



**INTERNATIONAL  
CHRISTIAN  
SCHOOL**



# **COURSE OFFERING BOOKLET**

**HIGH SCHOOL 2024-2025**

**Oct 2023 - 2nd Draft**

Dear Parents and Students,

Welcome to the Course Offerings Booklet for the 2024-2025 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 a wide range of courses in our core departments and in our many electives. We encourage you, as a family, to take the time to map out future aspirations and goals with 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,

A handwritten signature in black ink that reads "Kathy Gordon". The script is fluid and cursive, with the first letters of "Kathy" and "Gordon" being capitalized and prominent.

Kathy Gordon  
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



# KEY DATES

| 2024-2025 Academic Advisory & Scheduling Events            | Dates          |
|--|----------------|
| First day of school  | 12 Aug         |
| Deadline for extraordinary add/drops                       | 23 Aug         |
|  |                |
| Deadline to withdraw from an S1 or year-long course        | 17 Oct         |
|  |                |
| S2 Add/Drop session (Nov 2024)                             | 25 Nov - 5 Dec |
|  |                |
| Individual Academic Advising for course sign-ups (2025-26) | before 15 Jan  |
| Final Course Selection Dates for 2025-26                   | 20 - 27 Jan    |
| G9-11 (HS) Course Sign-up for 2025-26 Commences            | 20 Jan         |
| G8 Course Sign-up for 2025-26 Commences                    | 20 Jan         |
| G8-11 Student Course Sign-up conclude for 2025-26          | 27 Jan         |
| G8-11 Final date for Parent Approvals for 2025-26 Sign-up  | 28 Jan         |
| G7 Course Course Sign-up Commences for 2025-26             | 4 Feb          |
| G7 Final date for Parent Approvals for 2025-26 Sign-up     | 10 Feb         |
|  |                |
| Deadline to withdraw from an S2 course                     | 25 Mar         |
|  |                |
| Add/drop session for 2025-26 student schedules commences   | 22 Apr         |
| G8-9 Add/drop finalized                                    | 30 Apr         |
| G10-11 Add/drop finalized                                  | 30 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 awarded for the successful completion of a full-year course, except for those courses taken during P-Block.

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** - 1 credit of English is required every year. 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 in literary style and genre.

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

**3.0 credits of Math** - These credits depend on math placements and usually include Geometry, Algebra and Pre-Calculus. Only credits earned while in high school count towards graduation.

**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.

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

**0.5 credits of Health** - This is a required course that can be taken in G10, G11 or G12.

**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 order to accomplish this, students will need to fulfil all credit requirements and go 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  |
| 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. Grade 9 students do a more structured program of community service. MAD projects are graded on a Superior - Pass - Incomplete basis and will appear on transcripts. 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 greater awareness of the world around them, their place in that world, and the challenge that Christ brings to their spiritual development. WWW programs are graded on a Pass - Incomplete basis and will appear on transcripts.

## University Advising

Particular university pathways may require certain High School prerequisites or preferred courses. It is important to check with universities to see what High School courses are required for particular degree pathways. 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.

University Advisors provide individual and group advising. Group sessions begin in G.9 and continue with both individual and group advising during Grades 10-12. If students and or parents have questions, please contact our university advisors as necessary.

# ACADEMIC GUIDELINES & PROCEDURES

## Honors Courses

Enrollment in an honors course will most often require students to have met certain prerequisites and/or to receive approval from the department. Students should check the descriptions of honors courses for specific prerequisites.

Students enrolling in honors courses will be expected to learn at an advanced pace and complete work at a high level of proficiency. This should be taken into consideration as the student plans their course load for the year.

For particular information regarding honors music courses, please refer to the music subsection in the Fine and Performing Arts section of this course offerings booklet.

## Layered Courses

The following courses are layered courses, meaning that they meet during the same block, but students will have different expectations based on whether they are at the AP level or the regular level.

| Regular Course             | AP Course                |
|----------------------------|--------------------------|
| Introduction to Psychology | AP Psychology            |
| Microeconomics             | AP Microeconomics        |
| Macroeconomics             | AP Macroeconomics        |
| Environmental Science      | AP Environmental Science |

Students determine their preference during course sign-up.

## Advanced Placement (AP)

ICS offers a robust AP program to help prepare students for the demands of university education.

Students will be accepted into AP courses on the basis of having successfully met all prerequisite coursework. Course descriptions outline the prerequisites for each course.

AP courses expose students to rigorous academic programs that use college level material and students who score well on AP exams may receive college credit at the discretion of individual colleges and universities.

Official AP Exams are scheduled by the College Board for the first two weeks of May, with make-up exams scheduled for the week after that.

During the course registration process, students will need to consider, with an academic advisor (a university advisor, the Academic Coordinator, the HS Principal, or a school counselor), whether they are adequately prepared for AP studies.

Students are not allowed to sit AP courses in Grade 9 at ICS.

ICS recommends that the maximum number of AP courses taken by students in each grade level should be:

Grade 9 (0 AP Courses)

Grade 10 (1 AP Course)

Grade 11 (3 AP Courses)

Grade 12 (2 - 3 AP Courses)

Students wishing to take on more APs than the recommended amount will need to discuss their desire with their academic advisor and receive final approval from the Academic Coordinator to do so.

For students seeking admission to top-tier universities, admissions representatives recommend finishing grade 12 with 5 - 6 AP courses with corresponding AP exam scores.

### Advanced Placement International Diploma (APID)

Students may earn the APID by earning a grade of at least 3 in five AP exam categories, as defined by the College Board organization which administers the Advanced Placement program. For further information on the requirements for an APID, please see [AP International Diploma](#).

### 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 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. For further information, see the [AP Capstone Brochure](#)

## External Courses

ICS provides a wide array of course offerings to meet the majority of curricular needs of students.

Where ICS is not able to offer a course that is needed, or a student's course schedule prevents them from taking a needed course, ICS will consider student access to external courses such as those offered by SevenStar Academy or NorthStar Academy.

Should you wish to inquire about these options, please speak with the Academic Coordinator for further information. Please note though that the expectations below do apply:

1. Students desiring to take external courses must apply for each course at least two weeks before enrolling in the course.
2. Approval must be granted before external coursework can begin.
3. Approval can only be given by the Academic Coordinator, High School Principal or Dean of Curriculum and Instruction.
4. External courses enrolled in or taken without approval will not be granted credit.

**Important Note:** External course content may not reflect ICS course content. Students who enroll in an external course to fulfil the entry prerequisites for an ICS course should be aware of potential gaps in learning.

**Important Note:** On approval, students can sign up to a maximum of two credits worth of external courses per year. However, a maximum of one credit will count towards the minimum number of credits required per year in each grade level.

### Reporting and Communication

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

### External Course Fees

Students are responsible for paying all course fees relating to the external course. The only course currently approved for reimbursement is Foundations of Programming,

Students wishing to apply for an external course must read the "[ICS External Course Application Form](#)", complete Part 1 of the application form and submit it to the Curriculum and Instruction Office

## 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 courses.



## Course Sign-ups

Please note that, while ICS endeavours to offer students their first choice of courses, there will be times when we are unable to do so.

When signing up for courses, students should use the following guide to assist them:

High School Graduation Plan Worksheet

| Graduation requirements                                      | Grade 9<br>20__-20__  | Grade 10<br>20__-20__                   | Grade 11<br>20__-20__                             | Grade 12<br>20__-20__  |
|--|---|---|---|--|
| Bible<br>(4 credits required –<br>1 for each year<br>at ICS) | Foundations of<br>Faith 1 & 2<br>(1 credit)                               | Church History<br>1 & 2<br>(1 credit)   | Life of Christ,<br>Christ & Culture<br>(1 credit) | Doctrine &<br>Apologetics,<br>Philosophy &<br>Theology<br>(1 credit) |
| English<br>(4 credits required)                              | Grade 9<br>Language Arts<br>(1 credit)                                    | Grade 10<br>Language Arts<br>(1 credit) |   |  |
| Math<br>(3 credits required)                                 |   |   |   |  |
| Social Sciences<br>(2 credits required)                      | European Studies<br>(1 credit)  | Asian Studies<br>(1 credit)             |   |  |
| Science &<br>Technology<br>(2 credits required)              | Foundations of<br>Science OR an<br>Honors Science<br>course<br>(1 credit) |   |   |  |
| World Languages<br>(2 credits required)                      |   |   |   |  |
| Fine & Performing<br>Arts<br>(2 credits required)            |   |   |   |  |
| P.E.<br>(1.5 credits required)                               | P.E. 9 (1 credit)   | Advanced PE<br>(0.5 or 1 credit)        |   |  |
| Health<br>(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 requirements demand four credits in English, Social Sciences, World Language, Mathematics, and Science.

### Preliminary Course Sign-up (November)

All G8 to G11 students, returning the following year, will complete preliminary course sign-up in November. High School Graduation Plan Worksheets will be available to help students plan their high school courses. Students will also be given access to explore the syllabi for courses which interest them. Additionally, students in G9 - G11 will have the opportunity to ask questions and discuss course content with the teachers during the Course Fair in November.

Students' preliminary choices will determine the number of sections required for each course. Therefore, students should consider preliminary course sign-ups thoughtfully and carefully to help the school plan for the appropriate number of sections based on student interest.

Students must submit their preliminary requests online and parents/guardians must approve these requests online. Both parents/guardians and students should be mindful of meeting posted deadlines.

### Course Advising Period (January to March)

Students should use their HS Graduation Plan Worksheet to strategically plan all four years of courses. They should discuss their course choices with their parents, as well as consult their course teachers, tribe advisors, and academic advisors to make well-informed choices.

All students are required to make appointments with one member of the Academic Advisory Team, according to the following schedule:

- G8 - MS Counselor
- G9 - Academic Advisor
- G10 - HS Counselor
- G11 - University Advisor

### Final Course Sign-up (February)

Students and parents take responsibility for considering:

- credits already completed and credits needed to graduate.
- admissions requirements for post-school pathways such as university.
- prerequisite requirements for specific courses.
- inclusion of compulsory courses (e.g. Bible).
- courses which may only be taken once for credit (see "Re-taking Courses" below)
- specific requirements as established in their one-on-one advisory meeting with a member of the Academic Advisory Team

Important Note: Following this advisory meeting, students must sign-up for their courses online, ensuring accurate data is entered and submitted before the deadline.

Important Note: The final stage of application requires parent/guardian to submit their online approval, once again, before the posted deadline.

## 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 most often offered to G11 and G12 students.

G10 students may take one AP course in addition to AP Chinese or AP Music Theory, providing they meet appropriate prerequisites.

Students must pass all G9 courses in addition to meeting particular prerequisites for the AP course they wish to select.

AP courses available at G10 include:

|                             |                      |
|-----------------------------|----------------------|
| AP Biology and Lab          | AP Chemistry and Lab |
| AP Chinese Communications 5 | AP European History  |
| AP Music History            | AP Physics 1 and Lab |
| AP Physics 2 and Lab        | AP Precalculus       |
| AP Statistics               | AP US History        |
| AP World History            |                      |

## Testing Out

We acknowledge that, on rare occasions, the sequence of courses may not suit the needs of all students. While it is not in the best interests of the majority of students to study outside of the provided pathways, where there does exist a demonstrated need, ICS provides alternative pathways to advance through courses.

To ensure that a student is not progressing too quickly and missing out on important skills and concepts, ICS has adopted a particular set of guidelines for students wishing to advance outside of the normal course sequence.

Please note carefully that requests to test out of a World Language or Math course will not be entertained unless supported by evidence of outstanding learning and a record of consistent application and positive attitude to the discipline.

For particular testing out procedures, including information about testing out criteria, course credits, and transcripts, please contact:

Chinese Language: [Morgan Cao](#)  
Mathematics: [Joy Asuncion](#)

## Course Changes

### Add/Drop

During the preliminary course sign-ups in November and the final course sign-ups in March, students and families have two opportunities to consider course selections. At the end of these two rounds, schedules should be basically finalized, and there should be little need for changes.

However, the school realizes that a student's needs and circumstances may change after final course sign-ups have been completed. As such, students are given the opportunity to change courses during the "add/drop period".

Changing a student's schedule at this point should be the exception, not the rule.

Students must follow the procedures outlined below.

#### May:

- Students will receive their schedule for the next school year. They must check the schedule for errors or omissions as compared to their chosen courses.
- Students need to complete the add/drop form linked on Schoology and submit it before the posted deadline.
- Students must indicate which class(es) they wish to drop and which class(es) they wish to add, using the course numbers provided in this Course Offering Booklet. The Master Schedule *will not be available* for student use.
- Students may only submit one add/drop form during this add/drop period.
- Parental approval is required for all add/drop applications. When a student submits the add/drop form, the form will be sent to the parents for approval *before* the form arrives at the C & I Office. Once the parental approval is received, the request will be processed. If a change cannot be made, students will be notified and invited to meet with the Academic Coordinator for further discussion.

#### August:

The August add/drop period is for extraordinary circumstances only. While we appreciate that students may want to attempt a course before finalizing their schedule, ICS does not endorse this practice and add/drops of this nature will not be considered.

The August period for extraordinary add/drops occurs only during the first two weeks of the new school year.

- Students need to complete the add/drop form linked on Schoology and submit it before the end of the second week of school..
- Students must indicate which class(es) they wish to drop and which class(es) they wish to add, using the course numbers provided in this Course Offering Booklet. The Master Schedule *will not be available* for student use.
- Students may only submit one add/drop form during this add/drop period.
- Parental approval is required for all add/drop applications, following the same procedures as in May.

- For the application to be endorsed, students will need to schedule an interview with either the High School Principal, the Dean of Curriculum and Instruction, or the Academic Coordinator, who will give final approval. Students should be prepared to explain why they want to make the course change, what change has occurred since May to prompt the change, and how the change fits into their four-year plan.

**Important Note:** Any course dropped after the first two weeks of the school year will be considered a Withdrawal and a "W" will appear on the transcript.

### December:

This add/drop period only applies to second semester courses.

- During the last two weeks of Semester One, students are allowed to make changes to their Semester Two courses. In this event, the process outlined for May (above) applies.
- Changes to year-long courses are considered Late Withdrawals.

### Switching between Regular/AP Status for Layered Courses

If a student wishes to change from regular status to AP status within a layered course, they must do so by 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). This switch follows the normal timeline of requesting an add/drop.

If a student wishes to change from AP status to regular status within a layered course, they must do so before Mid-Quarter 1 (S1 and year-long courses) / Mid-Quarter 3 (S2 courses).

In either case, if a student wishes to switch status, they must complete an Add/Drop form and submit it to the C & I Office.

### Switching a Course to Pass/Fail and Auditing

Taking a course pass/fail or as an attendance audit will NO LONGER BE ALLOWED at ICS. Students should ensure that they are taking courses in which they are interested and are capable of doing the required work for successful completion.

### Course Withdrawal

Late course adjustments are not advised, however, we understand that there are times when student workloads may need adjustment to better support learning and well-being.

It is important to understand that any course dropped after the first two weeks of the school year will be considered a Withdrawal and a "W" will appear on the transcript.

## 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 the 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.

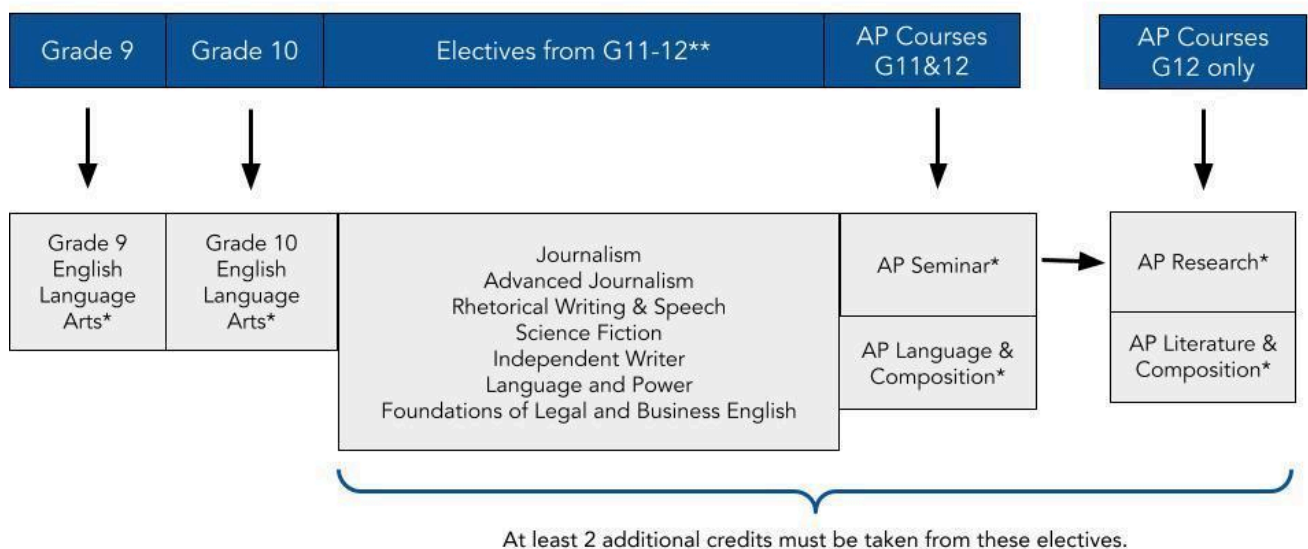
# ENGLISH DEPARTMENT

## 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)



\* 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

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.

### Journalism (013)

Grades: 11-12 ~0.5 Credit

**Prerequisite:** English 10

In this class, students will learn effective writing techniques used in the world of investigative journalism. Through hands-on projects, students will learn the essential skills needed to uncover hidden truths, expose corruption, and hold those in power accountable. They will explore the art of conducting interviews, gathering evidence, analyzing data, and writing compelling investigative reports. Ethical considerations and legal aspects of journalism will also be discussed. Students will be encouraged to think critically, develop their research abilities, and hone their storytelling techniques. By the end of the course, students will be equipped with the tools to become fearless truth-seekers and advocates for social justice using a variety of media layouts (print, broadcast, internet and out-of-home media). Students in Grades 11-12 may take Journalism ONCE for credit.

### Advanced Journalism (026)

Grades: 11-12 ~0.5 Credit

(Not offered for 2024-25 school year)

**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.

### Public Speaking (0171)

(Formerly Rhetorical Writing and Speaking)

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.

### Independent Writer (053)

Grades: 11-12 ~0.5 Credit

(Not offered for 2024-25 school year)

**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.

### 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 many social and cultural contexts. This course focuses on how law and legal language is found in literature and how it regulates us: our beliefs, our history, our culture, our choices, our innovations. Doing so allows us to sanctify the image of God in us, see the image of God in others, and be active participants in engaging the cultures our students represent and shaping those they will be a part of.

### 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.

### 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: 11-12 ~1 Credit

**Prerequisites:** English 10

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 in the person of Jesus Christ as 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 | Church History 1         | Church History 2                                   |
| Grade 11 | Life of Christ           | Christ and Culture                                 |
| Grade 12 | Doctrine and Apologetics | Philosophy and Theology 2<br>(for 2024-25 seniors) |



## 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.

### Church History 1 (129) Grade 10 ~0.5 Credit

This class is a classic history of the church that brings the story of global Christianity into the twenty-first century. Each unit begins with three elements: characters, setting, plot. Taking students from the early centuries of the church up through the modern era, this class is a story of actual people, in a particular situation, taking action or being acted upon, provides a window into the circumstances and historical context, and from there develops the story of a major period or theme of Christian history.

### Church History 2 (130) Grade 10 ~0.5 Credit

This class also covers important stories of the development of Christianity in Asia, India, and Africa, both in the early church as well as in the twentieth and twenty-first centuries. It also highlights the stories of women and non-Europeans who significantly influenced the development of Christianity but whose contributions are often overlooked in overviews of church history.

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

This class will focus on the theological concept of Christ's role as prophet, priest, and king. Students will gain an understanding of Jesus as the fulfillment of Old Testament prophecy, His place in history, and His relevance today. They will consider Jesus' life and message as counter-cultural and gain a greater understanding of who Christ is.

### Christ and Culture (128) Grade 11 ~0.5 Credit

Students will develop theological foundations of cultural interaction and responses to the mission of God. This will occur through the examination of key New Testament letters to early churches, identifying points of comparison to culture, and contrasts. Key historical witnesses and events up to modern day challenges faced by this generation will also be explored and analysed. Finally students will consider models for cultural engagement from a broadly ideological and a distinctively Christian perspective.

Doctrine and Apologetics (127)  
Grade 12 ~0.5 Credit

This course is designed to ask the most difficult questions posed by the Secular Age, and propose frameworks for answering them. Within theological frameworks, students will analyse 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 a contemporary culture with competing worldviews.

Philosophy and Theology 2 (126B)  
Grade 12 ~0.5 Credit

This culminating course will explore the works of C. S. Lewis that provide the clearest synthesis of his thought regarding an intellectual life of faith in a scientific age. Students will examine these writings in consideration of the entire educational experience at ICS, analyse against their understanding of scripture, and synthesize this knowledge into a working framework for life after ICS.

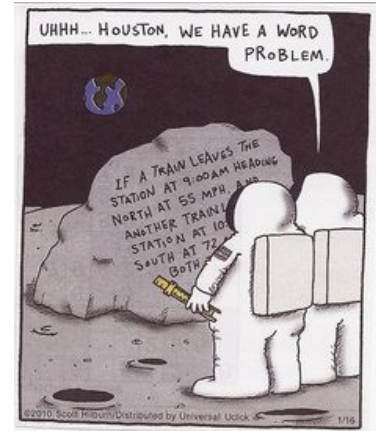
# MATH DEPARTMENT

## 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.

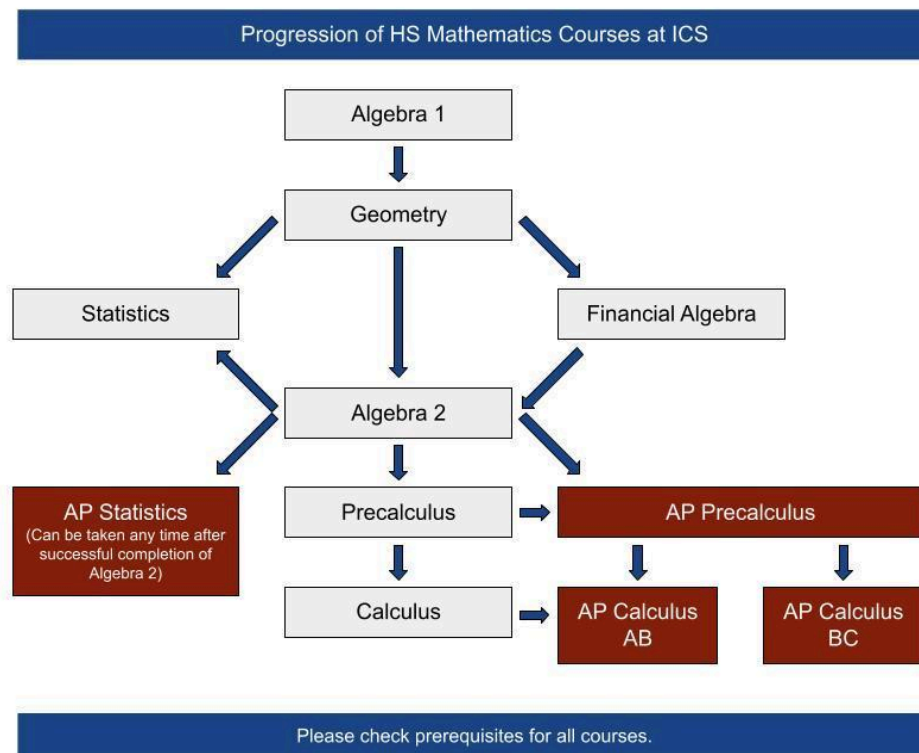
The mathematics program at ICS aims to provide students with mathematical knowledge and skills, related skills, attitudes, and Biblically consistent perspectives that will prepare them for the needs of daily life, university, and the workplace.

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, Calculus or an AP-level course 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 exam after completing the course to ensure preparedness for the next course.

## Mathematics Course Progression Chart (3 credits)



### Illustrative Math Pathways

The chart below illustrates some, but not all, possible paths through the progression of math courses shown in the flow chart on the previous page.

| Illustrative Pathways | Pathway 1               | Pathway 2  | Pathway 3  | Pathway 4  |
|-----------------------|-------------------------|--|--|--|
| G8                    | Grade 8 Math            | Algebra 1  | Algebra 1  | Geometry   |
| G9                    | Algebra 1               | Geometry   | Geometry <u>and</u> Algebra 2  | Algebra 2  |
| G10                   | Geometry                | Algebra 2  | Pre-Calculus or AP Pre-Calculus  | AP Pre-Calculus (and AP Statistics)  |
| G11                   | Financial Algebra       | Precalculus or AP Precalculus  | Calculus or AP Calculus AB or AP Calculus BC <u>and/or</u> AP Statistics   | AP Calculus AB or AP Calculus BC <u>and/or</u> AP Statistics (if not taken in previous year)   |
| G12                   | Algebra 2 or Statistics | Calculus or AP Calculus AB or AP Calculus BC <u>and/or</u> AP Statistics | Calculus or AP Calculus AB or AP Calculus BC <u>and/or</u> AP Statistics (whichever was not taken previous year) | AP Calculus AB or AP Calculus BC <u>and/or</u> AP Statistics (whichever was not taken in previous years)<br><br>If all upper level math courses have already been taken, may need to consider an online course for Linear Algebra or Multivariable Calculus. |

## 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- or higher, and Geometry.

*It is possible for students to take Geometry and Algebra 2 concurrently. To be considered for this, students must earn an A- or higher in the second semester of Algebra 1 and earn ratings of 3 or 4 in all learning behaviors for Algebra 1.*

This course deepens students' understanding of sequences and series, statistics, data analysis, systems of equations, probability, binomial theorem, and elementary functions (linear, quadratic, polynomial, square root, circle, exponential, logarithmic, trigonometric, and parametric).

### Financial Algebra (225)

Grades: 10 -12 ~1 Credit

Prerequisites: Algebra 1 and Geometry

Financial Algebra is a branch of mathematics that applies algebraic concepts and skills to real-world financial situations. It involves solving equations and inequalities to analyse and make informed decisions related to personal finance, investments, loans, budgeting, and other financial topics. By using mathematical models and formulas, financial algebra helps individuals develop the necessary skills to manage their money effectively and make sound financial choices.

### Pre-Calculus (209)

Grades: 10-12 ~1 Credit

Prerequisites: Algebra 2 with a B- or higher, 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.

### AP Precalculus (224)

Grades: 10-12 ~1 Credit

Prerequisites: Geometry and Algebra 2 with an A- or higher, or departmental approval.

AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, business, social science and data science. Furthermore, as AP Precalculus may be the last mathematics course of a student's secondary education, the course is structured to provide a coherent capstone experience rather than exclusively focusing on preparation for future courses.

### Statistics (210)

Grades: 10-12 ~1 Credit

(Not offered for 2024-25 school year)

Prerequisites: Algebra 1 with a B- or higher

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- or higher

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

(Not offered for 2024-25 school year)

Prerequisites: Pre-Calculus with a B- or higher

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 Credits

Prerequisites: AP Precalculus with a B- or higher, 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: AP Precalculus with an A- or higher, 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.

NOTE: Starting in 2024-25, AP Calculus AB and AP Calculus BC will be two separate classes. They will not be layered within the same class period as they have been in the past.



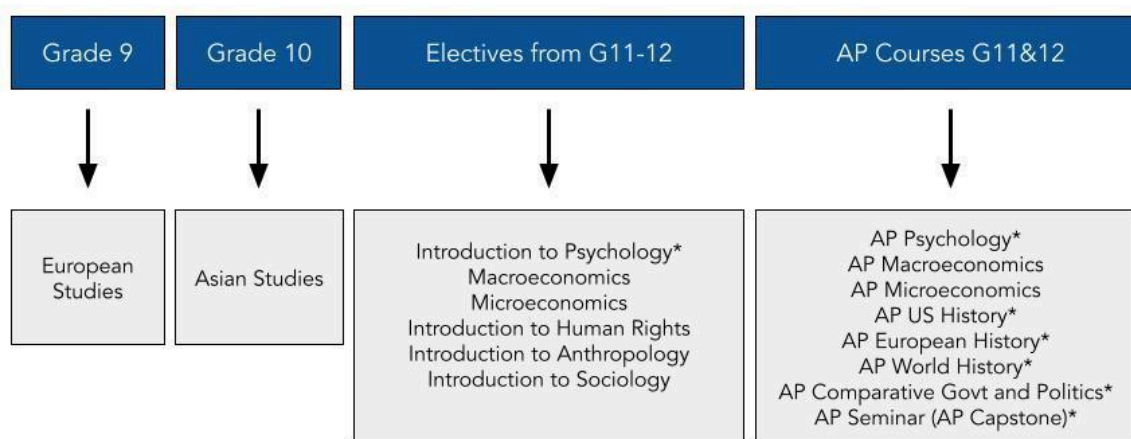
# SOCIAL SCIENCES DEPARTMENT

## 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 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

(Not offered for 2024-25 school year)

**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 (312)

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.

### 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 with departmental approval.

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 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 2025-26.*

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 Comparative Government and Politics (325)

Grades: 11-12 ~1 Credit

**Prerequisite:** European Studies & Asian Studies

Students are introduced to the AP Comparative Government and Politics and how political scientists study various governmental systems across China, Iran, Mexico, Nigeria, Russia and the United Kingdom. Students will compare these political systems through understanding democracies, political leaders, and how these systems gain power and create policies. Students will understand political concepts and examples they can use to support an argument about the countries. By comparing the similarities and differences in political systems, regimes, and governments, students will be given important terminology in order to learn foundational knowledge in the course. The course aims to enhance students' awareness about the importance of policy and how they impact global, political and economic changes. Organizations like the European Union will also be examined.

### 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

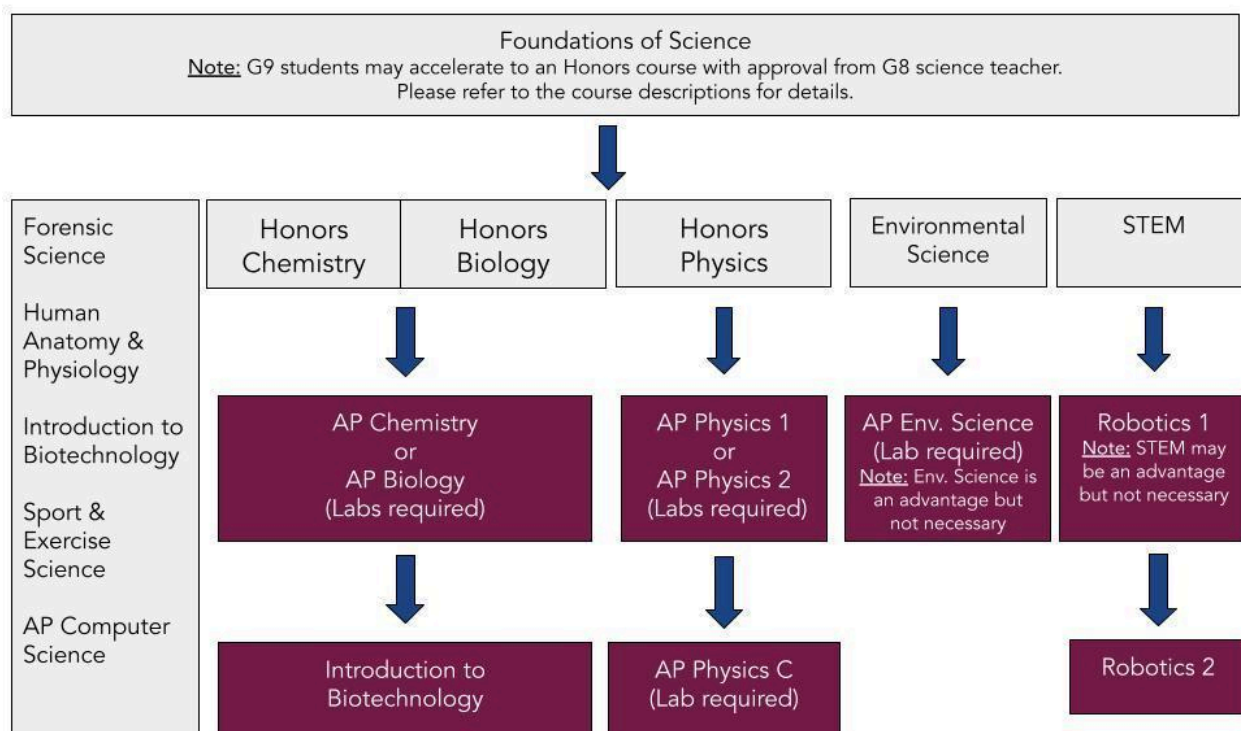
## Science Philosophy (2 Credits from Lab-Based Courses)

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:

- Please check prerequisites for all courses.
- Students may be able to accelerate based on teacher recommendation.

### 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 in Grade 9 unless they receive approval to take an Honors Science course instead.
- 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.

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<br>Minimum credits   | Pathway 2<br>3-4 credit  | Pathway 3<br>4.5 - 5 credits                      | Pathway 4<br>4.5 - 5 credits   |
|-----------------------|--|--|---|--|
| G9                    | Foundations of Science   | Foundations of Science   | Hons. Physics                                     | Hons. Biology or Hons. Chemistry   |
| G10                   | Any one of:<br>Chemistry /Hons. Biology / Hons. Chemistry /STEM /<br>Forensic Science / Human Anatomy & Physiology /<br>Earth Science / Environmental Science/ AP Computer Science | Up to two of:<br>Hons. Chemistry / Hons. Biology / Hons. Physics / Environmental Science / Forensics / STEM /<br>Human Anatomy & Physiology / Robotics | AP Physics 1<br>AP Physics 2<br>&/or STEM         | Hons. Chemistry, Honors Biology, AP Biology or AP Chemistry                              |
| G11                   |  |  | AP Physics 1,<br>AP Physics 2<br>Robotics 1, &/or | AP Biology,<br>AP Chemistry,<br>Intro to Biotechnology, or<br>Human Anatomy & Physiology |
| G12                   |  | AP Environmental Science,<br>AP Biology, AP Chemistry,<br>AP Physics 1 or AP Computer Science  | AP Physics 2<br>Robotics 2, &/or                  | AP Biology,<br>AP Chemistry, or<br>Intro to Biotechnology                                |
|                       |  |  | 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  | #                            | ◇  | ◇  | ◇  |
| 451 Hons. Chemistry                                      | Foundations of Science  | #                            | ◇  | ◇  | ◇  |
| 452 Hons. Physics  | Foundations of Science  | #                            | ◇  | ◇  | ◇  |
| 410 Forensic 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 Robotics 1<br>457 Robotics 2                         | Foundations of Science  |                              |    | ◇  | ◇  |
| 420 AP Environmental Science<br>4202 AP Env. Science Lab | Foundations of Science  |                              |    | ◇  | ◇  |
| 421 AP Physics 1<br>4212 AP Physics 1 Lab                | Hons. Physics, Algebra 2,<br>AP Pre-Calculus taken concurrently   |                              | #  | ◇  | ◇  |
| 422 AP Physics 2<br>4222 AP Physics 2 Lab                | Hons. Physics, Algebra 2,<br>AP Pre-Calculus taken concurrently   |                              | #  | ◇  | ◇  |
| 423 AP Physics C<br>4232 AP Physics C Lab                | AP Pre-Calculus with B- or higher,<br>AP Physics 1 or Hons. Physics with<br>B+ or higher and departmental<br>approval |                              | #  | ◇  | ◇  |
| 435 AP Biology<br>436 AP Biology Lab                     | Hons. Biology (recommended)<br>or Hons. Chemistry   |                              | #  | ◇  | ◇  |
| 445 AP Chemistry<br>446 AP Chemistry Lab                 | Hons. Chemistry   |                              | #  | ◇  | ◇  |
| 427 Introduction to Biotechnology                        | Honors Biology required,<br>Honors Chemistry and AP Biology<br>recommended  |                              |    | ◇  | ◇  |



## 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.



### Honors Chemistry (451)

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

**Prerequisite:** Foundations of Science (or G8 science teacher approval for accelerated G9 students)

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 Honors Chemistry in G9 must meet the following criteria: Grade of A- or higher and Learning Behaviors of 3 or above in G8 Science courses. In addition, students will be required to apply for and receive approval from their G8 science teacher and the science department. Be aware: This course will be taught at a rigorous pace, catering to mature science students. **Note:** If a student does not perform well, their HS 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 (or G8 science teacher approval for accelerated G9 students)

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 Honors Biology in G9 must meet the following criteria: Grade of A- or higher and Learning Behaviors of 3 or above in G8 Science courses. In addition, students will be required to apply for and receive approval from their G8 science teacher and the science department. Be aware: This course will be taught at a rigorous pace, catering to mature science students. **Note:** If a student does not perform well, their HS 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 (and G8 science teacher approval for accelerated G9 students)

**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 Honors Physics in G9 must meet the following criteria: Grade of A- or higher and Learning Behaviors of 3 or above in G8 Science courses. In addition, students will be required to apply for and receive approval from their G8 science teacher and the science department. **Note:** If a student does not perform well, their HS 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  
(Not offered for 2024-25 school year)

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 centered, project based course. Students will learn how STEM technology can be applied to solve real world problems. Students will gain experience with building and coding a drone. They will learn how to assemble and build an environmental pollution device. They will also work on a long term project where they will build a computerised prosthetic hand to understand how technology can be beneficial with improving the quality of life with people who have disabilities.



### Robotics 1 (456)

Grades: 11-12 ~0.5 Credit

(Not offered for 2024-25 school year)

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

(Not offered for 2024-25 school year)

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.

### Introduction to Biotechnology (427)

Grades: 11-12 ~0.5 Credit

(Not offered for 2024-25 school year)

Prerequisites:

- Honors Biology required
- Honors Chemistry and AP Biology recommended

Introduction to Biotechnology aims to provide a lab-based introduction to the topics and techniques relevant to this field. Students will develop their knowledge and skills related to the functioning of the genome, culturing bacteria, quantitative analysis of protein production in various genetic variants of bacteria, genetic engineering, and considering how the techniques of biotechnology can be used to improve our society.

### AP Environmental Science (420)

Grades: 11-12 ~1 Credit

Prerequisites:

- Foundations of Science
- Demonstrated proficiency in humanities courses

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. Most of the subject content will be delivered through case studies and laboratories. Time will be spent examining current environmental issues by understanding laws and constitutions. A full semester lab course will be run alongside the theory course where students will learn a range of environmental diagnostic tests and laboratory skills.

### AP Environmental Science Lab (4202)

Required if taking AP Env. Science

Grades: 11-12 ~0.5 Credit

Prerequisites:

- Foundations of Science
- Demonstrated proficiency in humanities courses

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:** Grade B in Honor Physics, Algebra 2  
**Corequisites:** AP 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:** Grade B in Honor Physics, Algebra 2  
**Corequisites:** AP 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

(Not offered for 2024-25 school year)

**Prerequisites:** Grade B in Honors Physics, Algebra 2  
**Corequisites:** AP 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

(Not offered for 2024-25 school year)

**Prerequisites:** Grade B in Honor Physics, Algebra 2  
**Corequisites:** AP 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 2024-25)

**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 2024-25)

**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: 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: 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.

### 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.

### AP Chemistry (445)

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

Prerequisites:

- B grade or higher in Honors Chemistry and C or above in all other subjects
- G10 with an A in Honors Chemistry and C or above in all other subjects

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 (accelerated), 11-12 ~0.5 Credit

Prerequisites:

- B grade or higher in Honors Chemistry and C or above in all other subjects
- G10 with an A in Honors Chemistry and C or above in all other subjects

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.



## 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 A (480D)

Grades: 10-12 ~1 Credit

**(Offered online for 2024-25 school year)**

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

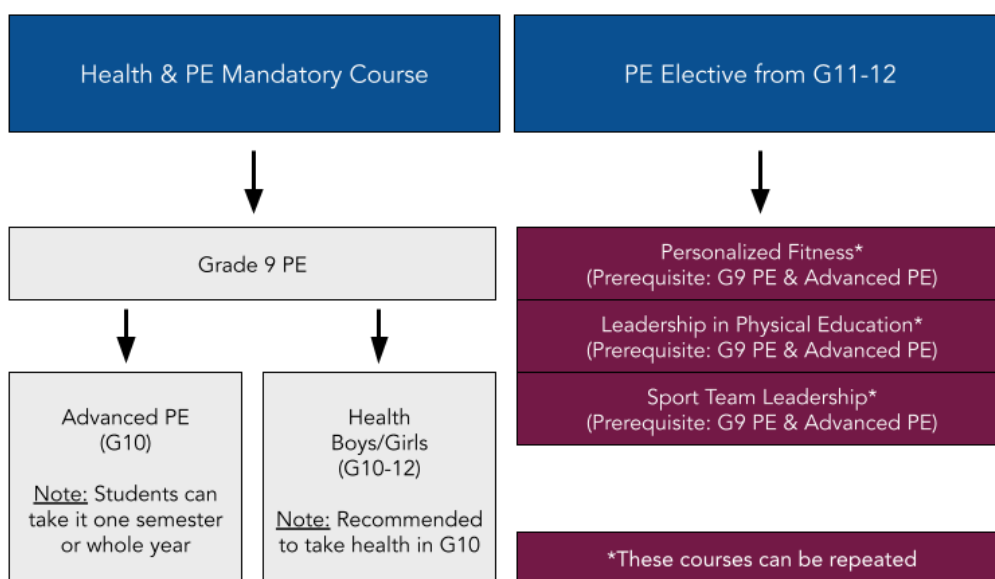
## Health Philosophy (0.5 Credit Required)

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 doing so, 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

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: 10-12

#### 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: 10-12 ~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

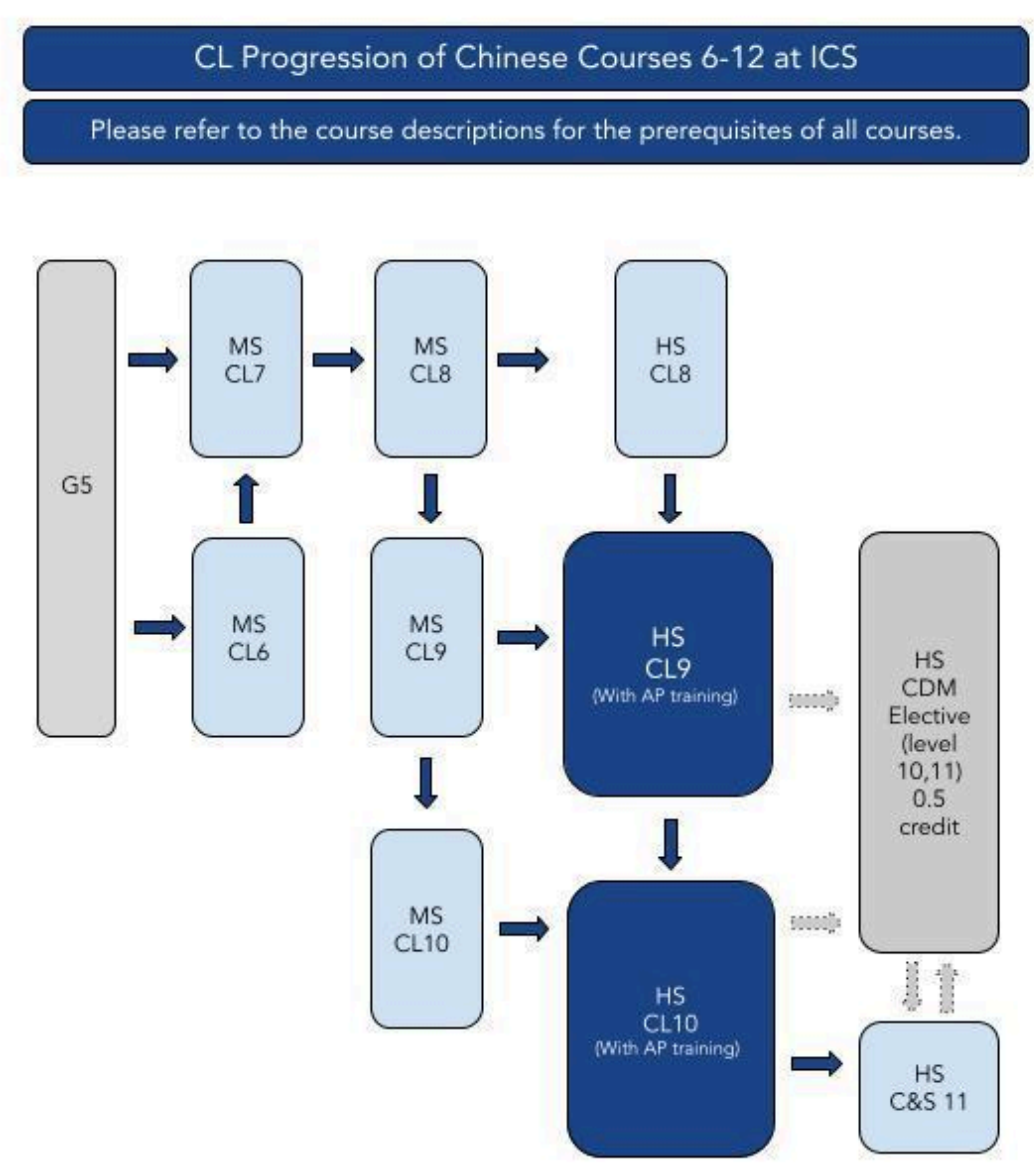
Students at ICS represent a diverse range of linguistic and cultural backgrounds, including American, Australian, British, Chinese, European, Japanese, Korean, and South Asian. The World Languages Department at ICS offers Spanish as one of the world languages with four levels of instruction. These courses 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.

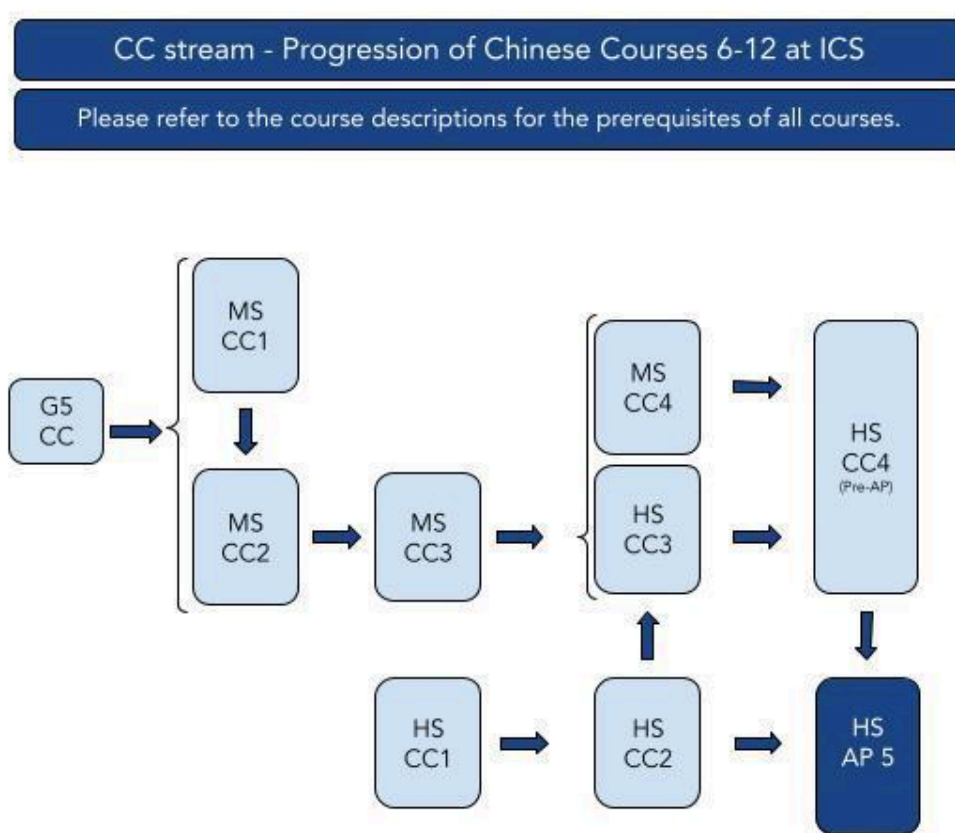
Teaching materials are selected from those published in mainland China, Taiwan, and Singapore, which are designed primarily for overseas Chinese learners. Resources from the Hong Kong local community and authentic materials are also integrated to enrich learning. Since teachers are moving toward a self-developed curriculum, various resources and materials will be used to enhance our program.



## 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.





## 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 B 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 B 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 B 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 B 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 B 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 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 B 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 folklore 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 B 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 with a B 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

**Prerequisites:** Students who are in grade 10 or above and have attained a pass with a B 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 with a B in HS Adv Hon CL 10 or Chi Digital Marketing, or equivalent.

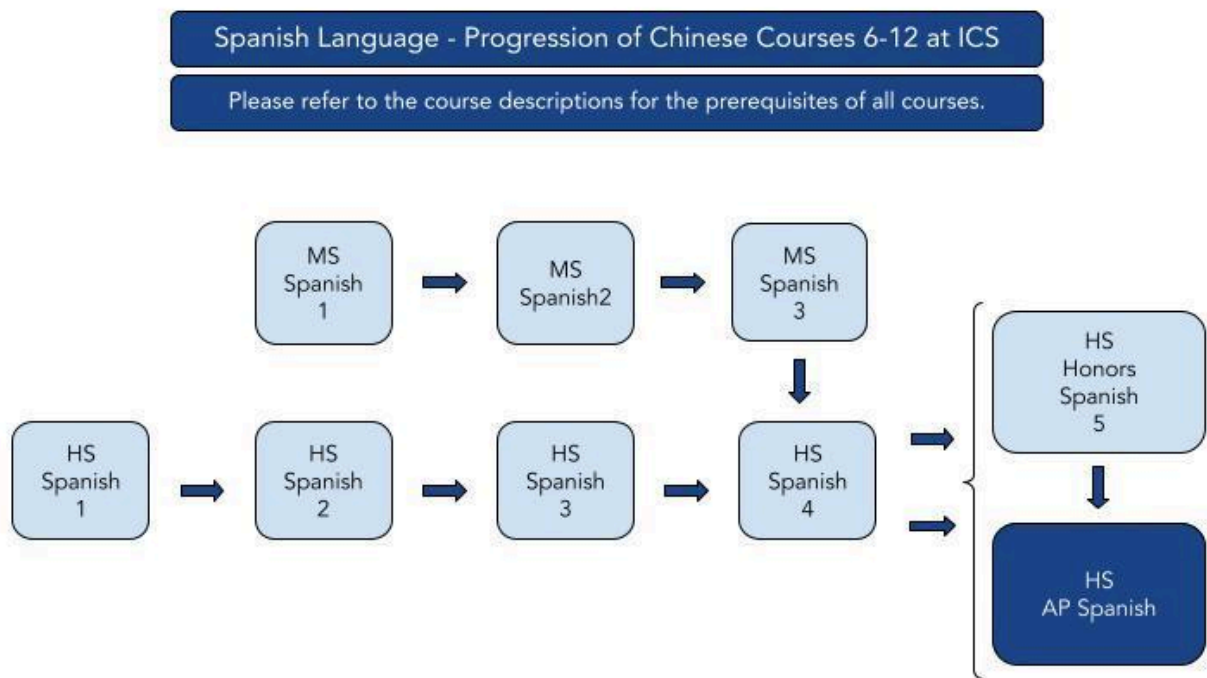
This CL honors course is the highest level in CL stream. Students will be guided to appreciate and compare different literature pieces of famous writers from Singapore, Taiwan, Hong Kong and Mainland China. Extensive reading from literature in either Traditional Chinese characters or Simplified Chinese 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 are introduced to the Spanish language through phonetics, basic vocabulary for social interaction, and an exploration of the geography and climates of Spanish-speaking countries. They progress to discussing personal information, preferences, school schedules, food, hobbies, and cultural aspects of Spanish-speaking countries. Students will analyze cultural perspectives, make comparisons between Spanish and their own language, and reach Novice High level Standards of ACTFL proficiency by the end of the course.

### Spanish 2 (668)

Grades: 9-12 ~1 Credit

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

In Spanish 2, students further develop their language skills by creating simple sentences and exploring various topics such as family relationships, festivities and celebrations, personal descriptions, dining out, household chores, shopping, travel experiences, ways of living in Spanish-speaking countries, volunteering, and technology. By the end of Spanish 2, students are expected to achieve Intermediate Low level Standards of ACTFL proficiency. They should be able to comprehend words, phrases, and simple sentences from both audio and written sources. Students will be able to present information through speaking and writing in varied formats such as posters and emails using simple sentences and engage in oral and written conversations by asking basic questions and exchanging information that incorporates one's opinion and Christian views.

### Spanish 3 (669)

Grades: 9-12 ~1 Credit

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

In Spanish 3, students will explore themes related to personal interests, after-school activities, community events, descriptions, directions, memories, childhood experiences, and celebrations. They will work towards reaching the Intermediate Mid level of proficiency in Interpretive, Interpersonal, and Presentational communication through listening, reading, writing and speaking. Students will develop communication skills by using connected sentences and connectors across present and past frames. They will also compare Spanish -speaking cultures with their own, analyze cultural perspectives, and explore the meanings behind cultural practices and products. Additionally, students will focus on exploring celebrations in Spanish -speaking countries.

### Honors Spanish 4 (6701)

Grades: 9-12 ~1 Credit

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

In Spanish 4, students will continue to strengthen their prior knowledge, adding to their vocabulary and developing a deeper understanding of complex grammar structures. Students will practice communicating important life experiences, elaborate on the arts as cultural expressions, talk about rescues and injuries, and express opinions and perspectives on topics related to health and nutrition, personality traits, conflict resolution, and future professions. Students will develop communication skills by using a generally organized speech on different topics, including topics they have researched, and will be able to comprehend main ideas, supporting details, and intent of message on familiar topics from a variety of non-complex texts. By the end of Spanish 4, students are expected to achieve Intermediate high Standards of ACTFL proficiency. This course will prepare students for the upcoming Spanish course-specific tasks as they develop further language proficiency.

Honors Spanish 5 (664)  
Grades: 9-12 ~1 Credit

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

In Spanish 5, students will achieve Intermediate High level Standards set by ACTFL. They will enhance their interpretive skills by engaging with diverse written, visual, and audio texts of increasing complexity related to the AP themes: Families and Communities, Science and Technology, Contemporary Life, Global Challenges, and Beauty and Aesthetics. Students will improve their interpersonal communication through complex sentence structures, handling unexpected situations, and using idiomatic expressions. Additionally, they will enhance their presentational abilities by speaking and writing for an audience, demonstrating organizational skills and idea development.

AP Spanish (678)  
Grades: 11-12 ~1 Credit

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

In AP Spanish, students will continue to strengthen their prior knowledge, adding to their vocabulary and developing a deeper understanding of more complex oral and written text. Students will practice the core knowledge leading to their AP Spanish Language and Culture certification through a series of task models, aiming to reinforce their communicative skills. All activities will be related to the specific AP themes and contexts ; Families and Communities, Science and Technology, Contemporary Life, Global Challenges, and Beauty and Aesthetics; contrasting the Hispanic culture with the student's community. By the end of Spanish 4, students are expected to achieve Advanced Low Standards of ACTFL proficiency.

# 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.

| Grades 9 - 12  |  | Grades 10 - 12   | Grades 11 - 12   | AP Course<br>G12 only |
|--|--|--|--|-----------------------|
| Drawing 1<br>Painting 1<br>3-D Art<br>Ceramics 1   |  | Drawing 2*<br>Photography 1<br>Painting 2*<br>Digital Design 1<br>Ceramics 2, 3 &<br>Independent Ceramics* | Adv. Honors Art 2D*<br>Adv. Honors Art 3D*<br>Photography 2*<br>Digital Design 2*<br>Yearbook* | AP Studio Art         |
| Film 1   |  | Film 2 & 3*  | Independent Filmmaking*  |                       |
| Theater Arts<br>Theater Arts: Production<br>Theater Technology 1<br>Stagecraft   |  | Theater Technology 2*  |  |                       |
| <u>Music Classes</u><br>Allegro Singers<br>ICS Voices<br>ICS Singers<br>ICS Glee<br>Show Band<br>Concert Band<br>Chamber Strings | <u>Electives</u><br>Digital Music<br>Class Guitar 1<br>Class Guitar 2<br>Class Piano 1<br>Class Piano 2<br>Music Theory<br>AP Music Theory |  |  |                       |

\*See course descriptions for detailed prerequisites.

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

(Offered P-Block for 2024-25 school year)

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

(Offered P-block for 2024-25 school year)

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 2D (717A)

Grades: 11-12 ~1 Credit

#### Prerequisites:

- A minimum of one year of high school art or teacher approval.
- At least one drawing and at least one painting class must be completed.

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. This course will focus on drawing and painting, but will include other media such as print-making and cut paper.



### Advanced Honors Art 3D (717B)

Grades: 11-12 ~1 Credit

#### Prerequisites:

- A minimum of one year of 3D courses is required. Ideally 3D art should be one of the courses, but ceramics courses can also count as prerequisites.
- In certain cases, teacher approval may be granted for students with one semester only of 3D art.

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. This course will focus on sculpture in multiple media, including wood, cardboard, foam, and wire. 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: Production ~ Semester 1 (7518) Grades: 9-12 ~0.5 credit

This semester-long class will explore the various aspects of theatre through creating and performing in a standard production. The show being performed will change every year and students must be given permission to join this class after participating in an audition. 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 ~ Semester 2 (7519) Grades: 9-12 ~0.5 credit

This semester-long class works on many different aspects of theater. This includes improv drama, one-act plays, children's theater, monologues, thrust staging, theater in the round, and others. Students will be able to participate in many of the roles involved in a production. These roles include (but are not limited to) director, actor, set designer, costume designer, and makeup designer. Students also learn how drama can communicate morality and faith and serve the community through outreach.

### 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<br>ICS Voices<br>ICS Singers<br>ICS Glee<br>Show Band<br>Concert Band<br>HS Chamber Strings | Jazz Band<br>Symphony<br>HS Madrigal<br><br><b>Note:</b> Students must enroll in a music performance class to receive honors status. | Digital Music<br>Class Guitar 1<br>Class Guitar 2<br>Class Piano 1<br>Class Piano 2<br>Music Theory<br>AP Music Theory | Class Piano 1, <u>or</u><br>Class Guitar 1, <u>or</u><br>Class Guitar 2<br><br>↓<br>Class Piano 2, <u>or</u><br>Music Theory<br><br>↓<br>AP Music Theory<br><br><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

(Not offered for 2024-25 school year)

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: 10-12 ~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: 10-12 ~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.

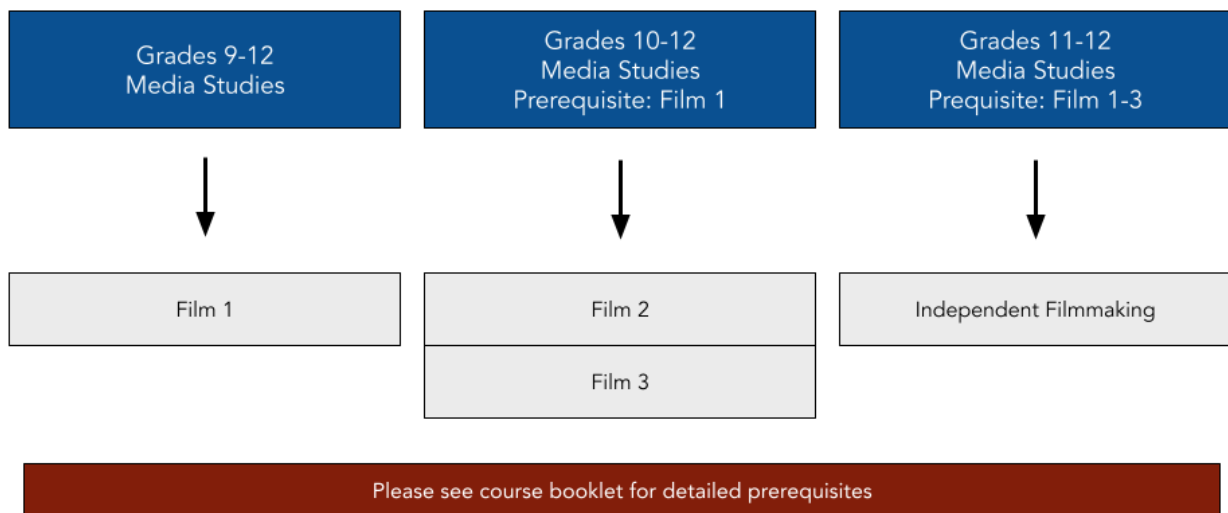
## Media Studies Philosophy

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: 9-12 ~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.



## CONTACT DETAILS

|  |                      |  |
|--|----------------------|--|
| Head of Schools  | Mr. Nick Seward      | <a href="mailto:sewardn@ics.edu.hk">sewardn@ics.edu.hk</a>       |
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### Curriculum Department Chairs

|                          |                       |  |
|--------------------------|-----------------------|--|
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