



HIGH SCHOOL  
COURSE CATALOG  
2011-2012

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## **1: GENERAL INFORMATION**

### **1:1 HISTORY**

International Community School (ICS) operates as a member of an international school network (Network of International Christian Schools - NICS). The school began in 1993 with a handful of students in elementary school. It has grown to over 400 students in grades Pre-K through 12. The school's stated mission is "we are a caring community, committed to provide each student with a quality, holistic education that instills a biblical worldview, a love and respect for all cultures, a zeal for lifelong learning, and a passion for personal excellence."

### **1:2 COMMUNITY**

The city-state of Singapore is a center of commerce, banking, and shipping in the Southeast Asian region. With four official languages; citizens from China, Malaysia, and India; and a large number of expatriates from Australia, the United States, Europe and many other countries, Singapore truly can boast that it is an international city. The parents of ICS students come from a variety of occupations and ministries. ICS enrolls a significant number of international students (approximately 40%) from families serving in religious occupations. Business, government, and professional expatriates make up the rest of the student body. Students from over 20 countries make up the student body with the majority from the US, Korea, and Indonesia.

### **1:3 EXTRACURRICULAR ACTIVITIES**

Various clubs, sports and performing arts opportunities are available for ICS students. Beginning in the 2008-2009 school year, all high school students will participate in the "Week without Walls" program. This program consists of participation in several cross-cultural trips into areas of need in Asia or local service opportunities within Singapore. In the past, students have taken week-long trips to Indonesia, Cambodia, China, the Philippines, and India.

## **2: ACADEMIC INFORMATION**

### **2:1 ACCREDITATION**

ICS is a private international school registered with the Singapore Ministry of Education and accredited by the US-based Western Association of Schools and Colleges (WASC) and the Association of Christian Schools International (ACSI).

## 2:2 GRADING SCALE

Our grading scale is based solely on a percentage scale; however, beginning with the 2005-2006 school year, honors and AP classes received a weighted GPA.

Letter	Percent	Grade Points
A+	98-100%	4.4
A	94-97%	4.0
A-	92-93%	3.7
B+	88-91%	3.4
B	84-87%	3.0
B-	82-83%	2.7
C+	78-81%	2.4
C	74-77%	2.0
C-	72-73%	1.7
D+	70-71%	1.4
D	67-69%	1.0
D-	65-66%	0.7
F	Below 65%	0.0

## 2:3 ADVANCED PLACEMENT

ICS offers an expanding Advanced Placement (AP) program to help prepare students for the demands of university education. AP courses follow specific content and learning objectives that are set by The College Board, which allows students to sit for exams at the end of the course. Students who score well on the exam could receive college credit at the discretion of individual colleges and universities.

The following courses will be offered in the 2011 – 2012 school year, conditional on sufficient enrollment in each course. See the course description in this booklet for the prerequisites for each course.

AP Calculus	AP Psychology
AP Chemistry	AP Statistics
AP Chinese	AP Studio Art
AP English Literature	AP US History

Students will be accepted into AP courses on the basis of having successfully met all prerequisite coursework and the instructor's approval. During the course selection process in the spring, students will have the opportunity to consult with the course instructor and the Counselor to ensure that they are adequately prepared for AP studies.

All students enrolled in an AP designated course must sit for the AP exam.

For a student to sit for an AP exam, they must be enrolled in an AP course offered by ICS. Exceptions include students enrolled in Physics will be allowed to sit for the AP Physics Exam and students in AP English Literature will be allowed to sit for the AP English Language Exam.

A student may petition the administration to take an approved online AP course that is not offered onsite by ICS. The student will be responsible for all of the fees associated with the online course.

**A student who receives a grade of 71% or lower at any quarter will be dropped from the AP course, unless credit from the course is required for graduation.**

## **2:4 UNIVERSITY MATRICULATION**

Though still in its infancy and with only fourteen graduating classes, International Community School has seen many of its graduates attend well-known universities as listed below:

### **United States of America**

Azusa Pacific University (California)  
Baylor University (Texas)  
Biola University (California)  
Cal Poly (San Luis Obispo, CA)  
Calvin College (Michigan)  
Embry-Riddle Aeronautical University (Arizona)  
John Brown University (Arkansas)  
Lehigh University (Pennsylvania)  
Liberty University (Virginia)  
Oregon State University  
Parsons the New School of Design (New York)  
Pensacola Christian College (Florida)  
Point Loma Nazarene University (California)  
Purdue University (Indiana)  
Rochester Institute of Technology (New York)  
Samford University (Alabama)  
San Francisco University (California)  
Seattle Pacific University (Washington)  
Union University (Tennessee)  
University of California Berkeley  
University of Nebraska  
University of North Texas  
University of Southern California  
University of Virginia  
University of Washington  
Valparaiso University (Indiana)  
Virginia Military Institute  
Wheaton College (Illinois)  
Wright State University (Ohio)

### **Other Countries**

Center of American Education (Singapore)  
National Technological University (Singapore)  
Murdock University (Australia)  
Oxford University  
Schiller International University (UK)  
Trinity College (Australia)  
University of Auckland  
University of British Columbia  
University of Exeter (UK)  
University of Xia Man (China)

### 3: ICS PHILOSOPHY STATEMENT

ICS is a Christian school founded upon the belief that God is the source of all truth, and true education is based on His revealed word, the Bible. (John 14:6; John 17:17)

We are dedicated to establishing a godly environment where the Bible is actively integrated into all aspects of school life. (I Corinthians 10:31)

We believe the purpose of education is to cooperate with parents to develop the knowledge and character that will enable students to fulfill their role within God's plan. (Deuteronomy 6:6, 7)

We believe that education is characterized by a strong, traditional curriculum coupled with a high expectation for student achievement. (II Timothy 2:15)

We believe that respect for authority is an essential ingredient of quality education and character development; therefore our classrooms are controlled with firm, loving discipline by qualified and dedicated Christian teachers. (Hebrews 12:6-11)

Our international atmosphere is an open door for students of all cultures, races, and nationalities. (Revelation 7:9, 10)

### 4: GRADUATION REQUIREMENTS

#### **Academic Program and Graduation Requirements:**

International Community School offers an educational program based on the American model of education. The school year consists of two semesters beginning in mid-August and concluding in early June. The school utilizes the recommendations of US-based professional organizations such as National Council of Teaching of English (NCTE), International Reading Association (IRA), National Council on Teaching Mathematics (NCTM), National Council of Social Studies (NCSS), National Standards for Art Education (NSAE), and others to guide it when approving course objectives and goals. The high school program is college preparatory and conducted in English. Several Advanced Placement (AP) courses are offered on rotating years including AP English, AP United States History, AP Art, and AP Chinese language. Students in grades 10 and 11 are required to take the PSAT. The school has had several National Merit Commended Scholars and AP scholars since its inception.

Students who graduate from ICS are required to have accumulated a total of 24 academic credits with specific credits in the following areas:

English	4
Math	3
Science	3
Social Studies	3
PE	0.5
Health	0.5
Speech	0.5
Fine Arts	1
Computer	1

Foreign Language	2
Electives	5.5

*All full-time students are enrolled in a required Bible and PE class.*

**4:1 MATH, 3 credits required:**

- 1 Algebra I
- 1 Geometry
- 1 math elective (Algebra II, Pre-Calculus or Calculus)
- (Note: Only Math courses taken in Grades 9 through 12 may count toward this requirement. Students who take Algebra I in 8th grade are still required to take Geometry and two additional math electives.)

**4:2 SCIENCE, 3 credits required:**

- 1 Physical Science (Physical Science, Chemistry or Physics)
- 1 Biology
- 1 Science elective (Chemistry, Physics or Anatomy)

**4:3 SOCIAL STUDIES, 3 credits required:**

- 1 World Geography OR World History
- 1 U.S. History or AP U.S. History
- 1 Government & Economics.

(U.S. History and U.S. Government and Economics are required for all students who are U.S. citizens or who plan on attending a U.S. university. As the resources and staff permit, non-U.S. citizens who do not plan on attending U.S. universities may take other Social Studies courses designated by the administration in lieu of U.S. History or U.S. Government. Examples of this may be Asian Studies and/or Comparative Governments.)

**4:4 ENGLISH, 4 credits required:**

- 1 9th grade English
- 1 10th grade English
- 1 11th grade English (includes American Literature)
- 1 12th grade English (includes British Literature/World Literature) or AP English.
- Transfer students MAY be allowed to take an elective English class to fulfill their four credits of English.

**4:5 PHYSICAL EDUCATION AND HEALTH, 1 CREDIT REQUIRED:**

- No more than 2 credits may be earned in PE.
- It is a requirement that every full-time student (taking 4 classes or more during any given semester) take a PE class as a part of his/her course load.

**4:6 SPEECH, 0.5 credit required**

**4:7 FINE ARTS, 1 credit required**

**4:8 FOREIGN LANGUAGE, 2 credits required:**

(Note: Students already fluent in two languages may be exempt from this foreign language requirement)

**4:9 COMPUTER, 1 credit required**

**4:10 ELECTIVES, 5.5 credits:**

High school students may choose from a list of electives, including Physical Education, various Art classes, Advanced Computer classes, Drama, AP US History and AP English.

- Note: Bible counts as an elective credit. No specified number of Bible credits is required for graduation. Nevertheless, it is a requirement that every child enrolled as a full-time student (taking 4 classes or more during any given semester) take a Bible class as a part of his/her course load. In addition, all graduating seniors are required to take a Bible class.

**4:11 ACCEPTANCE OF CREDIT:**

- Students who fail a course they take at ICS must retake that course at ICS in order for ICS to accept the credit. Exceptions will only be granted for those courses that a student fails at ICS that cannot be made up at ICS in a reasonable time. For example, students may fail a course that is offered only every other year.

**5: COURSE DESCRIPTIONS**

**5:1 MATH**

**5:1a ALGEBRA I**

*Grade: 9, 10                      Length: 2 semesters                      Credit: 1*  
*Prerequisite: Pre-Algebra*

This course reviews the real number line and operations with real, rational, and irrational numbers. It introduces polynomials, functions, and factoring, as well as the Cartesian coordinate plane.

**5:1b GEOMETRY**

*Grade: 9, 10                      Length: 2 semesters                      Credit: 1*  
*Prerequisite: Algebra I*

This course is a study of definitions, theorems, and postulates of geometrical figures such as parallel lines, circles, triangles, quadrilaterals, and other convex polygons. Includes use of the compass, straight edge, and proofs.

**5:1c ALGEBRA II**

*Grade: 10, 11, 12                      Length: 2 semesters                      Credit: 1*  
*Prerequisite: Algebra I*

This course reviews and integrates the concepts learned in Algebra I and Geometry. Students are introduced to function notation and graphs of function, algebraic and geometric sequences and series, conic sections and operations with matrices.

#### **5:1d PRE-CALCULUS**

*Grade: 11, 12                      Length: 2 semesters                      Credit: 1*

*Prerequisite: Algebra II (achieving C+ or better)*

This course prepares students for calculus, reviewing functions and graphing while placing a major emphasis on trigonometry for one to two quarters. Covers topics in analytic geometry such as conics and polar coordinates; introduces series and sequences.

#### **5:1e AP CALCULUS**

*Grade: 11, 12                      Length: 2 semesters                      Credit: 1*

*Prerequisite: Pre-Calculus (achieving B+ or better, with teacher recommendation)*

This course reviews functions and graphing, with major emphasis on the application of basic differentiation and integration of expressions of only one variable. Includes polynomials, trigonometric functions, logarithms, exponential functions, limits, conics, parametric equations, polar coordinates, and infinite series.

#### **5:1f AP STATISTICS**

*Grade: 11, 12                      Length: 2 semesters                      Credit: 1*

*Prerequisite: Algebra II (achieving B or better, with teacher recommendation)*

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1. Exploring data: describing patterns and departures from patterns; 2. Sampling and experimentation: planning and conducting a study; 3. Anticipating patterns: exploring random phenomena using probability and stimulation and; 4. Statistical inference: estimating population parameters and testing hypotheses.

### **5:2 SCIENCE**

#### **5:2a PHYSICAL SCIENCE**

*Grade: 9                              Length: 2 semesters                      Credit: 1*

*Prerequisite: None*

A general science/laboratory course that studies geology,

meteorology, oceanography, chemistry, and physics. High importance is placed on math and processing skills that are needed for further scientific study. An excellent preparatory course for high school chemistry and physics.

#### **5:2b BIOLOGY**

*Grade: 9/10                      Length: 2 semesters                      Credit: 1*  
*Prerequisite: For 9<sup>th</sup> Grade – must have achieved an "A" in 8<sup>th</sup> Grade Science and B in Algebra I; For 10<sup>th</sup> Grade – None*

An experimental/laboratory course of the study of life, including cells and cellular processes, unicellular organisms, botany, zoology, ecology, and human anatomy. Includes a look at the beginnings of life on Earth and examines creation and evolution.

#### **5:2c CHEMISTRY**

*Grade: 10/11/12                      Length: 2 semesters                      Credit: 1*  
*Prerequisite: Algebra I; Biology (achieving B+ or better)*

Laboratory course dealing primarily with analytical, physical, and organic chemistry. Students are introduced to naming chemical formulas, balancing chemical equations, quantum mechanics, chemical bonding, solutions, and oxidation-reduction reactions.

#### **5:2d HUMAN ANATOMY & PHYSIOLOGY**

*Grade: 10/11/12                      Length: 2 semesters                      Credit: 1*  
*Prerequisite: Biology*

A laboratory course surveying the structure of the human body and how it operates, with an emphasis on the nine major body systems and how they work together. Includes a review of cells and cellular processes and tissues.

#### **5:2e PHYSICS**

*Grade: 11/12                      Length: 2 semesters                      Credit: 1*  
*Prerequisite: Algebra II; Chemistry (achieving B or better)*

A laboratory course exploring physical sciences such as work, force, energy, laws of motion, gravity, linear and rotational motion, momentum, rotational inertia, fluid mechanics, thermodynamics, electricity, waves, and physics of the atom.

#### **5:2f AP CHEMISTRY**

*Grade: 12                      Length: 2 semesters                      Credit: 1*  
*Prerequisite: Precalculus, Chemistry and Physics (achieving A in 2 of the 3 with teacher recommendation)*

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. This course is highly recommended for every student who are considering majoring in engineering or allied health fields in order to be competitive in a college setting. Students will attain a depth of understanding of fundamentals and a reasonable competence in dealing with

chemical problems. The course will contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. This course differs from the usual first high school course in chemistry with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, the speed at which topics will be covered, and the kind of laboratory work done by students. Other differences appear in the number of topics treated, the time spent on the course by students outside of class, and the nature and the variety of experiments done in the laboratory.

### 5:3 SOCIAL STUDIES

#### 5:3a WORLD HISTORY I: Ancient

*Grade: 9/10 Length: 2 semesters Credit: 1*  
*Prerequisite: None.*

This course is a survey of the history of all major world cultures, from humanity's beginnings until the birth of the modern era (1500) with an emphasis on understanding the process of social development, geographic factors, and the history of ideas.

#### 5:3b WORLD HISTORY II: Modern

*Grade: 9/10 Length: 2 semesters Credit: 1*  
*Prerequisite: None*

Beginning in the early modern era (1500), this course will build a global historical understanding of the world today through an overview and analysis of the major events, ideas, and people of modern history. Emphasis will be placed on evaluating and interpreting present day issues in light of historical perspectives.

#### 5:3c U.S. HISTORY

*Grade: 10/11 Length: 2 semesters Credit: 1*  
*Prerequisite: Either World History or World Geography*

After a brief review of the first half of U.S. History, this course focuses on major political and cultural events from the era of Reconstruction to the present. Included is a reinforcement of basic geography skills and knowledge of the U.S. government.

#### 5:3d GOVERNMENT

##### \*HONORS GOVERNMENT

*Grade: 11/12 Length: 1 semester Credit: 0.5*  
*Prerequisite: None, Honors – B+ US History & English 11*

A one-semester course examining the foundations of modern political thought, the formation of the U.S. government, with a particular emphasis on the Constitution

and the three main branches of government: executive, legislative, and judicial. The study includes an integration of current political issues and comparative study of other world governments.

### 5:3e ECONOMICS

#### \*HONORS ECONOMICS

*Grade: 11/12                      Length: 1 semester                      Credit: 0.5*

*Prerequisite: None, Honors – B+ US History & English 11*

This course is an overview of both macroeconomics and microeconomics. The student is introduced to the broad concepts of capitalism and communism, money and banking, and government fiscal policy. In addition, the student will learn such basic personal skills as investing in the stock market, balancing a checkbook, and developing a budget.

### 5:3f AP U.S. HISTORY

*Grade: 11/12                      Length: 2 semesters                      Credit: 1*

*Prerequisite: Either World History or World Geography achieving B+ or better, B+ or better English, and a teacher recommendation.*

The objective of this course is to increase the student's understanding of United States history with the goal of having each student pass the AP Examination. The course is divided into two semesters, *Discovery* through *Reconstruction* and *The Gilded Age* to the present. The areas of concentration include historical, political, social, arts and sciences, and economic history. These areas will be studied from a variety of perspectives with the hope of providing a balanced view of history. Material will be evaluated from a biblical worldview. **This course is taught at the college level.** The major difference between a high school and college history course is the amount of reading and depth of focus. Moreover, the AP curriculum stresses higher-order thinking skills within a rigorous academic context. Thus, the student will be required to frequently analyze, synthesize, and evaluate primary and secondary historical sources in addition to memorize, comprehend, and apply facts.

### 5:3g AP PSYCHOLOGY

*Grade: 11/12                      Length: 2 semester                      Credit: 1.0*

*Prerequisite: Teacher Recommendation*

This course is designed to introduce the students to the pertinent essentials and principles found in the field of psychology. We will begin by studying the foundations of psychology, then continue on to study other major areas including: human development, learning and cognition, personality, the brain, memory and thought, and social psychology. As we look at these events, we will try to understand why individuals behave as they do, basing our assumptions on psychological theories. We will analyze and

view the study of one's mind through a biblical worldview by studying some concepts of our identity in Christ.

### **5:3h COLLEGE & CAREER PLANNING**

*Grade: 10/11/12*

*Length: 1 semester*

*Credit: 0.5*

*Prerequisite: None*

This course is designed to guide students through a reflective process of their own self-concepts by looking at their personality, identity, characteristics, skills and interests. Students are encouraged to utilize their gifts and skills in coordination with biblical principles to greater understand the world in which we live and its needs. In doing so students will understand how they can best meet the needs of the world. Class work and/or discussions may not always provide specific answers to individual students, but they will facilitate in the students ability to think towards their own answers.

### **5:4 ENGLISH**

#### **ENGLISH DEPARTMENT PHILOSOPHY:**

Communication skills are life skills which involve an integration of reading, writing, listening, and speaking skills. Proficiency in English language arts enables students to gain access to all learning and enhances learning across the curriculum. Our purpose is to give our students opportunities to enhance language skills within a Christian context. Students should have opportunities to develop the language skills needed to pursue their life goals, later enabling them to participate fully as productive members of society. Through a comprehensive program of literature studies and grammar and composition, English language arts develops and refines students' abilities in comprehension, creative expression, and thinking skills.

The examination of a variety of worldviews and the discussion of life situations is necessary for each student's understanding and growth. We propose to enable students to recognize the need for and encourage them to cultivate a Biblical worldview.

#### **5:4a ENGLISH 9: Introduction to Literature I**

*Grade: 9*

*Length: 2 Semesters*

*Credit: 1*

*Prerequisite: None*

This course is the study of grammar, literature and composition. The study of grammar is intended to help the student develop a better understanding and command of the English language. Units of study include grammar, usage and mechanics. The study of literature is used to teach critical reading and analytical skills, writing and grammar skills and to lead students to appreciate various genres of literature, both classical and contemporary.

#### **5:4b ENGLISH 10: Introduction to Literature II**

**\*HONORS ENGLISH 10**

*Grade: 10*

*Length: 2 Semesters*

*Credit: 1*

*Prerequisite: English 9; for Honors, must have achieved B+ or better*

This course is the study of grammar, literature and composition. The study of grammar is intended to help the student develop a better understanding and command of the English language. It is comprised of units on grammar, usage and mechanics, with a view toward incorporating this knowledge into the students' writing (which will include a research paper in the spring as well as literature-based writing). The study of literature is used to teach critical reading and analytical skills, writing and grammar skills and to lead students to appreciate various genres of literature, both classical and contemporary.

**5:4c ENGLISH 11: AMERICAN LITERATURE**  
**\*HONORS ENGLISH 11**

*Grade: 11/12                      Length: 2 semesters                      Credit: 1*  
*Prerequisite: English 10; for Honors – English 10, having achieved B+ or better*

In this course, the students will read and analyze American literature dating from the mid-17th century to the present. An understanding of the historical context of the literary work is important in the interpretation of the literature. As students read these literary works, the goal is for them to improve their own writing skills in terms of creativity, content, and correct grammar.

**5:4d ENGLISH 12: BRITISH LITERATURE**

*Grade: 12                              Length: 2 semesters                              Credit: 1*  
*Prerequisite: English 11*

This course is the study of British literature, with an emphasis on improving writing skills through a review of the different forms of writing (including research), as well as a review of grammar and punctuation through daily language activities. The study of literature is used to teach critical reading and analytical skills, as well as to instill in the students a genuine appreciation of great literature that will lead to life-long readers and learners. The review of grammar and punctuation is intended to help students develop a better understanding and command of the English language that will be exhibited in better writing skills, developed through literature-based writing.

**5:4E AP ENGLISH LITERATURE**

*Grade: 12                              Length: 2 semesters                              Credit: 1*  
*Prerequisite: Honors English 11 or American Literature achieving a B+ or better, and a teacher's recommendation.*  
**SUMMER READING REQUIREMENT:**  
*Students will be required to read two novels over the summer in preparation for the course.*

This course is designed to be a college/university level course equivalent to a typical undergraduate English

literature/humanities course. The course will focus on preparation for the AP English Literature and Composition test and adheres to the curricular requirements described in the *AP English Course Description*. The class will have an emphasis on improving writing skills through frequent, challenging writing assignments, including a review of the different modes of writing within the context of a systematic survey of British literature and selected American authors. Students will be given feedback and instruction on the required writing for this class, both before and after the students revise their work. The study of literature is used to teach critical reading and analytical skills, as well as to instill in the students a genuine appreciation of great literature that will lead to life-long readers and learners. Students can expect an intensive focus on critical thinking and analysis, as well as required outside reading.

## **5:5 FOREIGN LANGUAGE**

### **5:5a SPANISH I, II and III**

*Grade: 9-12 Length: 2 semesters Credit: 1*  
*Prerequisite: Courses must be completed consecutively. Note: Students who are able to display proficiency in the Spanish language may be advanced to the next level without meeting the prerequisite.*

These courses provide an introduction to the Spanish language emphasizing vocabulary, grammar, and pronunciation through the development of listening, speaking, reading, and writing skills. Includes a periodic integration of Hispanic cultural issues.

### **5:5b MANDARIN I, II, III, and IV**

*Grade: 9-12 Length: 2 semesters Credit: 1*  
*Prerequisite: Courses must be completed consecutively. Note: Students who are able to display proficiency in the Mandarin language may be advanced to the next level without meeting the prerequisite.*

These courses introduce the students to the Mandarin language. Students are taught writing, listening, speaking and reading skills progressively. The students are also introduced to various aspects of the Chinese culture.

### **5:5c AP CHINESE LANGUAGE AND CULTURE**

*Grade: 10-12 Length: 2 semesters Credit: 1*  
*Prerequisite: Mandarin III; must have achieved B+ or better, with teacher recommendation; or studied Mandarin for at least 4 years, with teacher recommendation.*

This course is a more in-depth study of the Chinese language and its usage in the cultural context. Besides developing writing, listening, speaking and reading skills, students will also learn word processing skills in Chinese. Discussions on several historical and cultural issues will also be covered. This course is fully conducted in Chinese to create a more conducive language environment for

students. In addition, students will get to participate in an immersion trip to China, where they will attend related classes and have the opportunity for field practice.

## **5:6 BIBLICAL STUDIES**

### **5:6a 101: Origins & The Kingdom of God**

*Grade: 9-11                      Length: 2 semesters                      Credit: 0.5*  
*Prerequisite: None*

A study of Origins, students will be introduced to the Creative Order Model and God's Natural Law of Reproduction found in the book of Genesis. The Kingdom of God study will focus on the Sermon on the Mount; thus, the ethical teachings of Jesus will be explored in order for students to replicate the life of Christ in contemporary context for the purpose of extending the Kingdom.

### **5:6b 102: The Great Commission & Community**

*Grade: 9-11                      Length: 2 semesters                      Credit: 0.5*  
*Prerequisite: None*

This course is a study on the Great Commission and designed to shift students from a personal focus to community emphasis. Students will study biblical principles for appreciating other cultures and building Christ centered faith communities.

### **5:6c 103: The Life of Christ**

*Grade: 9-11                      Length: 2 semesters                      Credit: 0.5*  
*Prerequisite: None*

An in-depth study of the Gospels of Mark and John. Throughout the course, students will reflect on what it means to have a relationship with Jesus and to reproduce his life through the disciple making process.

### **5:6d 104: The Church: Past, Present and Future**

*Grade: 9-11                      Length: 2 semesters                      Credit: 0.5*  
*Prerequisite: None*

This course focuses on the past, present and future of the church. Special attention is paid to the first 30 years of church history as recounted in the book of Acts and selected New Testament letters. The rest of Christian history will be surveyed by focusing on key individuals and events. Students will also be exposed to other world religions in order to better understand the world in which we live.

### **5:6e Worldview/Senior Seminar**

*Grade: 12                      Length: 2 semesters                      Credit: 0.5*  
*Prerequisite: None*

Worldview is designed to prepare students to engage philosophies and perspectives they will encounter in college and life beyond high school by presenting the major worldviews seen in academics and the world today. These views are presented through books, arts and media, guest lecturers, teacher lectures, research and presentation projects, and discussion. The fall class begins with a focus on the Biblical Christian worldview, which remains the foundation and reference for all other ideas studied for the remainder of the class. From there, student groups are given research projects covering Deism, Naturalism, Nihilism, Existentialism, Eastern Hinduism and Buddhism, Post-Modernism, and Islam, which they present to the class over the course of the semester. The second semester focuses on the Senior Research Thesis, which each student is required to present in the final weeks of school as a prerequisite for graduation.

## **5:7 COMPUTER**

### **5:7a COMPUTER APPLICATIONS**

*Grade: 9-12                      Length: 1 semester                      Credit: 0.5*  
*Prerequisite: None*

This course includes a basic study of computer science. Topics include Microsoft Word, Excel, and PowerPoint; basic web design, programming and computer science.

### **5:7b MULTIMEDIA**

*Grade: 9-12                      Length: 1 semester                      Credit: 0.5*  
*Prerequisite: Computer Applications or equivalent*

This course is a study of the concepts and software that are used in creating a multimedia project. Topics include hardware, graphics, animation, audio, video, internet, and project management.

### **5:7c COMPUTER PROGRAMMING I**

*Grade: 9-12                      Length: 1 semester                      Credit: 0.5*  
*Prerequisite: Computer Applications or equivalent*

This course is an introduction to object-oriented programming. Students will be programming in the Python programming language.

### **5:7d COMPUTER PROGRAMMING II**

*Grade: 10-12                      Length: 1 semester                      Credit: 0.5*  
*Prerequisite: Computer Programming I*

This course continues where Programming I leaves off, giving students opportunity to explore specific topics that interest them. Students will be programming in the Python programming language.

**5:7e HTML WEB DESIGN**

*Grade: 9-12 Length: 1 semester Credit: 0.5*  
*Prerequisite: Computer Applications or Equivalent*

This course teaches hand-coded HTML for the creation of web pages. Topics include HTML, XHTML, CSS, Javascript, and Scripting Languages. Web graphics are also included in this course.

**5:7f INTRO TO COMPUTER GRAPHICS**

*Grade: 10, 11, 12 Length: 1 semester Credit: 0.5*  
*Prerequisite: Computer Applications*

This course introduces Photoshop CS3 for image manipulation. Students will learn basic electronic color theory and how it can be used to make color corrections in digital images. Topics also include cropping, straightening, selections, masks, layers, retouching, replacing, filters and other Photoshop functions.

**5:8 ART****5:8a INTRODUCTION TO ART**

*Grade: 9/10/11/12 Length: 1 semester Credit: 0.5*  
*Prerequisite: None*

Art 9 is a one-semester course in commercial art. In this course the student will produce a variety of commercial art projects including product design, package or container design, with a logo and an advertisement either for a newspaper, magazine, or CD. The student may opt to design a brochure based on an imaginary or real place, adventure or vacation. The student will be responsible for illustrations, selection and/or development of font, and layout design. Game design is another exciting project for the beginning high school student. Each student will be challenged to target a certain age group, design an age-appropriate game, fabricate a container, write game rules, design game pieces and advertisements, and price the product. Calendar design is another wonderful commercial art project. Each student will select the subject matter to be illustrated. The assignment consists of twelve small illustrations including a cover design, font, and logo design. In each case students will develop multiple approaches for their idea, clarifying the presentation, and evaluating their designs as they relate to their consumer market.

**5:8b HS ART**

*Grade: 9/10/11/12 Length: 1 semester Credit: 0.5*  
*Prerequisite: Intro. to Art or Equivalent*

Students will be introduced to three-dimensional design found in fashion design, architecture, interior design, and sculpture. Creative expression, original work, formulating multiple solutions, and making critical evaluation is imperative to the design process. In fashion design, students will develop a portfolio of fashions from casual

wear to formal wear and from period costumes to modern designs. Students will research historical costumes, as well as develop original ideas related to cultural diversity. One of their fashion designs will be constructed in miniature. Students selecting architectural design will research architectural styles, then draw, develop, and construct an environmental design for a particular climate. Interior design will be conceptualized by drawing the design, selecting a color scheme, arranging interior space, and selecting and arranging furniture. Students will construct their design three-dimensionally out of foam board. Sculptural designs express ideas through original works using various materials creating multiple solutions. Students are only limited by their imagination and creativity. In the second semester, students will develop an understanding of spatial relationships of facial features by organizing and developing ideas and making visual parallels between these facial features in the drawing of a self-portrait. The use of black and white digital photography is used as a reference for the student's art work. The student will enlarge the photograph to scale and use India ink washes to illustrate the gradations. From direct observation, students will also use these spatial relation and visual parallels to draw the human figure. In order to create realistic figures, body proportion, skeletal structure, and body mass will aid in the development of their design. Student models are encouraged to be creative in their costumes and gestures. Charcoal, chalk pastels, and pencils can be used to enhance a multitude of creative facial expressions, as well as give definition to the figure.

**5:8c AP ART -- Drawing, 2- and 3-Dimensional Art**

*Grade: 10/11/12                      Length: 2 semesters                      Credit: 1*  
*Prerequisite: Intro. to Art and HS Art or equivalent achieving B+ or better, and teacher recommendation*

Only students with the recommendation of the art instructor are eligible for the 2-Dimensional Advanced Placement Art program. They will receive concurrent credit for art at the International Community School and the college of their choice. The course requires completion of a sketchbook due the first day of the fall semester, a proposal due the first day of the second week of the fall semester, and twenty-nine pieces of art work for the portfolio which are due before spring break. The portfolio consists of five original designs, twelve slides in the concentration category, and twelve slides in the breadth category. All of the art work, the portfolio, and the proposal must be submitted by early May of the year the course is to be completed (i.e., for the 2008-2009 school year, the proposal must be submitted by 05 May 2009). Because the requirements are so stringent, students must have taken Art 9 as well as the high school art class as prerequisites unless prior approval has been obtained from the art instructor.

It is imperative that Advanced Placement students keep a visual journal with notes explaining their illustrations and

sketches in their sketchbook. Blind contour drawing, semi-blind contour drawing, and gesture drawing should comprise the majority of the sketchbook. One-third of the sketchbook should be composed of sketches with the most imaginative and creative ideas in finished form. In this section, the student should have a written explanation of what inspired them. This assignment must be completed over the summer as a basis for the portfolio. If it is not completed before the first day of school, students will be terminated from the Advanced Placement Art program.

## **5:9 MUSIC**

### **5:9a CHOIR**

*Grade: 9-12                      Length: 1 semester                      Credit: 0.5*  
*Prerequisite: None*

This course is an introduction to the basic rudiments of tonal music. Instruction in voice, basic aural skills, dictation and sight-reading are also taught. This course provides instruction for beginners to advanced level by way of interval identification, rhythm studies, scales and chord study.

## **5:10 DRAMA**

### **5:10a DRAMA**

*Grade: 9-12                      Length: 1 semester                      Credit: 0.5*  
*Prerequisite: None*

A study of the storyline God has set up: Creation-Fall-Redemption. Once understood, a look into other stories to see how that same structure is used. Followed by the study of the practical application and acting techniques through scene and character analysis. Joined with a journey through the various presentation genres, practice with improvisational skills and the ability to commit words to memory via scripts and monologues. Finally: to learn and apply the creation and design of a character as a whole being, recreating historical figures and as well as those in scripts.

## **5:11 COMMUNICATIONS**

### **5:11a SPEECH**

*Grade: 10-12                      Length: 1 semester                      Credit: 0.5*  
*Prerequisite: None*

Students will learn public speaking and interpersonal communication. It is a skill-based class with most assessment grades taken from students successfully demonstrating their mastery over specific speaking techniques. Beginning with the classical rhetoric of the Greeks and Romans, students will progress to participate in bilateral and multilateral debates. Building on these, the

class will also cover popular communication, impromptu speaking, and modern communications theory. Knowledge is demonstrated according to technical terminology and analysis of classic and popular speeches/media.

### **5:11b CREATIVE WRITING**

*Grade: 10-12                      Length: 1 semester                      Credit: 0.5*

*Prerequisite: None*

This course focuses primarily on developing students' skills of expression through creative means of writing. Students will study theory, read various works of famous authors, and create their own pieces. The primary genres studied will be fictional short stories, poetry, and drama. Each student will produce a semester work of a short story that includes the techniques learned in class and are required to present these stories to the class for their final grade.

## **5:12 PHYSICAL EDUCATION**

### **5:12a HEALTH**

*Grade: 9-12                      Length: 1 semester                      Credit: 0.5*

*Prerequisite: None*

This course is a survey to help the student care for his/her physical, social, emotional and spiritual wellbeing. Many issues that are relevant to students will be discussed and taught from a Christian worldview. Topics will include emotional and social health, nutrition, drugs and healthy relationships. Sexual development and abstinence will be taught with the Bible as the source for our morality.

### **5:12b PHYSICAL EDUCATION (PE)**

*Grade: 9-12                      Length: 2 semesters                      Credit: 0.5*

*Prerequisite: None*

This course will attempt to teach good physical fitness and regular body care. This course will concentrate on team sports, their rules, and participation. This course will teach the biblical principles of the body as the temple of the Holy Spirit, edification of learning something new, kindness, and body ministry will be emphasized.

## 6: PLANNING CHART

<b>Subject</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>	To Graduate	College Required	Total Earned
<b>English</b>					<b>4</b>	<b>4</b>	
<b>Math</b>					<b>3</b>	<b>3-4</b>	
<b>Science</b>					<b>3</b>	<b>3-4</b>	
<b>Soc Studies</b>					<b>3</b>	<b>3-4</b>	
<b>Language</b>					<b>2</b>	<b>2-3</b>	
<b>Arts</b>					<b>1</b>	<b>1</b>	
<b>Computers</b>					<b>1</b>		
<b>PE &amp; Health</b>					<b>1</b>		
<b>Speech</b>					<b>0.5</b>		
<b>Electives</b>					<b>5.5</b>		