

2026-27

MIDDLE SCHOOL

Course Guide



Welcome to the **Middle School Course Guide** for the 2026/27 academic year.

At ICS, we understand that middle school is a unique and formative time in the lives of our students. Early adolescence is a period of significant growth and change, not just academically, but socially, emotionally, and spiritually as well. Our Middle School curriculum is designed to nurture the whole child, encouraging them to explore their gifts, develop their character, and engage in meaningful learning experiences that align with their developmental stage and context.

Middle School at ICS prioritises a holistic education that balances academic growth with the cultivation of personal responsibility, self-awareness, and a sense of purpose. By providing opportunities for students to understand themselves as uniquely gifted beings created by God, we aim to inspire a love of learning while promoting ownership and responsibility for their educational journey. Our teaching practices are rooted in evidence-based methods, including explicit instruction, modelling, and meaningful feedback, ensuring that students build a strong foundation of knowledge and skills. These practices are tailored to meet the diverse needs and learning styles of middle school students, recognising that their developmental needs differ significantly from those in elementary or high school.

The standards-based grading system at ICS supports this holistic approach by fostering clarity, promoting growth, and ensuring alignment with learning goals. This system helps students focus on progress and mastery rather than purely on grades, which is essential during this critical phase of their education.

This guide serves as a resource for students and parents as they navigate course selection and learning opportunities. We encourage families to work closely with teachers, Facegroup leaders, and administrators to make informed decisions that align with students' interests, strengths, and developmental needs.

We invite you to explore the wide array of courses and opportunities available, designed to provide a well-rounded and fulfilling middle school experience. This is a time for students to discover their passions, grow in wisdom, and prepare for the challenges and joys of the next stage of their educational journey.

Phillip Taylor
Dean of Curriculum and Instruction K-12
January 2026¹

¹ For a comprehensive contents page, please use the document tabs on the side bar at the left of this document.

Learning at ICS

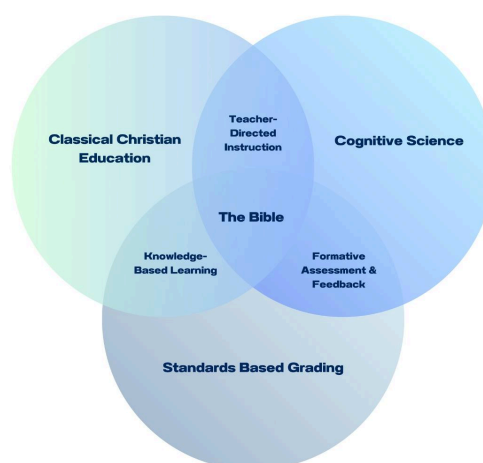
ICS recognizes the importance of the interpersonal dimension of the learning process. We believe that community grows out of common commitments and that learning is the result of interaction between people, ideas, and experiences. As students' accountability and responsibility to others are increased, they are better able to understand themselves, respect others, and serve as compassionate disciples of Christ and as constructive members of society.

ICS Statement of Faith

At ICS, our approach to learning is caring and academically rigorous, emphasising the importance of knowledge acquisition which underpins deep understandings about self, others and the world.

At the heart of our approach is our belief in:

- biblical truth and its vital impact on each student's character
- knowledge as *the* essential condition for future learning, deep thinking, and the provision of opportunities to all students
- lifelong learning and education that transforms lives
- each student's capacity for empathy and love, a capacity that translates into local and global service.



Understanding that whole-person wellbeing is often the precursor for academic success, we aim to stretch and challenge every student in ways that balance with their social, emotional, mental, and spiritual needs.

This is what we mean when we speak of a holistic learning experience designed for coherence, progression, and success.

ICS Classical Christian Education

At ICS our teaching philosophy is based on classical Christian education. This means our view of truth is based on the Bible. Modern education has often been based on what is called "constructivism"; this is a human-centred idea that rejects God and believes that truth is something we invent. Christians believe in God-centred truth which He reveals. It is something we discover. It is one reason why we follow a US liberal arts curriculum with APs rather than the IB, for example. Classical Christian education down the centuries has been based on what is tried and trusted - God's Word, great literature, and the formation of virtue. Education is more than the passing on of information; it is about teachers with authority pointing their students to goodness, truth and beauty in Jesus Christ.

ICS Teaching and Learning Principles

For more detail and information, please go to this link: [ICS Teaching and Learning Principles](#)

ICS Standards Based Grading System

For more detail and information, please go to this link: [ICS Standards Based Grading System](#).

MS Key Academic Dates

Grade 8 Course Sign Ups

In January of each year, **Grade 8 students** will choose courses for Grade 9, their first year of High School. To support them, the information below is useful to explore alongside the course descriptions and information in the [2026/27 HS Course Guide](#).²

There is only one course sign up period for High School at ICS, which falls in the January of each Academic year.

- **For courses running in 2026/27**, the course sign up period will begin on Tuesday, 20 January 2026. It will conclude on Monday 26 January, 2026, and parent approvals need to be finalised by Tuesday, 27 January, 2026.
- **For courses running in 2027/28**, the course sign up period will begin on Monday 18 January, 2027. It will conclude on Monday 25 January, 2027 and parent approvals need to be finalised by Tuesday 26 January, 2027.

In signing up for a particular course and course pathway, students, parents, and/or guardians should understand clearly:

- the total credits already completed and the credits needed to graduate.
- the graduation and year-long credit requirements of the School.
- the admission requirements for post-school pathways such as university.
- the prerequisite requirements for specific courses here at ICS.
- the courses compulsory for an ICS graduation (e.g. Bible).
- the courses which may be retaken and those that cannot.

Key Dates for Grade 8 Course Signups and Approvals

The following dates represent steps in completing the Course Sign Up process for our Grade 8s going into Grade 9.

Semester 1	Date
Grade 6 - 8 Academic Assembly	
Grade 8 - Double Math Intent to Apply Survey Opens	
Grade 8 - Double Math Intent to Apply Survey Closes	
Grade 8 - Double Math Eligibility to Apply Confirmed	
Grade 8 and 9 Academic Evening for Parents	

Semester 2	Date
Semester 1 MS Reports Published	
MS Course Guide Published	
MS Grade 8 Course Sign Up FAQ Survey Opened	
Grade 8 - Double Math Applications - Communicate Eligibility	
HS Course Sign Ups Commence for Grade 8s	
HS Course Sign Ups Conclude for Grade 8s	
HS Course Sign Up - Final Date for Grade 8 Parent Approval	
MS World Languages - Pathway Confirmation	
MS Grade 7 Course Sign Up	
MS Grade 7 Course Sign Up - Final Date for Parent Approvals	
Semester 2 MS Reports Published	
MS Students Schedules Published	

² A course listing in the HS or MS Course Guide is not a guarantee that a course will run next academic year. All courses are offered subject to sufficient student take-up and faculty resources available. These determinations are made following sign-ups and approvals in January. All course enrollments are subject to the approval of the Department Chair of the relevant subject.

Bible Department

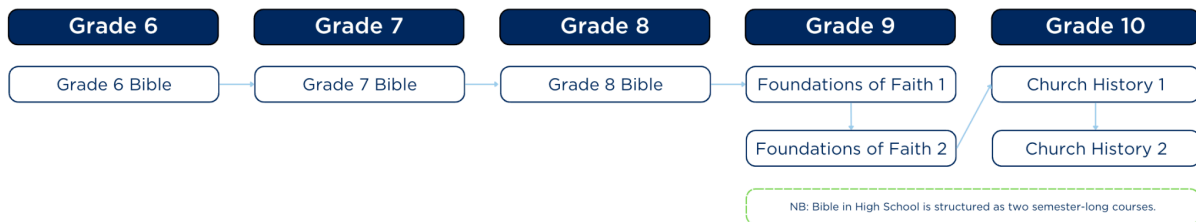
Vision

To equip students with the biblical and theological foundation for a Christian worldview.

Mission

To provide high-quality biblical education that equips students with the knowledge, skills, and understanding necessary to glorify God and serve Him in their academic and personal lives.

Bible Course Pathways



Bible Department Handbook 2026/27

[Bible Department Handbook](#)

Course Descriptions: Year-Long Bible Courses

Grade 6 Bible

Grade 6 Bible is an integrated course where students will read from great books across genres. Our course is centered on the greatest of books – the Bible – where we will read broadly from both the Old and New Testaments with the aim of growing our love and appetite for God's word. Other books will also be read that bring us back to the Bible with a renewed vision or question that takes us deeper, and to appreciate more fully, the truth, goodness, and beauty of God.

MS Bible is where we begin to emphasize the significance of theology. We will do a quick overview of all of Christian Theology through *Thinking about God* by Alex Early. Then, using *Big Truths for Young Hearts* by Bruce Ware, we will delve into specific doctrines such as Revelation, Theology Proper, the Trinity and Creation. This foundational course aims to provide students with necessary tools to read, understand, and discuss Christian theology, regardless of their personal beliefs.

Grade 7 Bible

The 7th grade Bible curriculum focuses on the Old Testament from near the end of the reign of King David & Solomon through the division and fall of the two kingdoms and up through the time of exile. The course gives an overview of God's balance of judgment and mercy as He dealt with the sinful but chosen people of Israel. We will be exploring the books of 2 Samuel, 1&2 Kings, 1&2 Chronicles, Psalms, Hosea, Joel, Amos, & Jonah.

Grade 8 Bible

The 8th Grade Bible course is the culmination of our Middle School Bible class journey. Students will study the concept of the Church in Christian theology, explore the meaning and purpose of worship, and delve into teachings about Christ's return and the afterlife. This course provides students with a comprehensive understanding of Christian theology, preparing them for further studies in high school and providing a solid foundation for understanding the role of Christian teachings in historical and contemporary contexts.

English Language Arts Department

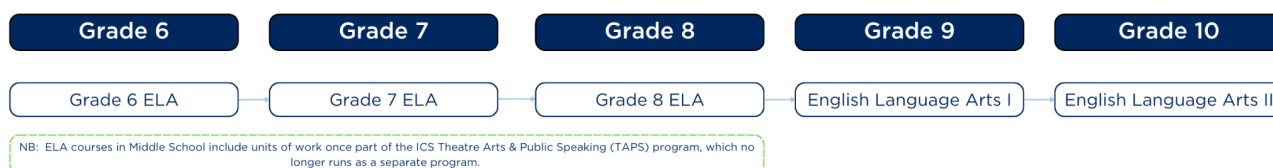
Vision

To instill within all students a love of reading and writing, an appreciation for the stories unique to different peoples, places and cultures, and a belief in the power of literature to help shape ourselves, each other and the world around us.

Mission

To grow within each child an awareness of themselves, others and the world around them so that, when they leave ICS, they do so with the ability to read, write, listen, and speak with clarity, authenticity, integrity, open-mindedness, and purpose.

ELA Course Pathways



English Language Arts Department Handbook 2026/27

[ELA Department Handbook](#)

Course Descriptions: Year-Long ELA Courses

Grade 6 English Language Arts

Grade 6 English Language Arts gives students a firm foundation for Secondary ELA studies. Going right back to the roots of story-telling, students will explore a wide range of Greek myths, gaining a comprehensive understanding of the gods, heroes, monsters and settings that have influenced centuries of writing in English. Themes of nature, quest and transformations will inform their studies of prose, poetry and drama for the rest of the year. In *The Hobbit*, they will compare Tolkien's account of Bilbo's journey, perils and homecoming with those of Odysseus. Imaginations will be unleashed as students write and speak from a variety of perspectives.

Grade 7 English Language Arts

This course explores themes of leadership, journeys, and power through a wide range of literary and historical texts. Students will examine the sources and evolution of the English language by studying Epic and medieval Romance narratives such as *Beowulf* and *Sir Gawain and the Green Knight*, while comparing heroic archetypes and the structure of quest narratives from other traditions. Voyages and journeys, both real and metaphorical, become the focus of the poetry and drama units, culminating in the vengeance and visionary themes of Shakespeare's most sea-soaked play, *The Tempest*.

This literary study provides the foundation for dynamic performance and communication. Students will use their analyses to craft persuasive arguments and deliver powerful orations. Through structured activities in public speaking, collaborative scene work, and improvisation, students will develop their expressive voice, physical presence, and confident delivery. Ultimately, whether depicting a Hong Kong marine landscape, debating a global issue, or performing a Shakespearean scene, students will emerge as more insightful readers, effective writers, and assured communicators.

Grade 8 English Language Arts

This course delves into the architecture of narrative, from the short story and the 19th-century novella to the complexities of Shakespearean tragedy. Students will analyze key elements of structure and plot, employing concepts from Aristotle's *Poetics* to examine how literature reflects historical periods from the social critiques of Dickens to the realities of war writing and how it inspires empathy and change.

This literary analysis provides the essential material for powerful, real-world communication. Students will adapt language and themes from the past to address contemporary concerns, transforming their critical insights into compelling presentations. They will acquire the tools to craft and deliver engaging speeches, shape persuasive arguments, and participate in structured debates. Through improvisation, scene work, and dramatic interpretation of the texts they study, students will refine their expressive skills, creative thinking, and collaborative abilities. The course empowers them to become not only more discerning readers and writers but also confident, articulate communicators prepared to engage any audience.

Mathematics Department

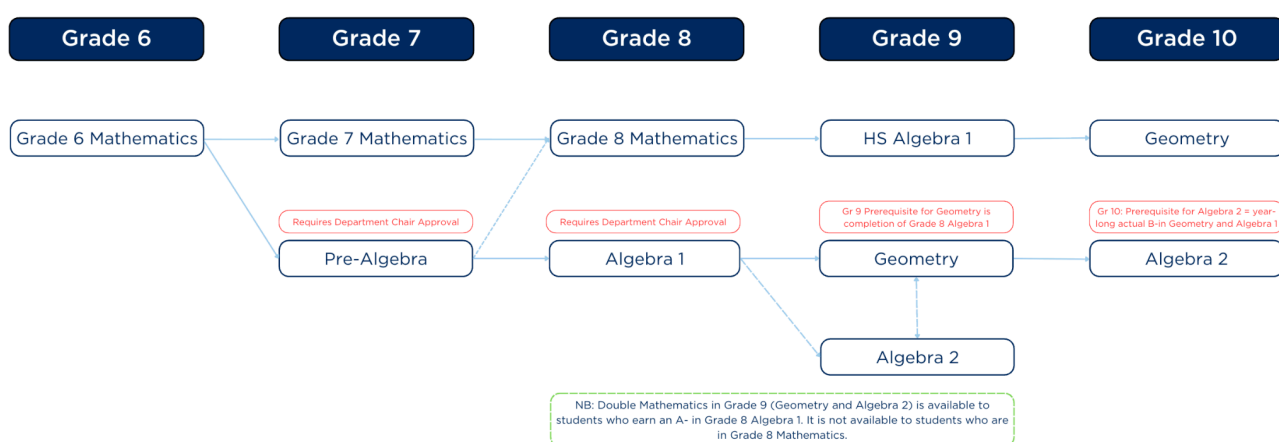
Vision

To inspire and equip students with a strong foundation in mathematical thinking, grounded in a Christian worldview. We strive to foster a love for learning and a sense of curiosity, encouraging students to see the beauty and order in God's creation through the lens of mathematics.

Mission

To create a supportive and inclusive environment where students are challenged to think critically and develop resilience. By integrating faith with academics, we seek to cultivate not only competent mathematicians but also compassionate individuals who view their skills as a means to serve others, become responsible stewards in the world, and glorify God in their pursuits.

Mathematics Course Pathways



Mathematics Department Handbook 2026/27

[Mathematics Department Handbook](#)

Course Descriptions: Year-Long Mathematics Courses

Grade 6 Mathematics

The Grade 6 Mathematics course builds a strong foundation in mathematical concepts and skills aligned with the Common Core State Standards. The curriculum emphasizes problem-solving, critical thinking, and real-world applications of mathematics, covering ratios, percentages, integers, rational numbers, introductory algebra, geometry (area, volume, surface area), and data analysis.

Grade 7 Mathematics

The Grade 7 Mathematics course deepens students' understanding of concepts and skills through rigorous activities aligned with the Common Core State Standards. The curriculum enhances problem-solving, critical thinking, and real-life application, focusing on rational numbers, linear equations and graphing, solving algebraic expressions and equations, probability and statistics, and advanced geometry (area, volume, and surface area for circles and spheres).

Grade 7 Pre-Algebra

The Pre-Algebra course prepares students for high school mathematics by building a strong foundation in algebraic concepts and skills, aligned with the Common Core State Standards. This

course emphasizes critical thinking and real-world problem-solving. Topics include rational and irrational numbers, linear equations and graphing (including slopes and transformations), solving algebraic expressions and equations, exponents and scientific notation, probability and statistics, and geometry (area, volume, and surface area for circles and spheres).

Grade 8 Mathematics

The Grade 8 Mathematics course is designed to provide students with a comprehensive understanding of key mathematical concepts and skills aligned with the Common Core State Standards. This course emphasizes critical thinking, problem-solving, and the application of mathematics to real-world situations, preparing students for high school mathematics and beyond. Topics include operations with real numbers, linear equations, properties of two-dimensional and three-dimensional shapes, area, volume and surface area for cones, cylinders and spheres, Pythagorean theorem, and analyzing and interpreting data sets.

Grade 8 Algebra 1

Students will learn fundamental concepts for solving algebraic equations with one and two variables, and strategies for practical word problems. Topics include Introduction to Algebra, Real Numbers, Solving Equations, Polynomials, Factoring, Fractions, Functions, Systems of Equations, Inequalities, Rational and Irrational Numbers, and Quadratic Functions.

Social Science Department

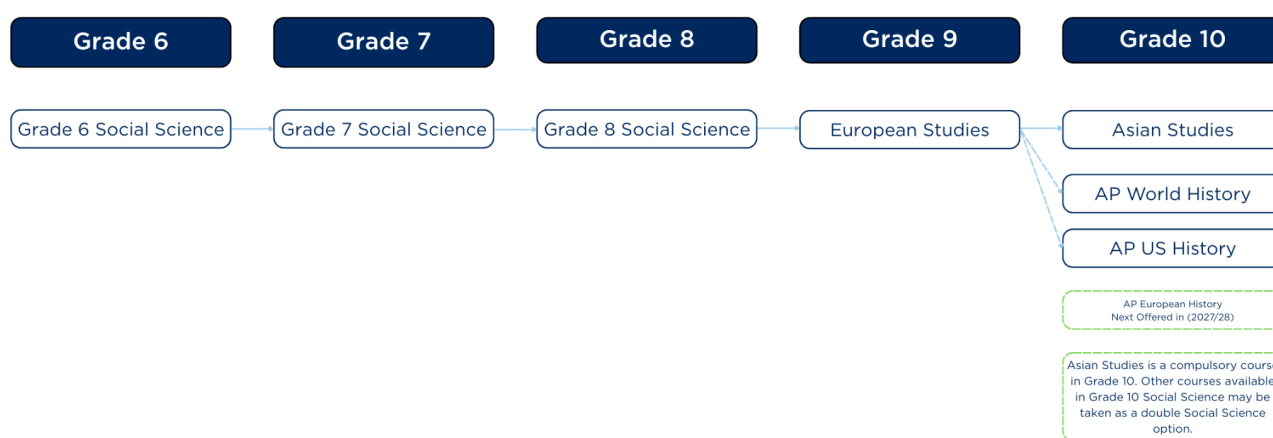
Vision

To grow students who are proactive discoverers of the world and who can analyse how decisions and actions interact with culture and the environment. To inspire students to apply analytical and historical thinking skills so that they can develop conclusions, use evidence to support claims, respond to historical and contemporary issues from a Biblical worldview, and communicate effectively in cross-cultural contexts.

Mission

To prepare students to be rational, informed, and proactive members of a diverse yet interdependent global society.

Social Science Course Pathways



Social Science Department Handbook 2026/27

[Social Science Department Handbook](#)

Course Descriptions: Year-Long Social Science Courses

Grade 6 Social Science

Students engage in immersive learning about ancient civilizations (Mesopotamia, Egypt, Greece, and Rome) by formulating questions and conducting research to create insightful conclusions. Foundational geography knowledge supports this learning. The curriculum revolves around analyzing primary sources to understand historical life. Specifically, students identify significant moments in Mesopotamia, examine social structure in Egypt through presentations, hone evidence-based argumentative skills regarding Greek city-states, and showcase the impact of Roman technological contributions.

Grade 7 Social Science

Throughout the 7th Grade Social Science course, students learn about US History through a chronological exploration of pivotal historical eras, starting with the Age of Exploration. They will analyze the impact of explorers on indigenous cultures, gaining insight into the cultural exchanges and conflicts that arose during this period. As they transition to the period of early British colonization in America, students will critically examine the motivations behind colonization and its effects on both settlers and Native Americans. Students will then delve into the journey towards the US Revolution, exploring the evolution of the Constitution and the principles that underpin American governance. They will also assess historical documents and participate in discussions that highlight the realities of slavery, fostering a deeper understanding

of this critical issue in American history that led to the events of the Civil War and Reconstruction.

Grade 8 Social Science

G8 Social Science overviews modern World History from the late 18th century to 20th century while highlighting key moments and developments during that time. The course overviews how nations and regions grow and develop through industrialization, migration, as well as through domestic and foreign policy. Students will also evaluate the consequences of foreign policy through the SPAM War, World War I and events leading up to World War 2 while domestic issues such as the Civil Rights Movement are explored. In addition, historical thinking skills such as causation and change and continuity are used to enable students to examine different historical perspectives and to evaluate the significance of these historical events. Map reading and physical and human characteristics analysis are also interwoven in units to help students to form connections between historical causes of different events and geography.

Science and Technology Department

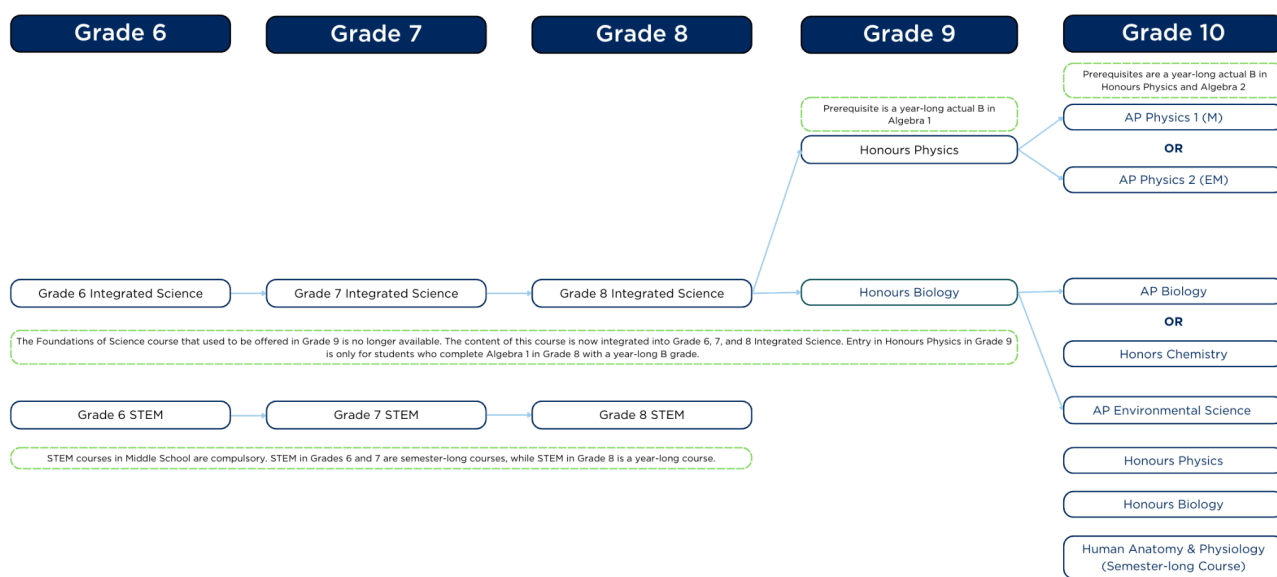
Vision

To inspire students to explore the wonders of the natural world and to foster a deep understanding of creation and its Creator.

Mission

To provide high-quality Science education within a Biblical worldview that equips students with the knowledge, skills, and understanding necessary to glorify God and serve Him in their academic and personal lives.

Science and Technology Course Pathways



Science and Technology Department Handbook 2026/27

[Science and Technology Department Handbook](#)

Course Descriptions: Year-Long Science Courses

Grade 6 Integrated Science

In Grade 6 Integrated Science, the curriculum closely aligns with the Next Generation Science Standards (NGSS) to instruct students in units of Earth Science, Physical Science, and Life Science. Topics in Life Science include Cell Theory and structure and function of cells as well as interactions and relationships in ecosystems. In Physical Science we will explore fundamentals of chemistry such as structures of matter (atoms, molecules, and extended structures), as well as basic components of physics including energy and motion. We will conclude the year with a look at the patterns of motion within our solar system, hoping to gain a further understanding of how the Sun, Earth, and Moon system affects seasons, tides, and lunar phases.

Grade 7 Integrated Science

In Grade 7 Integrated Science, the curriculum will closely align with the Next Generation Science Standards (NGSS) to instruct students in units of Earth Science, Physical Science, and Life Science. Topics in Earth Science include earth's systems (litho/geosphere, hydrosphere, rocks and minerals, weathering and erosion) and History of Earth (plate tectonics, geologic time scale, fossils correlation). Topics in Physical Science include properties of substances before and after chemical reactions, the conservation of matter, and wave energy. Topics in Life Science include

animal behaviors and plant structures in reproduction, genetics and the effects on structures and functions of organisms, asexual and sexual reproduction's impact on genetic variation.

Grade 8 Integrated Science

In Grade 8 Integrated Science, the curriculum closely aligns with the Next Generation Science Standards (NGSS) to instruct students in units of Earth Science, Physical Science, and Life Science. Topics in Life Science include interacting human body systems, as well as a larger unit on creation and evolution (natural selection, adaptation of populations over time, and comparative anatomy). Topics in Earth Science include weather and climate. Topics in Physical Science explore the two domains of chemistry and physics. In chemistry, we explore atomic structure, the periodic table, particles in motion and the transfer of thermal energy. In physics, we cover the fundamentals of forces, gravity, motion, and collisions.

Course Descriptions: STEM Courses

STEM courses span Science, Technology, Engineering, and Mathematics. At ICS, we include them here under the Science & Technology Department. The NGSS Science curriculum used at ICS, embeds engineering practices and technology/mathematics within K–12 science learning, positioning Science as the integrating hub for curriculum, assessment, and pedagogy.

ICS already integrates Engineering content within Science and operates within a “Science and Technology” structure, reinforcing this fit for consistent leadership, resources, and standards-based implementation. This placement keeps disciplines connected while avoiding fragmentation, honoring the interrelatedness of knowledge.

Grade 6 STEM (Semester-Long Course)

Grade 6 STEM is an exciting course that introduces students to the world of design and engineering. It's built to cultivate foundational skills and habits while developing the mindset of an engineering problem-solver. Students are challenged to think both divergently (generating many ideas) and convergently (selecting the best solution) throughout the semester. They will master the iterative engineering design process through engaging, hands-on challenges, collaborative group projects, and compelling mini-presentations. Student progress will be assessed using standards drawn from the Next Generation Science Standards (NGSS) and the International Society for Technology in Education Standards (ISTE).

Grade 7 STEM (Semester-Long Course)

Grade 7 STEM builds upon the design and engineering foundation established in Grade 6. This course is designed to substantially grow students' skills and habits, further cultivating the mindset of an engineering problem-solver who can identify issues and translate them into actionable solutions. Students will tackle open-ended problems, continuously refining their ability to think divergently (generating options) and convergently (selecting optimal solutions). They will deepen their mastery of the iterative engineering design process through rigorous, hands-on challenges and both independent and collaborative design projects. Student learning will be assessed using standards drawn from the Next Generation Science Standards (NGSS) and the International Society for Technology in Education Standards (ISTE).

Grade 8 STEM (Year-Long Course)

At its heart, this course is about exploring possibilities and compassionate problem-solving, building upon foundational design and engineering skills. It is designed to immerse students in the mindset and habits of a design engineer, challenging them to think divergently (generating wide possibilities) and convergently (selecting the optimal path) through a lens of empathy. Students will master the iterative engineering design process through rigorous, hands-on challenges, individual and group design projects, collaborations, and mini-presentations. The learning culminates in a capstone project that connects design thinking elements directly to real-world issues. Student achievement will be assessed using standards drawn from the Next Generation Science Standards (NGSS) and the International Society for Technology in Education Standards (ISTE).

Health & Physical Education Department

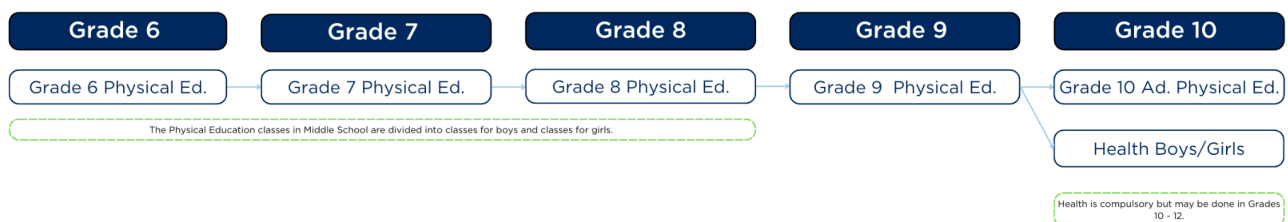
Vision

To equip students with the knowledge and skills they need to live an active and healthy life that honors Christ.

Mission

To help students lead active, healthy lives that glorify God, empowering them to be confident, knowledgeable movers through a holistic focus on physical, mental, and spiritual growth. We honor Christ through healthy competition and social connection, equipping students for a lifetime of wellness.

Health and Physical Education Course Pathways



Health and Physical Education Department Handbook 2026/27

[Health and Physical Education Department Handbook](#)

Course Descriptions: Year-long HPE Courses

Grade 6 Physical Education

The aim of grade 6 Physical Education is to guide students in leading healthy and active lives that honor Christ. Throughout the year, students will engage in various activities including invasion games, net & wall games, striking & fielding games, movement activities, aquatics and fitness. Students will be exposed to multiple challenges that reinforce and enhance their natural tendency to learn, move, and play while integrating values of teamwork, strategy/tactics, sportsmanship and fair play.

Grade 7 Physical Education

The aim of grade 7 Physical Education is to guide students in leading healthy and active lives that honor Christ. Throughout the year, students will engage in various activities including invasion games, net & wall games, striking & fielding games, movement activities, aquatics, fitness along with adventure & outdoor activities. Students will be exposed to multiple challenges that reinforce and enhance their natural tendency to learn, move, and play while integrating values of teamwork, strategy/tactics, sportsmanship and fair play.

Grade 8 Physical Education

The aim of grade 8 Physical Education is to guide students in leading healthy and active lives that honor Christ. Throughout the year, students will engage in various activities including invasion games, net & wall games, striking & fielding games, movement activities, aquatics and fitness. Students will be exposed to multiple challenges that reinforce and enhance their natural tendency to learn, move, and play while integrating values of teamwork, strategy/tactics, sportsmanship and fair play.

Languages: Chinese Department

Vision

To reinforce students' respect and understanding of Chinese culture from a Biblical perspective, enhancing their willingness and readiness to communicate God's love to the world.

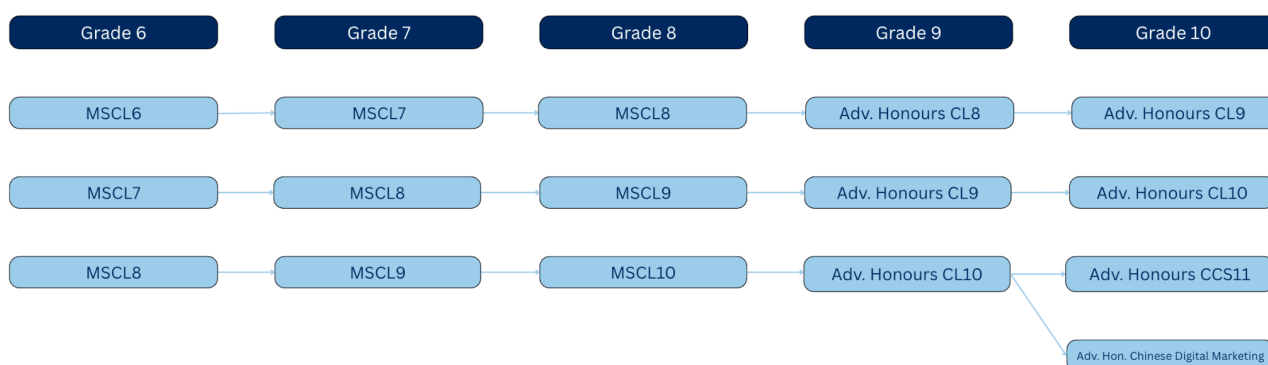
Mission

To provide a linguistic and culturally rich environment, equipping students with effective language skills to communicate in authentic contexts, gain cultural competence, grow in self-understanding, connect to the world, and cultivate hearts that honour God.

Chinese Literacy Stream (CL)

The CL stream offers a Chinese language curriculum for students with basic Putonghua or dialect skills and reading and writing knowledge. Instruction focuses on enhancing literary competence and communication skills, using materials from mainland China, Taiwan, and Singapore, along with local resources and authentic materials to enrich learning.

Chinese Literacy (CL) Course Pathways



Chinese Department Handbook 2026/27

[Chinese Department Handbook](#)

Course Descriptions: Year-long Chinese Literacy Courses

MS Chinese Literacy 6

In MS Chinese Literacy 6, students will immerse themselves in the everyday realities of school and community life. Key themes of the course include effective learning habits, table etiquette and manners, essential life skills, and Economics in Daily Life. A strong emphasis is placed on applying the language in real-world situations. Chinese Literacy 6 provides students with an opportunity to fully develop their communication skills to the Intermediate Mid level, according to ACTFL standards.

MS Chinese Literacy 7

In MS Chinese Literacy 7, a functional approach is used to emphasize communication skills in daily life and beyond. Instruction focuses on digital habits, music celebrities, Chinese architecture, and Chinese health practices. Students are engaged in motivating activities that authentically develop their ability to use the Chinese language. Exercises focus on self-expression through creative thinking, speaking, and writing. The course supports students in advancing their Chinese proficiency to the Intermediate Mid level, following ACTFL standards.

MS Chinese Literacy 8

In the MS Chinese Literacy 8 course, students will explore how to make the most of their middle school life experience through the following units of study: Biography, Travelling China, Traditional Chinese festivals, and Daily routine for students. Through carefully selected materials and well-developed learning activities, they will enhance their interest in Chinese, become more appreciative of their heritage, and gain further understanding of their identities. The students can fully develop their communication skills to the targeted proficiency level.

MS Chinese Literacy 9

In the Chinese Literacy 9 course, students will explore the enriched Chinese language and advanced knowledge of Chinese culture through the following units of study: Narrative writing, Contemporary Poetry, Chinese Novels, and Persuasive Essays. While continuing to develop oral skills, the emphasis will be on strengthening students' reading and writing communication skills. Through relevant and purposeful exploration of what is happening around them, students apply productive skills in carefully designed settings, which resemble or simulate practical and authentic language use. The students can fully develop their communication skills to the Intermediate-High proficiency level.

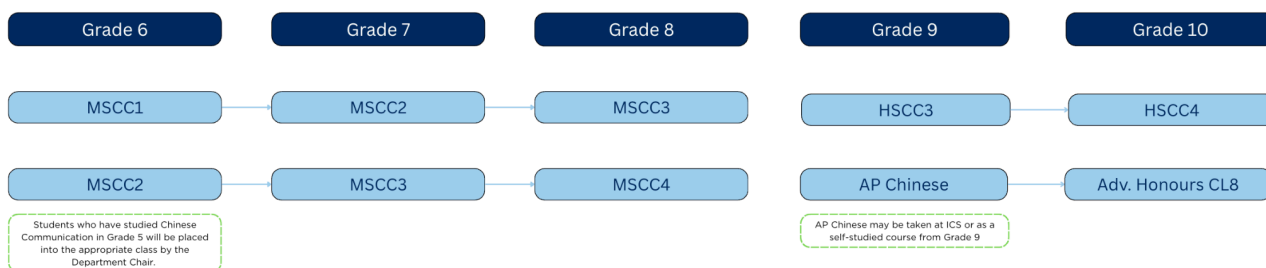
MS Chinese Literacy 10

In the MS Chinese Literacy 10 course, students will explore themes of identity through the study of modern Hong Kong history and biography. The course is structured around reading and writing workshops designed to strengthen students' literacy skills. Students will engage with a variety of authentic materials to develop their abilities in analyzing and synthesizing information, comparing and contrasting perspectives, and constructing well-supported narratives and presentations. A key focus of this course is the use of formal language, as students will learn and apply increasingly sophisticated vocabulary to express themselves effectively in both oral and written communication.

Chinese Communication Stream (CC)

The CC stream offers a Chinese language course for students with little or no prior experience. Emphasising pronunciation (Pinyin), sentence structure, and practical communication, instruction is mainly in Putonghua, supplemented by English as needed. Materials are sourced from various regions, preparing students for the Advanced Placement examination in Chinese Language and Culture.

Chinese Communication (CC) Course Pathways



Course Descriptions: Year-long Chinese Communication Courses

MS Chinese Communication 1

The MS Chinese Communication 1 course introduces students to the Chinese language by exploring elements of identity and personal interests. The focus is on developing basic

communication skills, such as extending greetings, providing biographical information, issuing invitations, and making introductions. Students will learn the fundamentals of Pinyin, basic vocabulary, and simple grammar. They will apply their language skills in everyday situations, including describing friends, family, and familiar objects while reading and writing with Pinyin support and expressing opinions in Putonghua.

MS Chinese Communication 2

The MS Chinese Communication 2 course enhances foundational communication skills by expanding vocabulary and sentence structures with diverse topics. Emphasizing the four core language skills, students will gain greater independence in reading and writing with Pinyin while expressing more complex ideas in Putonghua and Chinese characters. The curriculum introduces Chinese culture and focuses on accurate character writing, exploring themes such as school life, occupation, weather, seeing a doctor, and food. This course prepares students for practical communication in Mandarin, fostering skills for real-life application.

MS Chinese Communication 3

The MS Chinese Communication 3 course enhances language proficiency through listening, speaking, reading, and writing. Students will engage with authentic materials highlighting Chinese culture and fostering cross-cultural understanding. Students will read and write with minimal reliance on Pinyin, mastering practical genres. Critical thinking will be encouraged and informed by a biblical perspective. Focusing on relevant themes such as personalities, household chores, school events, festivals, and eating out, students will interact with materials like menus and posters. These courses aim to develop communication skills at the intermediate-low levels according to ACTFL standards.

MS Chinese Communication 4

In the MS Chinese Communication 4 course, students will explore their Chinese learning through the following units of study: Travel, Career, Social life, and Community. Through carefully selected materials and well-developed learning activities, they will enhance their interest in Chinese and gain further understanding of their identities. The students can fully develop their communication skills to the Intermediate-Mid proficiency level.

Languages - Spanish Department

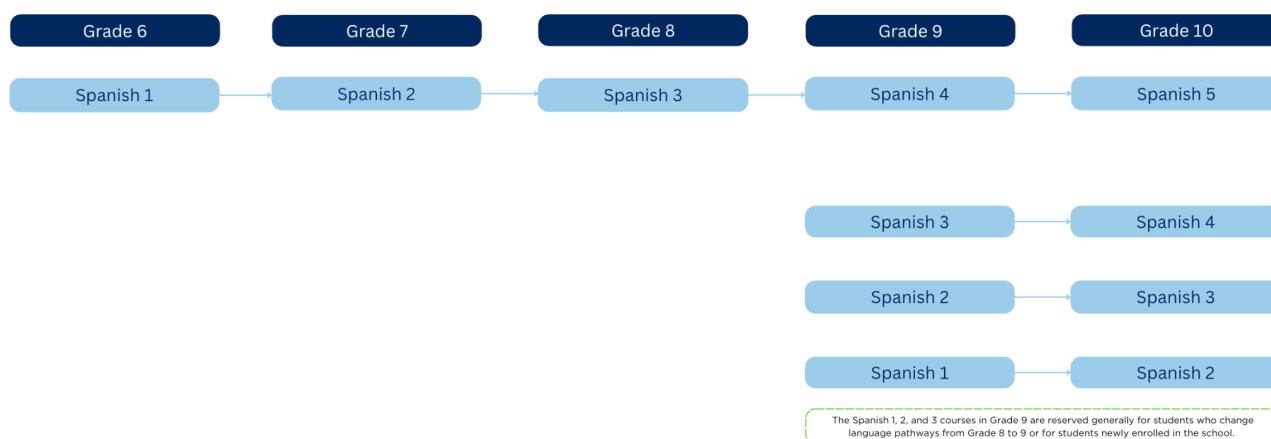
Vision

To provide a linguistic and culturally rich environment, equipping students with effective language skills to communicate in authentic contexts, gain cultural competence, grow in self-understanding, connect to the world, and cultivate hearts that honour God.

Mission

To reinforce students' respect and understanding of Spanish culture from a Biblical perspective, enhancing their willingness and readiness to communicate God's love to the world.

Spanish Course Pathways



Spanish Department Handbook 2026/27

[Spanish Department Handbook](#)

Course Descriptions: Year-long Spanish Courses

MS Spanish 1

The Middle School Spanish 1 course introduces students to the fundamentals of the Spanish language and its diverse cultural contexts. Through engaging activities, students will develop interpretive, presentation, and interpersonal skills while reinforcing vocabulary and grammar. The curriculum includes reading and analyzing texts and media on topics such as identity, culinary traditions, and travel, aimed at enhancing cultural understanding. Ultimately, this course seeks to foster a curiosity for language learning and a passion for Spanish, emphasizing real-life applications through authentic materials and experiences.

MS Spanish 2

The Middle School Spanish 2 courses provide an in-depth exploration of the Spanish language and culture, focusing on themes of family dynamics, festivals, and traditions as cultural representations, food, and daily life activities: shopping and eating out. Through a variety of engaging activities, students will enhance their interpretive, presentation, and interpersonal skills while reinforcing vocabulary, grammar, and the application of temporal frameworks necessary for mastering complex language functions. To broaden their cultural and intercultural understanding, students will read and analyze texts and media across diverse thematic units. The aim is to cultivate a deeper appreciation for the Spanish language and culture through authentic materials and experiences that resonate with their identities as global citizens.

MS Spanish 3

The MS Spanish 3 course comprehensively explores students' daily lives, learning opportunities,

community, childhood, past experiences, and celebrations, comparing them with those in Spanish-speaking countries. The curriculum is structured around five thematic units: Descriptions of Self and Others, School Life, A Special Event and Preparations, Community and Childhood Experiences, and Celebrations. Students will enhance their language skills by interpreting authentic resources, engaging in interpersonal communication, and delivering presentations in both oral and written formats. This course aims to deepen understanding of the Spanish language and its cultural nuances, preparing students for advanced studies and practical applications.

Fine Arts and Media Department

Vision (Fine Arts)

To empower students for lifelong engagement with the visual world through integrated artistic disciplines that recognize art as a God-given gift for His glory.

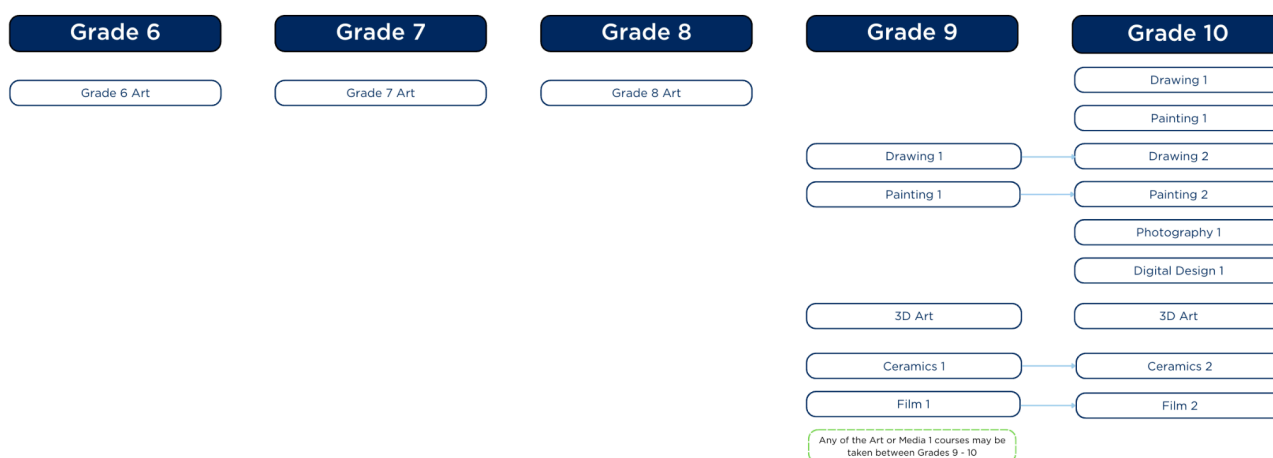
Vision (Media)

To equip students for lifelong learning and discerning media consumption in a digital world through collaborative production and critical reflection filtered through a Christian perspective.

Mission

To glorify God through the Fine Arts and Media by utilizing our creative talents and imagination to produce beautiful, thought-provoking work that reflects the wonder of His creation.

Fine Arts and Media Course Pathways



Fine Arts and Media Department Handbook 2026/27

[Fine Arts and Media Department Handbook](#)

Course Descriptions: Fine Art Courses

Grade 6 Art

Grade 6 Art is a one semester foundation class in the Middle School Art Program. Artists will explore different art mediums and styles, along with applying the elements of art and principles of design into their projects. They will build up their technical skills, and at the same time focus on exploration, personal expression and creativity.

Students will be encouraged to see art from the Christian context, to communicate responsibly through their artwork, and appreciate works from history and modern times. They will learn to produce quality and thoughtful work, and most importantly, enjoy the creative process.

Grade 7 Art

Grade 7 Art is also a one semester class that builds upon grade 6 art and further explores different art media and styles. Artists will continue to apply the elements of art and principles of design in projects whilst developing and refining technical skills. Personal expression and creativity will remain a focus.

Students will be encouraged to see art from the Christian context, to communicate responsibly through their artwork, and appreciate works from history and modern times. They will continue to practice producing quality and thoughtful work, and most importantly, enjoy the creative process.

Grade 8 Art

Grade 8 Art Elective is a year-long class that explores different art media and styles, along with applying the elements of art and principles of design in projects. Artists will work on more advanced techniques while developing stronger creative concepts and continue to focus on personal expression and creativity.

Students will be encouraged to see art from the Christian context, to communicate responsibly through their artwork, and appreciate works from history and modern times. They will be expected to produce quality and thoughtful work, and most importantly, enjoy the creative process.

Performing Arts Department

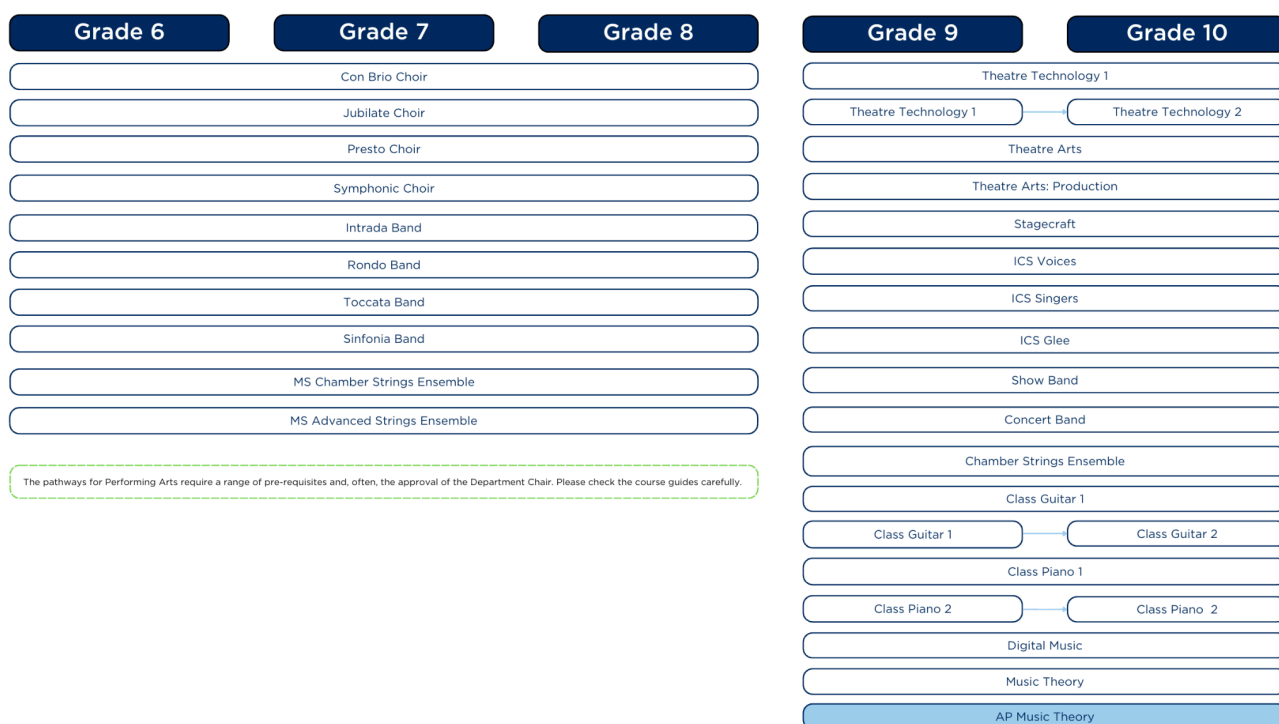
Vision

To provide students with an opportunity to identify, develop, and celebrate their God-given abilities as an avenue for expressing creativity, beauty, and connection through the performing arts.

Mission

To glorify God through excellence in the performing arts by fostering student potential, artistic process, and a lifelong commitment to worship and community service.

Performing Arts Course Pathways



Performing Arts Department Handbook 2026/27

[Performing Arts Department Handbook](#)

Course Descriptions: M Block Year-long Music Courses

Con Brio Choir

Through the study of various technical exercises and choral literature, students will develop performance skills to the best of their abilities. This course reinforces proper singing habits such as correct posture, breathing, and tone production. Students will learn vocal fundamentals, basic music theory, and sight-reading techniques. Occasionally students will sing in languages other than English. This is a performance class, and all students will be expected to participate in concerts and dress rehearsals.

Jubilate Choir

This is a beginning choir class that introduces middle school students to the joy of singing and choral music. Students will learn essential vocal techniques, music reading skills, and explore various musical styles. Through fun activities and performance opportunities, students will build confidence and develop teamwork while enjoying the art of singing.

Presto Choir

Through the study of various technical exercises and choral literature, students will develop performance skills to the best of their abilities. This course reinforces proper singing habits such as correct posture, breathing, and tone production. Students will learn vocal fundamentals, basic music theory, and sight-reading techniques. Occasionally students will sing in languages other than English. This is a performance class, and all students will be expected to participate in concerts and dress rehearsals.

Symphonic Choir

In this choir class, students will refine their vocal techniques, enhance their music reading skills, and explore a diverse repertoire, including complex harmonies and various musical genres. Emphasis will be placed on ensemble singing, performance preparation, and musical expression.

Intrada Band

Middle school band students will continue to develop their individual instrumental skills while preparing carefully curated and engaging music for ICS concerts and music festivals in Hong Kong. Students will give praise to God through the music they play on their instruments. Students will use technology to record and enhance their playing skills. Students may compose original music for their instrument and will have opportunities to perform in large and small group settings. Band students will also be given the opportunity to audition for international music festivals.

Rondo Band

Middle school band students will continue to develop their individual instrumental skills while preparing carefully curated and engaging music for ICS concerts and music festivals in Hong Kong. Students will give praise to God through the music they play on their instruments. Students will use technology to record and enhance their playing skills. Students may compose original music for their instrument and will have opportunities to perform in large and small group settings. Band students will also be given the opportunity to audition for international music festivals.

Toccata Band

Middle school band students will continue to develop their individual instrumental skills while preparing carefully curated and engaging music for ICS concerts and music festivals in Hong Kong. Students will give praise to God through the music they play on their instruments. Students will use technology to record and enhance their playing skills. Students may compose original music for their instrument and will have opportunities to perform in large and small group settings. Band students will also be given the opportunity to audition for international music festivals.

Sinfonia Band

Middle school band students will continue to develop their individual instrumental skills while preparing carefully curated and engaging music for ICS concerts and music festivals in Hong Kong. Students will give praise to God through the music they play on their instruments. Students will use technology to record and enhance their playing skills. Students may compose original music for their instrument and will have opportunities to perform in large and small group settings. Band students will also be given the opportunity to audition for international music festivals.

MS Chamber Strings Ensemble

Strings students will continue to develop their individual instrumental skills while preparing fun and engaging music for ICS concerts and music festivals in Hong Kong. Students will compose original music for their instrument and will have opportunities to perform in large and small

group settings. Students will give praise to God through the music they play on their instruments. Students will use technology to record and enhance their playing skills. Strings students will also be given the opportunity to audition for intentional music festivals.

MS Advanced Strings Ensemble

Strings students will continue to develop their individual instrumental skills while preparing fun and engaging music for ICS concerts and music festivals in Hong Kong. Students will compose original music for their instrument and will have opportunities to perform in large and small group settings. Students will give praise to God through the music they play on their instruments. Students will use technology to record and enhance their playing skills. Strings students will also be given the opportunity to audition for intentional music festivals.

ICS Contact Details for 2026/27

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