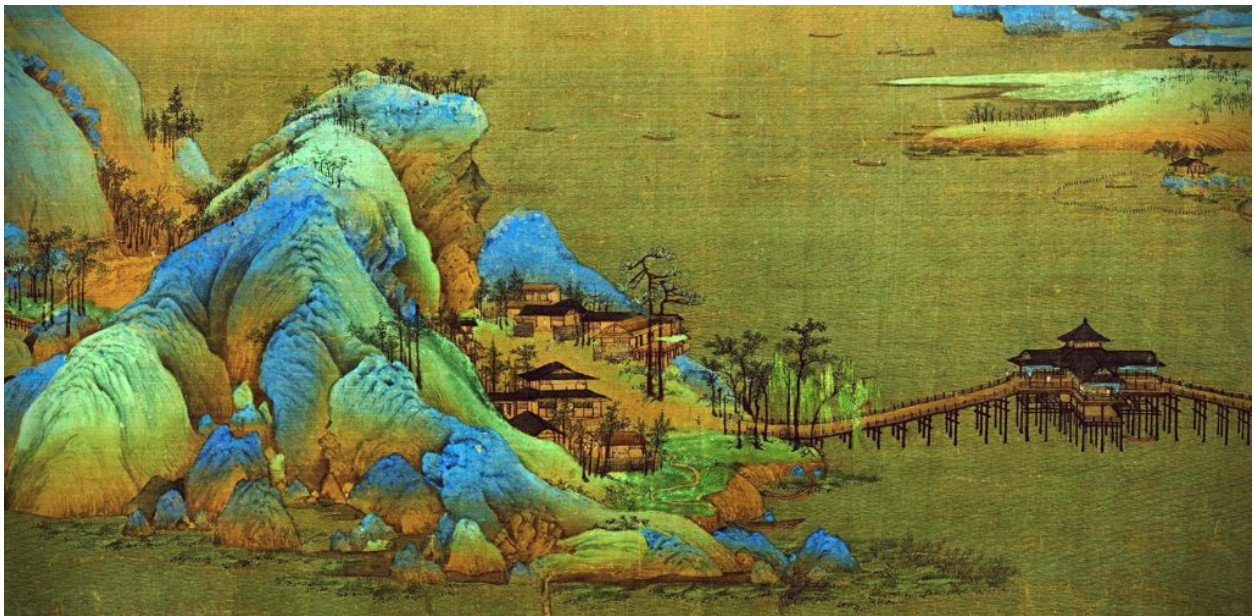
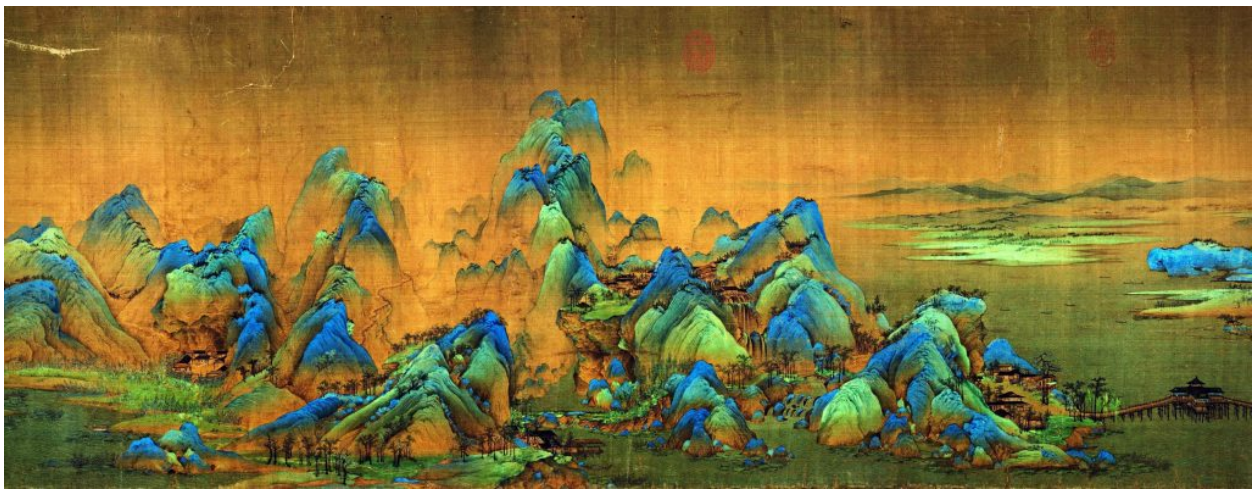




**INTERNATIONAL
CHRISTIAN
SCHOOL**

Chinese Department Handbook: 2026-2027

Department Chair: **Morgan Cao**



"A Thousand Li of Rivers and Mountains", 1113, handscroll, ink and colors on silk, by Wang Xi Meng

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Introduction to Chinese

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.

Department Vision and Mission

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.

Secondary Department Faculty by Course

Middle School Courses	Grade	Teacher
MS Chinese Communication 2	6 / 7 / 8	
MS Chinese Communication 3	6 / 7 / 8	
MS Chinese Communication 4	6 / 7 / 8	
MS Chinese Literacy 6	6 / 7 / 8	
MS Chinese Literacy 7	6 / 7 / 8	
MS Chinese Literacy 8	6 / 7 / 8	
MS Chinese Literacy 9	6 / 7 / 8	
MS Chinese Literacy 10	6 / 7 / 8	

High School Courses	Grade	Teacher
HS Chinese Communication 3	9 / 10 / 11 / 12	
HS Chinese Communication 4	9 / 10 / 11 / 12	
AP Chinese Communication 5	9 / 10 / 11 / 12	
Adv. Honors Chinese Literacy 8	9 / 10 / 11 / 12	
Adv. Honors Chinese Literacy 9	9 / 10 / 11 / 12	
Adv. Honors Chinese Literacy 10	9 / 10 / 11 / 12	
Adv. Hon.Chinese. Culture and Society 11	9 / 10 / 11 / 12	

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.

Chinese Department Curriculum

At ICS, Chinese Language learning seeks to bridge the gap between linguistic mastery and cultural wisdom. Our curriculum is designed to cultivate students who communicate with precision and navigate the political, economic, and social nuances of the Chinese-speaking world with confidence. We empower students to engage in higher-order thinking, equipping them with the communicative skills and cultural competence necessary to thrive in the global landscape of the 21st century.

Our purpose is to provide a rigorous, dual-stream education that respects the diverse linguistic backgrounds of our students. Whether through literary analysis or foundational communication, students don't just memorize characters; they interpret complex texts, master Pinyin and structure, and prepare for the highest levels of academic achievement.

To ensure our students are prepared for global opportunities, our pathways are strategically designed for long-term success:

- The Chinese Literacy Stream (CL): Designed for students with existing dialect or Putonghua skills, this stream enhances literary competence. Utilizing a rich array of authentic materials from Mainland China, Taiwan, and Singapore, students deepen their connection to the language's heritage and modern applications.
- The Chinese Communication Stream (CC): Tailored for students with little to no prior experience, this stream focuses on practical fluency and structural accuracy. This coherent path provides a seamless transition toward success in the Advanced Placement (AP) Chinese Language and Culture examination.

For a detailed copy of the scope and sequence documents, which outline the content, timing, and assessment of these courses, please consult the department chair or your classroom teacher.

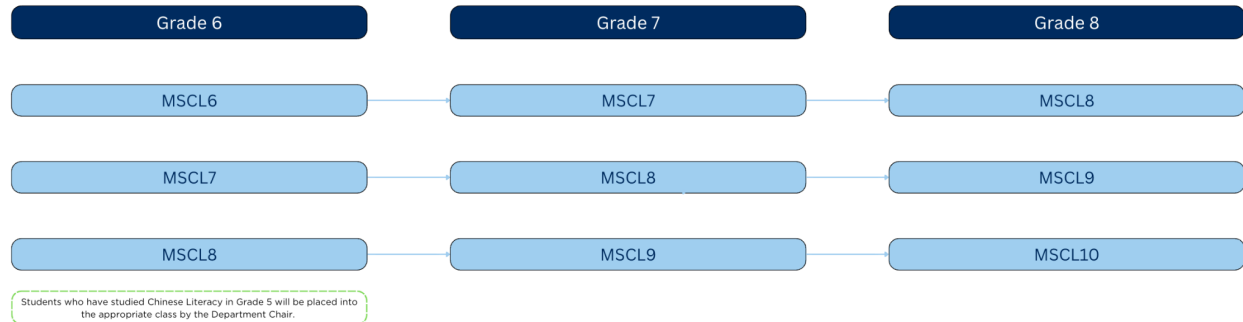
Middle School Courses	Grade	High School Courses	Grade
MS Chinese Communication 2	6 / 7 / 8	HS Chinese Communication 3	9 / 10 / 11 / 12
MS Chinese Communication 3	6 / 7 / 8	HS Chinese Communication 4	9 / 10 / 11 / 12
MS Chinese Communication 4	6 / 7 / 8	AP Chinese Communication 5	9 / 10 / 11 / 12
MS Chinese Literacy 6	6 / 7 / 8	Adv. Honors Chinese Literacy 8	9 / 10 / 11 / 12
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MS Chinese Literacy 9	6 / 7 / 8	Adv. Hon.Chinese. Culture and Society 11	9 / 10 / 11 / 12
MS Chinese Literacy 10	6 / 7 / 8		

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

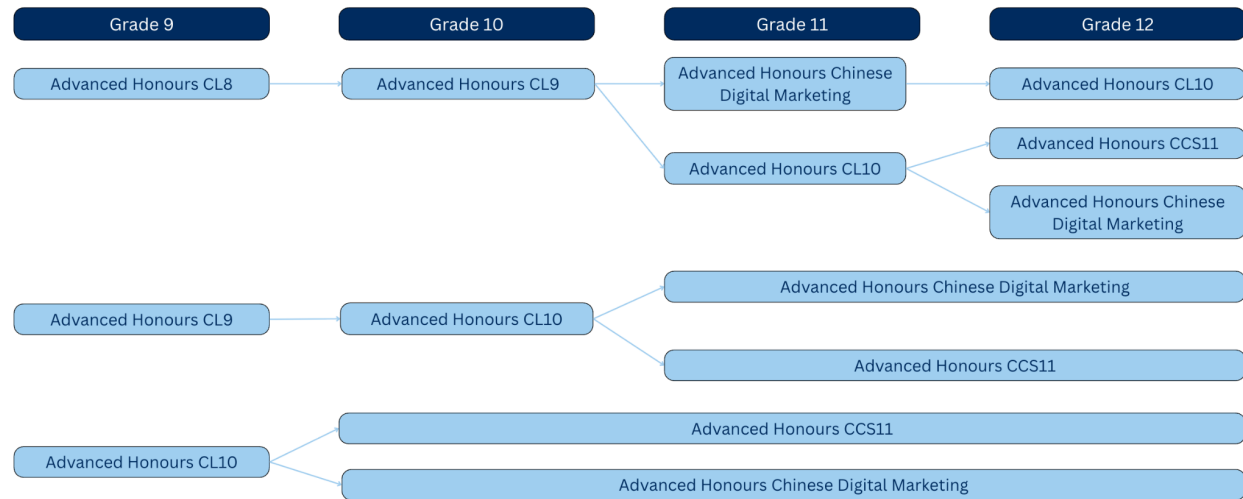
- [MIDDLE SCHOOL COURSE GUIDE 2026/27](#)
- [HIGH SCHOOL COURSE GUIDE 2026/27](#)

Chinese Literacy Course Pathways Grades 6 - 12

Middle School Course Pathways - Chinese Literacy (MSCL)

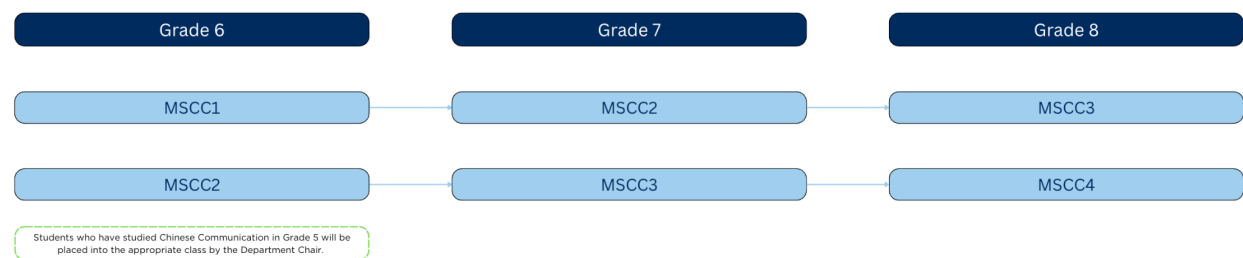


High School Course Pathways - Chinese Literacy (HSCL)

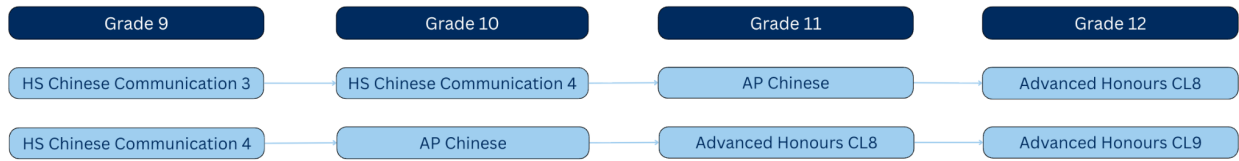


Chinese Communication Course Pathways Grades 6 - 12

Middle School Course Pathways - Chinese Communication (MSCC)



High School Course Pathways - Chinese Communication (HSCC)



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 to students and parents; teachers will provide formative feedback on every formative assessment relevant to the Unit Rubric.