays, ocean acidification analysis, water testing and eutrophication analysis. Students will be able to solve problems, think critically and apply their knowledge to their immediate environment in Hong Kong. This course will also involve field work and varied assessment including lab reports, presentations and group projects. This course must be done in conjunction with AP Environmental Science course work.

### AP Physics 1 (421)

Grades: 10 (Accelerated), 11, 12 ~1 Credit

**Prerequisites:** Honor Physics, Algebra 2

**Corequisites:** Hon. Pre-Calculus and AP Physics 1 Lab (4212).

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion.

### AP Physics 1 Lab (4212)

Grades: 10 (Accelerated), 11, 12 ~0.5 Credit

**Prerequisites:** Honor Physics, Algebra 2

**Corequisites:** Hon. Pre-Calculus and AP Physics 1 (421).

Students will practice reasoning skills used by physicists by discussing and debating, with peers, the physical phenomena investigated in class. Students will also design and conduct inquiry-based laboratory investigations to solve problems using first-hand observations, data collection, and analysis, and interpretation.

### AP Physics 2 (422)

Grades: 10 (Accelerated), 11, 12 ~1 Credit

Prerequisites: Honors Physics, Algebra 2

Corequisites: Hon. Pre-Calculus and AP Physics 2 Lab (4222).

AP Physics 2 is an algebra-based, college-level introductory physics course that explores a wide range of topics other than Newtonian mechanics. Students cultivate their understanding of applied physics through inquiry-based investigations as they explore these topics: fluids, thermodynamics, electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; quantum, atomic, and nuclear physics,

### AP Physics 2 Lab (4222)

Grades: 10 (Accelerated), 11, 12 ~0.5 Credit

Prerequisites: Honor Physics, Algebra 2

Corequisites: Hon. Pre-Calculus and AP Physics 2 (422)

Students will practice reasoning skills used by physicists by discussing and debating, with peers, the physical phenomena investigated in class. Students will also design and conduct inquiry-based laboratory investigations to solve problems using first-hand observations, data collection, analysis, and interpretation.

### AP Physics C (423)

Grades: 11-12 ~1 Credit

*(This course is not offered in 2023-24 due to low enrollment.)*

Prerequisites: Grade B+ in Honors Physics and teacher approval or completion of AP Physics 1 or AP Physics 2

Corequisites: AP Calculus AB or BC and AP Physics C Lab (4232)

Note: It is recommended that students take AP Physics 1 before Physics C. However, students who wish to go directly to Physics C from Honors Physics will be considered on a case-by-case basis. This is a calculus-based, college-level physics course. It deals with the topics covered in Pre-AP Physics such as kinematics, Newton's laws of motion, work, energy, and power, systems of particles and linear momentum, circular motion and rotation, oscillations, and gravitation. The electricity and magnetism portion of the course provides instruction in each of the following six content areas: electrostatics, conductors, capacitors and dielectrics, electric circuits, magnetic fields, and electromagnetism. The course starts with Algebra-based Newtonian mechanics, transitioning to calculus-based Physics later. It assists students in developing the skills required for the Physics C Mechanics exam and the AP Physics C Electricity and Magnetism exam.

### AP Physics C Lab (4232)

Grades: 11-12 ~0.5 Credit

*(This course is not offered in 2023-24 due to low enrollment.)*

Prerequisites: Grade B+ in Honors Physics and teacher approval or completion of AP Physics 1 or AP Physics 2

Corequisites: AP Calculus AB or BC and and AP Physics C (423)

Students will practice reasoning skills used by physicists by discussing and debating, with peers, the physical phenomena investigated in class. Students will also design and conduct inquiry-based laboratory investigations to solve problems using first-hand observations, data collection, analysis, and interpretation.

### AP Biology (435)

Grades: 10(accelerated), 11-12 ~1 Credit

Prerequisites: Foundations of Science and Honors Biology (recommended) or Honors Chemistry

Corequisites: AP Biology Lab (436)

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.

### AP Biology Lab (436)

Grade: 10 (accelerated), 11-12 ~0.5 Credit

Prerequisites: Foundations of Science and Honors Biology (recommended) or Honors Chemistry

Corequisites: AP Biology Lab (436)

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.

### AP Chemistry (445)

Grades: 10-12 ~1 Credit

**Prerequisites:** Hons. 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.

**Corequisites:** AP Chemistry Lab course (446)

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.

### AP Chemistry Lab (446)

Grade: 10-12 ~0.5 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 Honor Chemistry, or AP Biology for accelerated students.

**Corequisites:** AP Chemistry course concurrently (445)

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 tests. This course must be done in conjunction with AP Chemistry course work.

### Sport and Exercise Science (490)

Grade: 11-12 ~0.5 Credit

This course is for students who want an introduction to the field of Kinesiology. This course will introduce students to the world of sports and exercise science. Students will grow in their understanding of the human body and the science of human movement. This course will cover a range of topics including anatomy, physiology, biomechanics, motor learning, exercise physiology, sports nutrition, sports psychology, and injury prevention/treatment. Students will learn through a blend of hands-on experiments and classroom learning. This course prepares students for university programs in kinesiology, health sciences, health studies, recreation, physical education, and sports administration.

## 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.

### Course Description

#### Foundations of Programming (479D)

Grades: 9-12 ~1 Credit

*(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.

#### AP Computer Science (480D)

Grades: 10-12 ~1 Credit

Prerequisite: Algebra 2

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.

# HEALTH & PHYSICAL EDUCATION DEPARTMENT

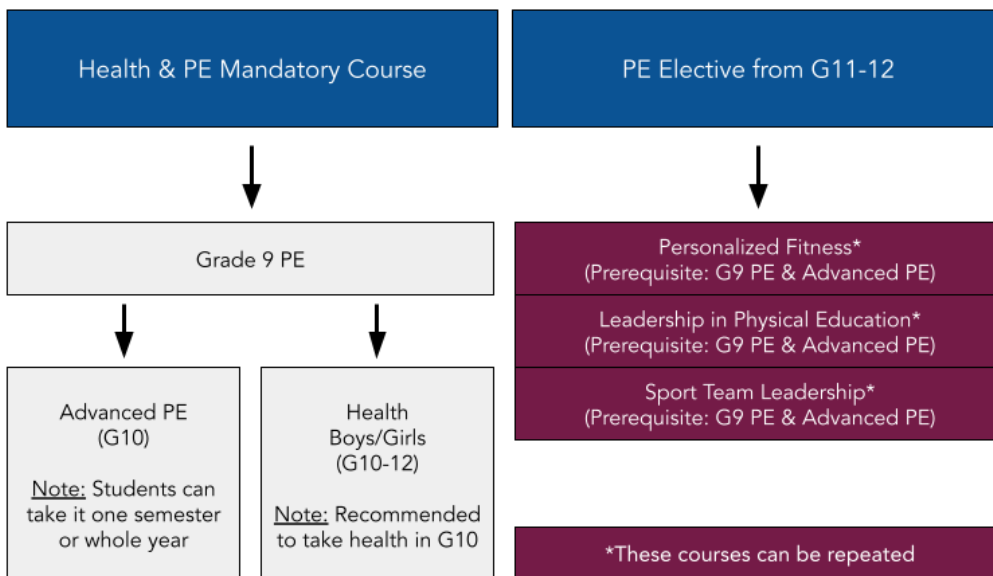
## Health Philosophy (0.5 Credit Required)

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.

## Physical Education (PE) (1.5 Credits Required)

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.



## Course Description

### Health Boys (533) / Health Girls (538)

Grades: 10-12 ~0.5 Credit

#### Required

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.

### Grade 9 PE (538G9)

Grade: 9 ~1 Credit

#### Required Credit for G.9

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

### Advanced PE

Semester (574) ~0.5 credit

Yearlong (574Y) ~1 credit

Grades: 10

#### Required Credit for G.10

Prerequisite: G.9 PE

This course gives the student an in-depth view of lifetime physical activity by studying subjects such as: nutrition, wellness strategies, exercise programming, lifetime activities and team sports. Students will apply what they learn by participating in a more challenging way through planning and analysis of movement. This course guides students through an in-depth examination of the effects of exercise on the body, as well as basic anatomy, biomechanics, physiology, and sports nutrition, while participating in a variety of physical activities and applying principles they've learned. Units will be viewed through the lens of "lifetime physical activity" and how these activities can help keep students active and healthy for life.

### Personalized Fitness

Semester (572) ~0.5 credit

Yearlong (572Y) ~1 credit

Grades: 11-12

Prerequisite: G.9 PE and Advanced PE

This course takes an in-depth look at creating, adapting, and evaluating personalized fitness plans and developing the essential 21st century skill of health literacy. Personalized fitness allows students to discover new interests as they experiment with a variety of exercise styles including cardio, strength, and flexibility in an encouraging and non-competitive atmosphere. This course empowers students to create meaningful fitness plans which are centered on their individual goals and interests. Students will execute their fitness plans each week in order to progress in their fitness journey. During each unit, students will participate in beginning-of-unit and end-of-unit fitness assessments that will allow them to set goals and analyze their fitness journey. The student-centered nature of the course allows students to target different areas of fitness in order to increase their understanding of healthy practices and improve their overall fitness level, both now and throughout their lifetime.

**Leadership in Physical Education (505)**  
Grades: 11-12 ~0.5 credit

**Prerequisite:** G.9 PE and Advanced PE

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 adaptive PE lessons throughout the semester, students will learn leadership skills by exploring and practicing a variety of leadership concepts and principles throughout this course.

This is a one-semester course that will consist of two parts:

- Lesson planning, teaching, and participating with the Bridges students.
- Learning and applying leadership principles.

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.



**Sport Team and Leadership (571)**  
Grades: 11-12 ~0.5 Credit

**Prerequisite:** G.9 PE and Advanced PE

Members of the high school that travels and competes at ACSC. They must be a member of another competitive team within the same sport and play year round. They can apply to receive PE credit for Sport participation and leadership. Students must be part of the MAD (Make A Difference) course that works with elementary students of the same sport. They must either participate in the autumn football tournament and Season 3 football or the ACSC Basketball/Volleyball as well as competing in their chosen sport year round for a competitive and approved team (Approval comes from AD).

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 Athletic Director.

## Advanced Individual Sports Contract (580 AIC)

Grades: 11-12 ~0.5 credit

**Prerequisite:** Completed G.9 & Advanced PE

Students doing an active sport at an international or equivalent level must include the following conditions:

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 sports 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

## Overall Philosophy (Two Credits)

Communication is at the heart of the human experience. It is our belief that learning languages is vital to an independent but global society. With the integration of Christian values, learning languages will reinforce students' respect and understanding of other cultures from a Biblical perspective. Students will also 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 four communication skills: listening, speaking, reading, and writing, which will enable them to interact effectively and actively in the global community.

The Chinese and Spanish programs at International Christian School (ICS) cultivate students' ability to communicate in these languages with cultural competence. Both language streams enriches students' knowledge about political, economic, and social aspects of the Chinese and Spanish-speaking communities. Students also participate in higher-order thinking and the language programs equip students with the necessary communicative 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 from G7 onwards.

## Philosophy of the 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.

## Philosophy of the 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 the beginner to an advanced level, equipping students with diverse skills including basic vocabulary and grammar to sophisticated analysis of literary texts of past centuries and conversational Spanish to detailed study of modern film. Students will discover and reflect biblically on cultures rich in centuries of history in Spain and Latin American 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.

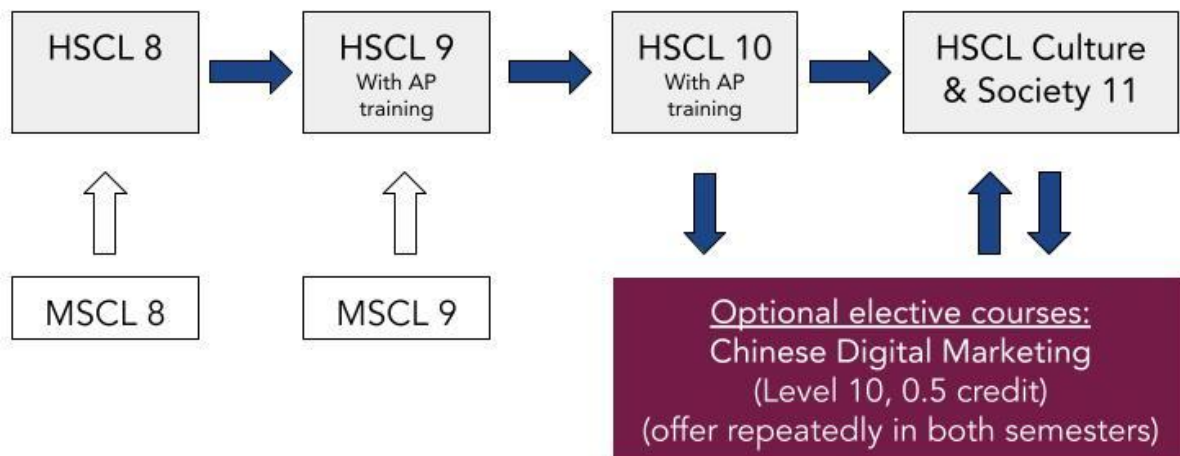


## Chinese Literacy Stream (CL)

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. Since teachers are moving toward a self-developed curriculum, various resources and materials will be used to enhance our program.

### Progression of HS Chinese Courses of Literacy Stream (CL) at ICS



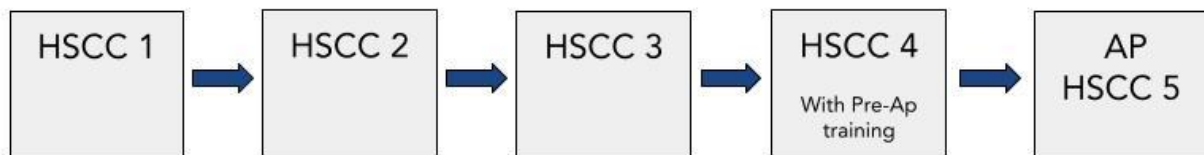
\*Please check prerequisites for all courses.

## Chinese Communication Stream (CC) Pathway

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.

### Progression of HS Chinese Courses of Communication Stream (CC) at ICS



\*Please check prerequisites for all courses.

## Course Description

### Chinese Communication 1 (643)

Grades: 9-12 ~1 Credit

**Prerequisites:**

Students who finished MSCC Foundation, MSCC 1, or with no previous knowledge in Chinese language.

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 such as 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.

### Chinese Communication 2 (644)

Grades: 9-12 ~1 Credit

**Prerequisites:** Students who attained a pass with a C+ in the HS Chin Com 1, MSCC2, or equivalent, and with department approval.

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.

### Chinese Communication 3 (646)

Grades: 9-12 ~1 Credit

**Prerequisites:** Students who attained a pass with a C+ in the HS Chin Com 2, MSCC3, or equivalent, and with department approval.

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 the SAT II Chinese Subject test during the course.

### Chinese Communication 4 (6721)

Grades: 9-12 ~1 Credit

**Prerequisites:** Students who attained a pass with a C+ in the MSCC4, HSCC 3, or equivalent, and with department approval.

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.

### AP Chinese Communication 5 (673)

Grades: 9-12 ~1 Credit

**Prerequisites:** Students who attained a pass with a C+ in the HSCC 4, or equivalent, and with department approval.

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 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.

### Advanced Honors Chinese Literacy 7 (671)

Grades: 9-12 ~1 Credit

**Prerequisites:** Students who attained a pass with a C+ in MSCL7 or equivalent, and with department approval.

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.

### Advanced Honors Chinese Literacy 8 (654)

Grades: 9-12 ~1 Credit

**Prerequisites:** Students who attained a pass with a C+ in HS Adv Hon Chin Lit 7, MSCL8, or equivalent, and with department approval.

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 excerpts in a variety of genres will be integrated as study materials. Writing formal application letters, movie critiques and illustrative writings will be adopted to further develop the writing skill.

### Advanced Honors Chinese Literacy 9 (661)

Grades: 9-12 ~1 Credit

**Prerequisites:** Students who attained a pass with a C+ in HS Adv Hon Chin Lit 8, MSCL9, or equivalent, and with department approval.

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 format. Oral presentations, storytelling and speeches with convincing messages are practiced in enhancing students' speaking skill. The AP Chinese exam training components will be part of the emphasis in this course.

### Advanced Honors Chinese Literacy 10 (662)

Grades: 9-12 ~1 Credit

**Prerequisites:** Students who attained a pass in HS Adv Hon Chin Lit 9 or equivalent.

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 also be introduced. Students are expected to express themselves in descriptive writing, lyric writing, as well as argumentative writing. Critical thinking will include understanding arguments made by students. Students will also further develop their speaking skills in making presentations and movie critiques.

### Advanced Honors Chinese Digital Marketing - Level 10,11 (6571)

Grades: 10-12 ~0.5 Credit

*(This course is not offered in 2023-24 due to low enrollment.)*

**Prerequisites:** Students who are in grade 10 or above and have attained a pass in Adv Hon CL 9 or above.

Chinese Digital Marketing course helps students learn career skills and technical language skills in various digital contexts. Students develop all four communication skills as well as negotiating, advocating and persuading skills. Students learn through communicative projects and workplace scenarios, including conducting meetings, customer service, commercial letters and brochures, marketing surveys, advertising strategies and design.

### Advanced Honors Chinese Culture and Society 11 (677)

Grades: 10-12 ~1 Credit

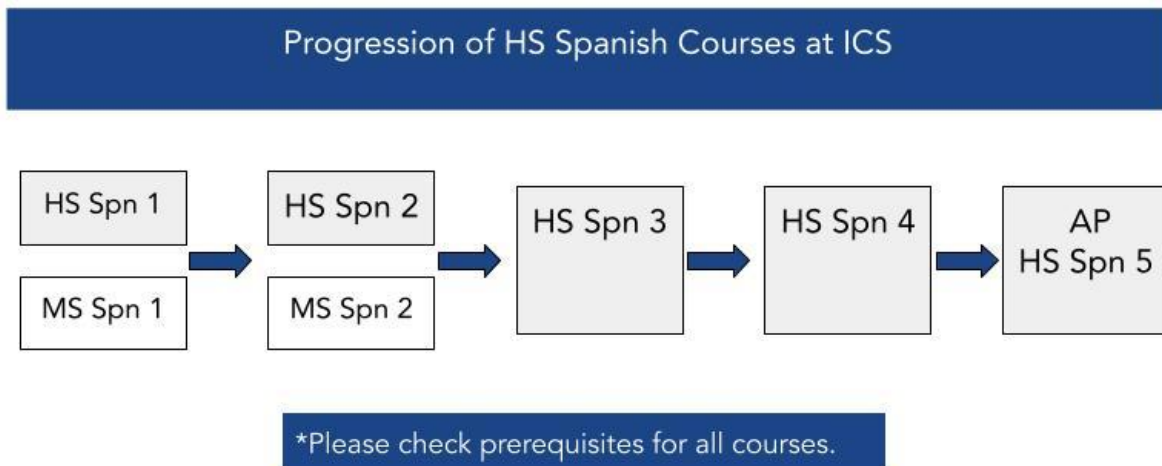
**Prerequisites:** Students who attained a pass in HS Adv Hon CL 10 or Chi Digital Marketing, or equivalent.

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 literature 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.

## Spanish Language Studies

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 Pathway



## Course Description

### Spanish 1 (667)

Grades: 9-12 ~1 Credit

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.

### Spanish 2 (668)

Grades: 9-12 ~1 Credit

**Prerequisites:** Students who attained a pass with a C+ in Spanish 1, MS Spanish 1, or equivalent, and with department approval.

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.

### Spanish 3 (669)

Grades: 9-12 ~1 Credit

**Prerequisites:** Students who attained a pass with a C+ in Spanish 2, MS Spanish 2, or equivalent, and with department approval.

In Spanish 3, students will continue to strengthen their prior knowledge and develop more complex grammar. Students will demonstrate use of 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.

### Honors Spanish 4 (6701)

Grades: 10-12 ~1 Credit

**Prerequisites:** Students who attained a pass with a C+ in Spanish 3 or equivalent, and with department approval.

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.

### AP Spanish (678)

Grades: 11-12 ~1 Credit

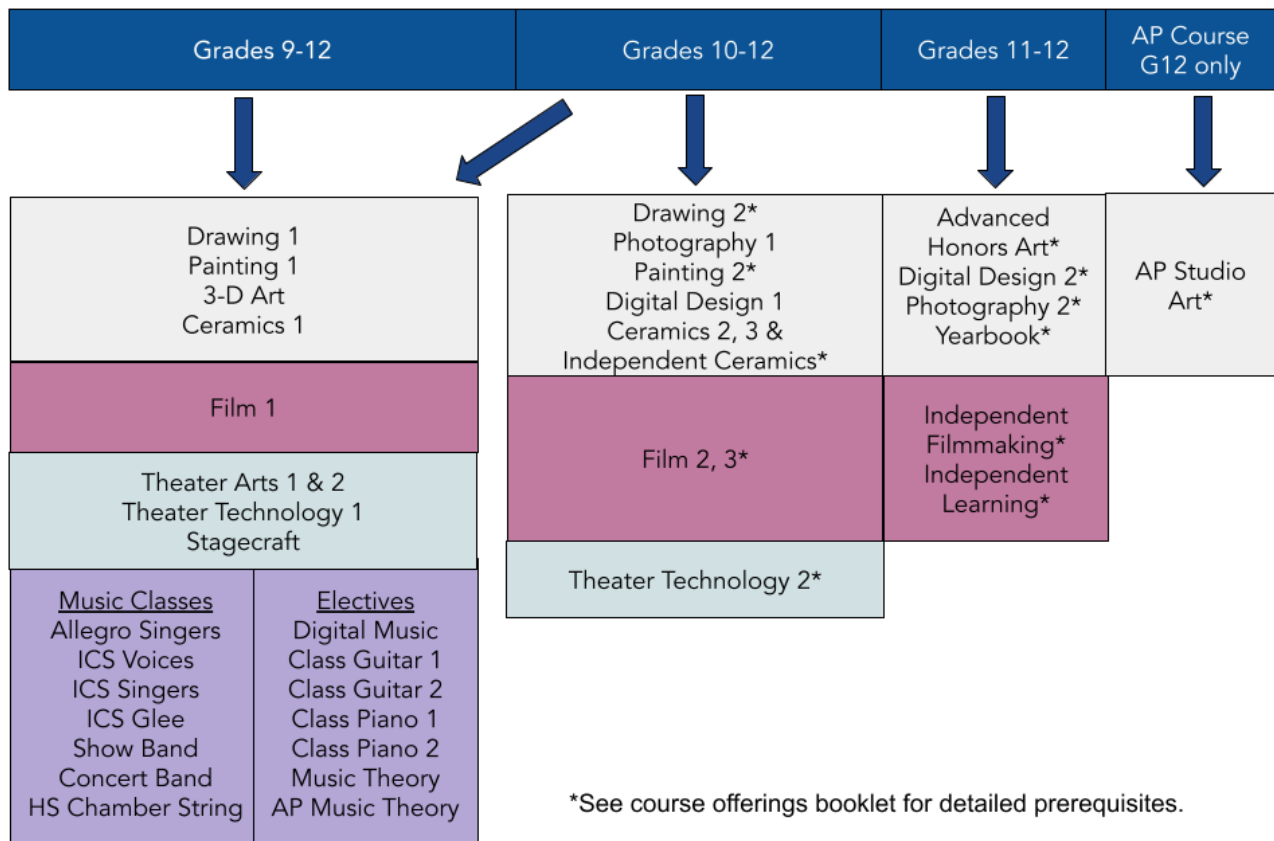
**Prerequisites:** Students who attained a pass with a C+ in Spanish 4 or equivalent, and with department approval.

In the AP Spanish course, the teaching and learning will emphasize communication by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The course will also continue to develop students' awareness and appreciation of cultural perspectives, particles and appreciation. The instruction will be supported with AP resources and multimedia support.

# FINE & PERFORMING ARTS DEPARTMENT

## Overall Philosophy (Two Credits)

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 an avenue for expressing creativity, beauty and spirituality. They are also given an opportunity to identify, develop, and celebrate their God-given abilities. The Fine and Performing Arts Department offers a wide range of courses in four diverse areas: Visual Art, Theater Art, Music, and Media Studies.





## Visual Arts Philosophy

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 embedded in our daily lives that we cannot help but respond to it. Therefore, visual arts education is necessary to empower each student to make critical judgments and appropriate responses regarding art – allowing students to reflect on artwork as a 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)

*(This chart shows typical progression)*

	2D-Pathway 1 (ideal 2D)	2D-Pathway 2 **	2D-Pathway 3 ***	3D-Pathway 4 (ideal 3D)	Electives (See course descriptions for grade level requirements and prerequisites)
G9	Drawing 1 Painting 1	Drawing 1 Painting 1		Ceramics 1 and Ceramics 2 and/or Ceramics 3 (at least 1-credit)	Drawing 1 Drawing 2  Painting 1 Painting 2
G10	Drawing 2 Painting 2		Photography 1 Digital Design 1		
G11	Advanced Art*	Drawing 2 Painting 2 Advanced Art*	Photography 2 Digital Design 2	Advanced Art* Independent Ceramics	Digital Design 1 Digital Design 2  Photography 1 Photography 2
G12	AP Studio Art*	AP Studio Art*	AP Studio Art* 2D Design (Photography or Digital Design focus)	AP Studio Art* 3D Design	Ceramics 1 Ceramics 2 Ceramics 3 Independent Ceramics  3D Art Honors Advanced Art

\* Indicates a yearlong course (1 credit); the rest are semester courses (0.5 credit).

\*\* Drawing 1 and Painting 1 can be taken either in G9 or G10. In G11, it is optional for the student to take Drawing 2 and Painting 2 in addition to Advanced Honors Art if they have not taken those courses yet.

\*\*\* Students interested in using the camera or digital media in producing artwork could choose not to take Drawing and Painting 1. Instead, they could complete Photography 1 and 2 and/or Digital Design 1 and 2 in their G10 and G11 years. In this case, students would be eligible to take AP Studio Art their senior year, focusing on either photography or digital media.

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.

## Course Description

### Drawing 1 (712)

Grades: 9-12 ~0.5 Credit

Concentrating entirely on enhancing drawing skills, this first semester course will include the black and white media of graphite, charcoal, and pen/ink. Available in 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.

### Painting 1 (711)

Grades: 9-12 ~0.5 Credit

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.

### Drawing 2 (707)

Grades: 10-12 ~0.5 Credit

**Prerequisites:** Drawing 1 or permission of the instructor

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. This course is recommended for G10 and G11 students considering advanced or AP Studio Art in the future, or for students interested in improving drawing skills.

### Painting 2 (708)

Grades: 10-12 ~0.5 Credit

**Prerequisites:** Painting 1 or permission of the instructor

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. This course is recommended for G10 and G11 considering Advanced or AP art in the future.

### Photography 1 (715)

Grades: 10-12 ~0.5 Credit

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 DSLR or mirrorless 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.

### Photography 2 (784)

Grades: 11-12 ~0.5 Credit

**Prerequisites:** Photography 1

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 enrol in AP art course simultaneously with AP art.

**Note:** Students must have access to an advanced DSLR or mirrorless camera with automatic and manual functions, either film or digital.

### 3-D Art (733)

Grades: 9-12 ~0.5 Credit

This course will concentrate on creating art that is not confined to a two-dimensional surface. Throughout the semester, students will experiment with a variety of materials to accomplish additive, subtractive, and found

object processes to form sculptural art. Materials will vary; some possibilities are wood, plastic, metal, plaster, resin and foam. Students will learn how to use a variety of tools, including manual tools, power tools, and digital tools to create artwork.

### Digital Design 1 (7143)

Grades: 10-12 ~0.5 Credit

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.

### Digital Design 2 (7833)

Grades: 11-12 ~0.5 Credit

**Prerequisite:** Digital Design 1

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.

### Ceramics 1 (754)

Grades: 9-12 ~0.5 Credit

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).

### Ceramics 2 (782)

Grades: 10-12 ~0.5 Credit

**Prerequisite:** Ceramics 1

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.

### Ceramics 3 (7831)

Grades: 10-12 ~0.5 Credit

**Prerequisite:** Ceramics 2

Building on the skills learned in the Ceramics 2 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.

### Independent Ceramics (7893)

Grades: 10-12 ~0.5 Credit

**Prerequisites:**

Ceramics 1, Ceramics 2, and Ceramics 3, or with teacher signature after completing Ceramics 1 followed by Ceramics 2 or Ceramics 3. *(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.

### Yearbook (716)

Grades: 11-12 ~1 Credit

**Prerequisites:** One year of high school art or permission of instructor

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.

## Advanced Honors Art (717)

Grades: 11-12 ~1 Credit

### Prerequisites:

- A minimum of one year of high school art or teacher approval.
- For students in the 2D stream, at least one drawing and at least one painting class must be completed.
- For students in the 3D stream, one year of 3D courses is required (3D Art, Ceramics 1, Ceramics 2 and/or 3).

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.



## AP Studio Art (718)

Grade: 12 ~1 Credit

### Prerequisites:

- AP Studio Art Photography – Completion of Photography 1 and Photography 2 by G.12
- AP Studio Art Digital Design – Completion of both Digital Design 1 and 2 by the end of the junior year.
- AP Studio Art 3D - Completion of two full years of 3D art courses by G.12. 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 – Completion of a minimum of two full years of art courses including a drawing course, a painting course, and Honors Advanced Art. It is highly recommended for students to complete three years of art by picking up a second drawing course and a second painting course.

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.

## Theater Arts Philosophy

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.

## Course Description

### Theater Arts 1: Standard Production Semester 1 (7513) / Semester 2 (7515) Grades: 9-12 ~0.5 credit

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, and stage etiquette.

### Theater Arts 2: Alternative Production Semester 1 (7514) / Semester 2 (7516) Grades: 9-12 ~0.5 credit

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.

### Stagecraft (7623) Grades: 9-12 ~0.5 credit

This semester-long 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.

### Theater Technology Semester 1 (762) / Semester 2 (7621) Grades: 9-12 ~0.5 credit

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 learn and practice a single theater technology (lighting, sound, media presentation, camera operation, video switching) per quarter and can repeat the class multiple semesters if desired. 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.

### Theater Technology 2 Semester 1 (7611) / Semester 2 (7612) Grades: 10-12 ~0.5 credit

**Prerequisites:** Theater Technology (762 or 7621) or instructor recommendation is needed.

In this course students will hone their skills in a single theater discipline (sound, lights, media, camera/switcher) in collaboration with the High School Theater Arts Class as we put on an ICS production. Students will design and implement a plan for their discipline in coordination with the performances' director and technical director. The class is primarily self-directed, targeted learning under the guidance of the theater manager. This class has after-school attendance requirements in alignment with the production schedule of the HS Theater Art class.

## Music Philosophy

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 ICS Voices ICS Singers ICS Glee Show Band Concert Band HS Chamber Strings	Jazz Band Symphony HS Madrigal  Note: Students must enroll in a music performance class to receive honors status.	Digital Music Class Guitar 1 Class Guitar 2 Class Piano 1 Class Piano 2 Music Theory AP Music Theory	Class Piano 1, <u>or</u> Class Guitar 1, <u>or</u> Class Guitar 2  ↓ Class Piano 2, <u>or</u> Music Theory  ↓ AP Music Theory  <i>(Students can test out of basic level courses)</i>

## Honors Music Status

Band, Chorus, and Strings students will be given honors credit in a corresponding P-block ensemble for their participation in after-school performing groups.

The groups will be given co-curricular status and will be attached to a curricular music ensemble. These students participate for an extra hour each week, learn extra repertoire, and have extra performances. As with regular school-hour courses, attendance is taken every class in these co-curricular ensemble groups 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. Jazz Band students will receive Honors credit in the most advanced band course in which they are enrolled.
- **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. Symphony students will receive Honors credit in the most advanced band or strings course in which they are enrolled.
- **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. Madrigal students will receive Honors credit in the most advanced Choral course in which they are enrolled.

## Course Description

### Allegro Singers (7660)

Grades: 9-12 ~0.5 Credit

*(This course is not offered in 2023-24 due to low enrollment.)*

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. Students will also sing in various world languages and study basic music theory. Performances include the Christmas and Spring Concerts, as well as possible community events.

### ICS Voices (766)

Grades: 9-12 ~0.5 Credit

This large ensemble is for intermediate-level choral performers. The curriculum includes instruction in proper singing habits such as correct posture, breathing, tone production, basic music theory, and singing in a world language. Performances include the Christmas and Spring Concerts, as well as community events.

### ICS Singers (765)

Grades: 9-12 ~0.5 Credit

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. Students will also sing in various world languages and study basic music theory. Performances include the Christmas and Spring Concerts, as well as community events. Students enrolled in this course have the opportunity to audition for the ACSC Honor Choir Festival when it is a festival year.

### ICS Glee (7911)

Grades: 9-12 ~0.5 Credit

**Prerequisite:** Audition and Teacher permission.

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. Glee 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.

### Show Band (764)

Grades: 9-12 ~0.5 Credit

**Prerequisite:** Students should have at least one year of experience with their band instrument.

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. Students enrolled in this course have the opportunity to audition for AMIS Honor Band when it is a festival year.

### Concert Band (763)

Grades: 9-12 ~0.5 Credit

**Prerequisite:**

- Director's recommendation and audition required if not enrolled in an ICS Band in the previous year.
- Students should have at least two years of experience with their band instrument.

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. Students enrolled in this course have the opportunity to audition for ACSC Honor Band Festival during a festival year.

### Chamber Strings Ensemble (7962)

Grades: 9-12 ~0.5 Credit

**Prerequisite:**

- 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.

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. Students enrolled in this course have the opportunity to audition for ACSC Honor Band Festival and/or the AMIS Honor Band when it is a festival year.

## Other Electives and Theory Courses

### Digital Music Course (7008)

Grades: 9-12 ~0.5 Credit

*This course is offered every other year. It will next be offered in 2024-25.*

This is a music writing class where we will look at the components of popular and modern music styles and learn how to create these songs digitally. Step by step we will learn how to write, play, and record drum grooves, bass lines, chordal parts, and melodies using the MIDI or typing keyboard. The focus is on musicianship, and the skills learned in this course can be transferred to traditional performing ensembles. We will learn basic music theory that will help us write better songs and give a deeper understanding of what occurs behind the music you like to listen to. Throughout the course, students will have an opportunity to create, share, discuss, read, write about, and listen to music made with technology. Additional topics covered will be audio editing, sequencing software, looping, and remixing.

### Class Guitar 1 (7002)

Grades: 9-12 ~0.5 Credit

The purpose of this course is to introduce students with no previous guitar experience to the basics of guitar playing. We will learn finger picking notes on all 6 strings and note reading on the staff, as well as reading tabs and a variety of chords and strumming patterns. This course will explore different contexts for guitar performance and give students a foundation from which they can continue to learn guitar independently as they desire. Students will need to provide their own acoustic guitar for this class

### Class Guitar 2 (7006)

Grades: 9-12 ~0.5 Credit

**Prerequisite:** Guitar 1 or Teacher recommendation.

Guitar 2 is a course that will allow beginning to intermediate guitar players the opportunity to practice and to develop their skills. Students will develop their own learning goals and practice individually, as well as work through lessons as a group. Students will be assessed on their ability to play the songs and exercises assigned in class as well as their progress on individual goals. class as well as their progress on individual goals. Guitar 2 students will also continue to explore guitar performance in a variety of contexts. This class is for acoustic guitar players, although electric guitar players may be accommodated according to availability of equipment.

### Class Piano 1 (7005)

Grades: 9-12 ~0.5 Credit

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.

### Class Piano 2 (7011)

Grades: 9-12 ~0.5 Credit

**Prerequisite:** Class Piano 1 or Teacher Approval.

This class is designed to teach students how to interpret primary and secondary piano chords and cadences, harmonize melodies for non-classical songs, perform musical pieces at student's choice and play duets. Students will work through lessons as a group as well as have time to develop their own learning goals and practice individually. Learning goals may include performing music with non-traditional ensembles like worship teams, playing accompaniments to favorite songs, or playing duets using active listening skills. 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, their knowledge of fundamental music theory concepts in their performance as a soloist or in duets.

### Music Theory (7001)

Grades: 9-12 ~0.5 Credit

**Prerequisites:** Previous experience in a music ensemble or lessons is recommended, but not required.

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.



## AP Music Theory (7007)

Grades: 9-12 ~1 Credit

Prerequisites: Prior music theory study equivalent to ABRSM Grade 5 or the ICS Music Theory course. Students will need to pass a diagnostic exam in order to confirm course enrollment.

Corequisite: Concurrent enrollment in an ICS music performance ensemble (band, choir, or orchestra).

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.

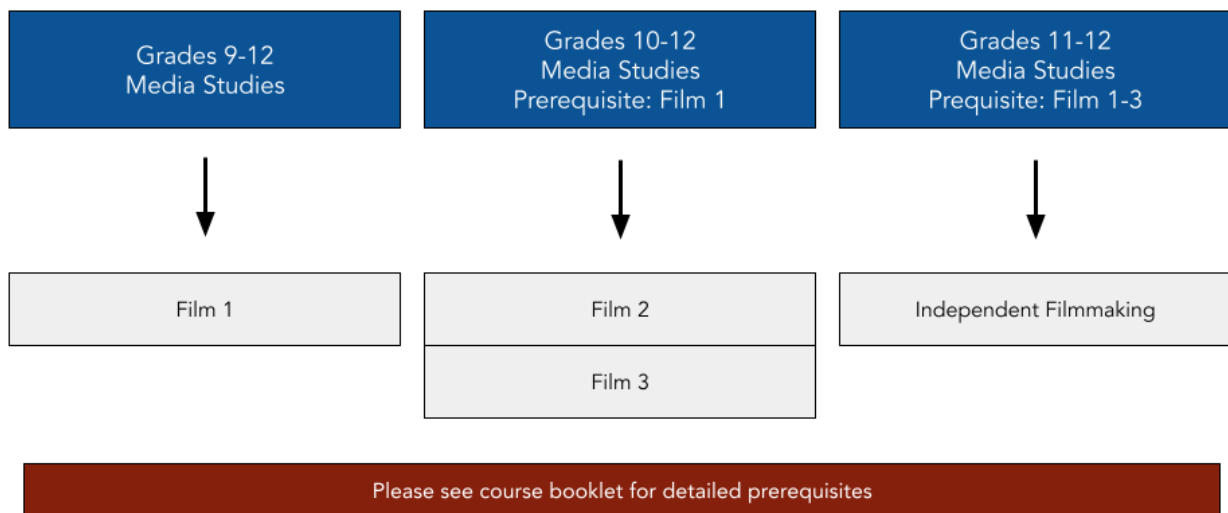
## Media Studies Philosophy

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 the 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 focus 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.



## Course Description

### Film 1 (7091)

Grades: 9-12 ~0.5 Credit

This course is a basic introduction to all of the skills needed to create a video. The main focus of this course is to build hands-on video and editing skills through the study of short stories, scripting, and social media. Students will engage in a variety of activities and learn basic production processes and operation of camera equipment, as well as learning software such as Final Cut Pro and Photoshop to create their own short film genre scene.

### Film 2 (7093)

Grades: 10-12 ~0.5 Credit

Prerequisites: Film 1 or permission from instructor.

The focus of this course is narrative film and the aesthetics of those films. Students engage with the history of narrative film styles and are provided opportunities to examine how a story is told and and filmed, while engaging and entertaining audiences. Students analyze techniques in production and story elements in film, are introduced to different shot types, examine the convention of movie trailers, and use a hands-on approach in the use of a camera, filming techniques, production and editing in a variety of videos.

### Film 3 (7094)

Grades: 10-12 ~0.5 Credit

Prerequisites: Film 1 and Film 2 or permission from instructor.

The focus of this course is on post production and audio, building upon what we have learned from previous classes. Students will use a hands-on approach in the use of audio equipment and animation (with both adobe and motion). Students will grow their skills and understanding of story-telling by using the different equipment ICS has to offer to create a full cinematic story. They will develop technical competence in practical hands-on activities working towards producing their own 'multimedia' video work, including manipulating film in the post production process.

### Independent Filmmaking (709)

Grades: 11-12 ~0.5 Credit

Prerequisites: G11 or above; Film 1, 2, & 3 or Instructor approval based on filming expertise and experience.

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 course will also develop independent management skills, creativity, and time management. Students will apply the skills learned in the prerequisite courses (media production, planning, post production editing, analyzing different types and methods used in various film productions). Students will be required to update the media studies teacher regularly and 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. This course can be repeated with new goals in mind.

Note: This course is now scheduled concurrently within any of the other film blocks. Students will complete the work independently, with regular consultation with the Media Studies teacher.



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