



# Chinese Department Handbook

**Academic Year: 2025-2026**

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## 1. Introduction

Welcome to the Chinese Department at ICS. This Subject Handbook is designed to provide an overview of the Chinese Department's policies, procedures, and curriculum. It guides teachers, students, and parents to ensure a cohesive and effective learning environment.

## 2. Department Vision and Mission

### **Vision:**

By integrating 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.

### **Mission:**

The Chinese department strives to provide a linguistic and culturally rich environment to equip students with effective communicative language skills in authentic contexts, which enable them to gain cultural competence, grow in self-understanding, connect to the world, and cultivate hearts that honor God.

### 3. ICS Teaching & Learning Philosophy

#### ICS Standards

ICS has a standards-based approach to education. This means we have clear and objective targets (standards) for learning in every subject, at every grade level. In the liberal arts (Math, Science and the Humanities) we emphasise the importance of knowledge, which is the basis for much of what we call 'skills'. In the creative arts (Music, Art and Drama) we emphasise the quality of both technique and interpretation. In Physical Education and Health we develop standards of physical capacity and skill.

Assessing learning of these standards is achieved by the use of proficiency rubrics, which clearly delineate a continuum from 'below standard' to 'approaching standard' to 'meeting standard' to 'exceeding standard'. Both formative and summative assessments are appropriate to the subject-specific standards. Theology is the 'Queen of the Sciences', and so the Bible has the pre-eminent place in our curriculum, training students in a Biblical worldview and understanding of the 'whole counsel of God'.

#### ICS Teaching & Learning Principles

- The Bible is our final authority in all matters of faith and conduct
- We use evidence-based practice founded on good cognitive science
- Optimal learning is knowledge-based and teacher-directed
- The teaching cycle: explicit instruction, modeling, practice, feedback
- The essence of a liberal arts education is deep reading, thinking, writing, and discussion, in pursuit of goodness, truth, and beauty, through Socratic dialogue
- We prioritise the known benefits of physical reading and handwriting
- We prepare students to operate effectively in a dual-modal society: departmental handbooks outline where digital technology is effective in enhancing learning, and our curriculum policy details education in digital literacy
- ICS partners with parents in mitigating the harms associated with screen-based childhood and learning, including our policies on homework and device use.

#### Assessment

**Formative assessment** refers to a variety of methods teachers use to gather evidence of a student's academic progress over time. Formative feedback to students aims to help students understand what to aim for and how to achieve that.

**Summative assessments** are high-stakes assessments that are used to evaluate students' proficiency against ICS Standards in a particular unit, semester, or course.

## 4. Chinese Department Curriculum Links

- **Curriculum Introduction**

The Chinese program at International Christian School (ICS) cultivates students' ability to communicate in Chinese with cultural competence. Both language streams enrich students' knowledge about the political, economic, and social aspects of the Chinese-speaking communities. Students also participate in higher-order thinking and the language programs equip students with the necessary communicative skills and cultural competence to face the challenges of the 21st century.

- **Middle School**

Content:

Middle School Chinese Literacy 6 Scope and Sequence  
Middle School Chinese Literacy 7 Scope and Sequence  
Middle School Chinese Literacy 8 Scope and Sequence  
Middle School Chinese Literacy 9 Scope and Sequence  
Middle School Chinese Literacy 10 Scope and Sequence  
Middle School Chinese Communication 1 Scope and Sequence  
Middle School Chinese Communication 2 Scope and Sequence  
Middle School Chinese Communication 3 Scope and Sequence  
Middle School Chinese Communication 4 Scope and Sequence

- **High School**

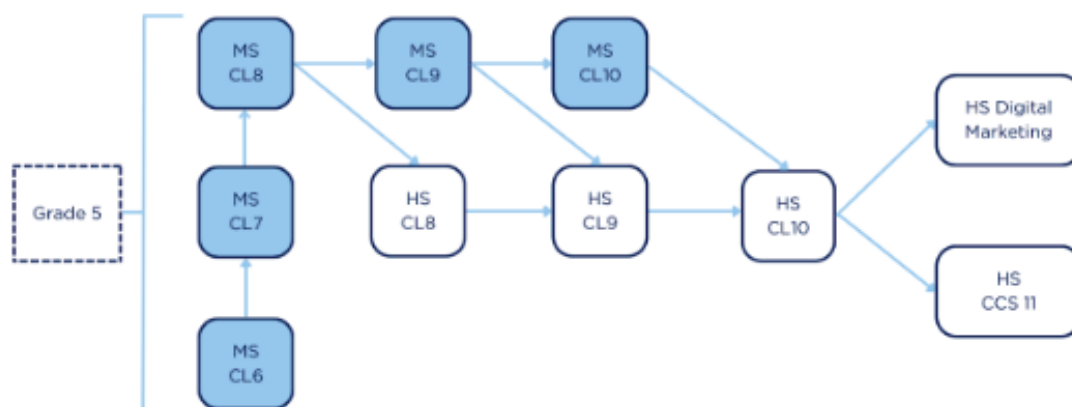
Content:

High School Chinese Literacy 8 Scope and Sequence  
High School Chinese Literacy 9 Scope and Sequence  
High School Chinese Literacy 10 Scope and Sequence  
High School Chinese Culture and Society Scope and Sequence  
High School Chinese Communication 2 Scope and Sequence  
High School Chinese Communication 3 Scope and Sequence  
High School Chinese Communication 4 Scope and Sequence  
High School Chinese AP Communication 5 Scope and Sequence

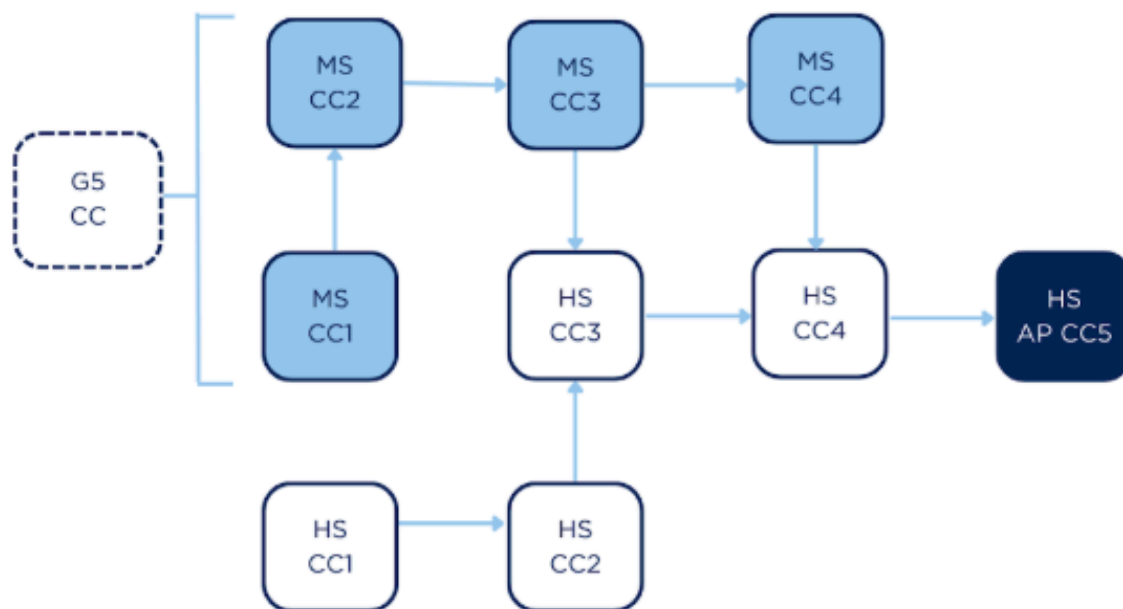
- **Chinese Pathways Grade 5 - Grade 12**

[Secondary Course Pathways - High School Course Guide](#)

## Chinese Literacy (CL) Course Pathways



## Chinese Communication Course Pathways



## 5. School & Department Policies

- **General Classroom Practice**

Hard-copy course textbooks are maintained in classrooms.

Students maintain Chinese notebooks which must be brought to every lesson.

Teachers are responsible for communicating Unit Rubrics at the beginning of every Unit of Study to students and parents as well as feedback on every assessment against the rubric.

(The database of lesson plans for all SOW/SAS is maintained on the ATLAS system).

- **Homework Policy**

We adhere to the [ICS Homework Policy](#)

- **Technology Policy**

We adhere to the [ICS Technology Policy](#)

- **Assessment Policy**

We adhere to the [ICS Secondary Assessment Policy](#)

- **Health and Safety**

Risk Assessments: Regular assessments to ensure a safe learning environment.

All such guidelines are maintained in the [ICS Safety and Security Policy](#)

## 6. Co-curricular Clubs, Trips and Activities

- **Clubs**

- Chinese Culture Club
- Chinese Battle of Books

- **Trips**

- Middle School field trip to Mainland China

- **Activities**

The ICS Chinese Department supports students in a number of annual competitions:

- Chinese Battle of Books Competition Hong Kong
- Hong Kong Chinese Speaking Festival
- Chinese Language Festival
- Global Chinese writing competition for young writers