



**INTERNATIONAL
CHRISTIAN
SCHOOL**

Bible Department: 2026-2027

Department Chair: **Kyle Pash**



"The Washing of the Feet" (John 13, 1-20), by Jacopo Robusti Tintoretto, Venice (Italy), 1548.

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Introduction to Bible

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

Bible Department Vision and Mission

Vision

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

Mission

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

Secondary Department Faculty by Course

Middle School Courses	Grade	Teacher
Grade 6 Bible	6	Steven McDougald and Claudia Chan
Grade 7 Bible	7	Steven McDougald and Claudia Chan
Grade 8 Bible	8	Steven McDougald and Claudia Chan

High School Courses	Grade	Teacher
Foundations of Faith I	9	James Goodwin-Hudson, Tom Franz, & Kyle Pash
Foundations of Faith II	9	James Goodwin-Hudson, Tom Franz, & Kyle Pash
Church History I	10	Kyle Pash
Church History II	10	Kyle Pash
Life of Christ	11	Tom Franz
Christ and Culture	11	Tom Franz
Doctrine and Apologetics	12	James Goodwin-Hudson
Philosophy and Theology	12	James Goodwin-Hudson

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, modelling, 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

ICS Assessment

Formative assessment refers to a variety of methods teachers use to gather evidence about the effectiveness of their teaching and of students' academic progress over time. Formative feedback to students aims to help students understand where they are at with their learning, where it is they should be aiming for, and how to take next steps towards mastery of particular learning.

Summative assessments are assessments used to evaluate students' proficiency against ICS Standards in a particular unit, semester, or course. These assessments 'count' towards final grades on which ICS reports in Semester One and Semester Two.

Bible Curriculum

The focus of the ICS Bible curriculum is to provide students with a framework that ties together biblical, theological, and philosophical literacies. The three primary skills developed in the Bible courses are biblical interpretation, theological reasoning, and cultural analysis.

Using these skills to engage with the Bible and the texts for each course, students learn to construct a Christian worldview from the Bible – by reading, interpreting, and applying its teachings – and critically analyzing ideas in society by observing, analyzing, and deconstructing them with biblical wisdom.

For a copy of the full course scope and sequence for any of the courses below – which outline in detail the content, timing, and assessment of each course – please speak to the Department Chair, Mr. Pash, or class teacher for a copy.

Note: For more information about each course in the Bible Curriculum, please read the following:

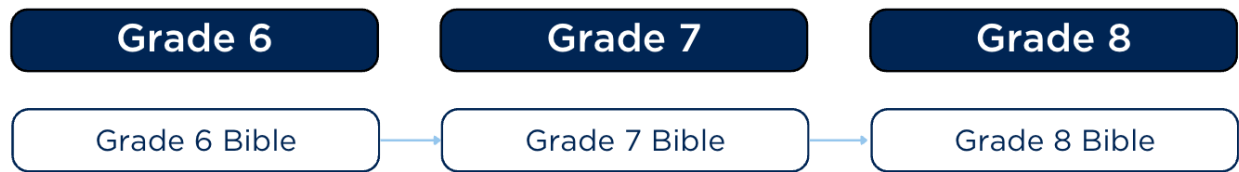
1. [MIDDLE SCHOOL COURSE GUIDE 2026/27](#)

2. [HIGH SCHOOL COURSE GUIDE 2026/27](#)

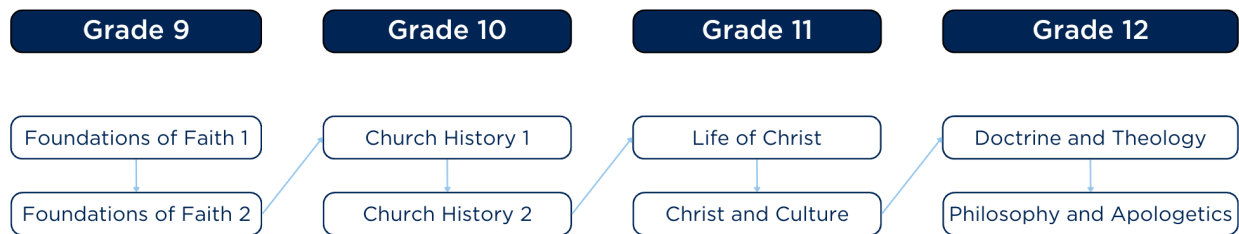
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Grade 6 Bible	6
Grade 7 Bible	7
Grade 8 Bible	8
High School Courses	Grade
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Foundations of Faith II	
Church History I	10
Church History II	
Life of Christ	11
Christ and Culture	
Doctrine and Theology	12
Philosophy and Apologetics	

Bible Course Pathways Grades 6 - 12

Middle School Course Pathways



High School Course Pathways



School & Bible Department Policies

General Classroom Practice

Hard-copy course textbooks are maintained in classrooms.

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

Teachers are responsible for communicating Unit Rubrics at the beginning of every unit to students and parents; teachers will provide formative feedback on every formative assessment relevant to the Unit Rubric.