High School

Course Catalog 2021-2022

www.ics.edu.sg

International Community School

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Mission

Educating minds and transforming lives to impact the world for the glory of God

Core Values

Biblical Worldview
Caring Community
Academic Excellence
Personal Excellence

Vision

Every Student, Every Family, Every Day for Christ

Expected Student Outcomes

ICS's Expected Student Outcomes (ESOs) embody the characteristics we desire each student to grow in during their time at ICS, whether that time is for one semester or 14 years. ESOs are organized into three categories: interpersonal, curricular, and spiritual.

Interpersonal

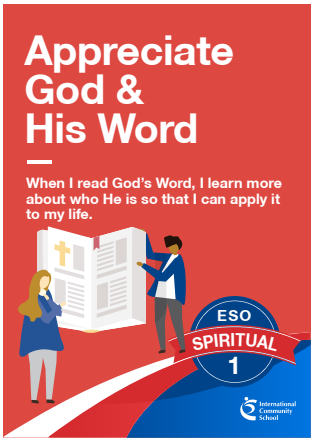
ICS students will recognize their personal uniqueness through demonstrating cultural sensitivity, developing a godly self-image, and living productively.

Curricular

ICS students will demonstrate academic excellence by becoming critical thinkers, quality communicators, and problem solvers.

Spiritual

ICS students will appreciate God and His word and develop biblical character by imitating Christ, modeling teachers, and obeying biblical authority.



Cultural Sensitivity

I have an understanding and respect of different cultures, values, and points of view.

Godly Self-Image

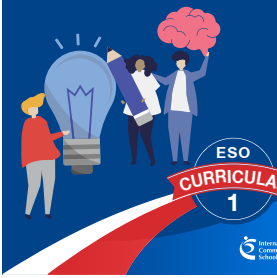
I recognize that every person is created in God's image for a purpose.

Living Productively

I contribute my time, energies, and talents to improve the quality of life in our school community, nation, and world.

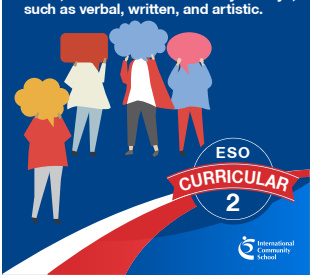
Critical Thinkers

I apply higher-level thinking skills to academic and real-world scenarios.



Quality Communicators

I effectively express my thoughts, ideas, and emotions in a variety of ways, such as verbal, written, and artistic.



Problem Solvers

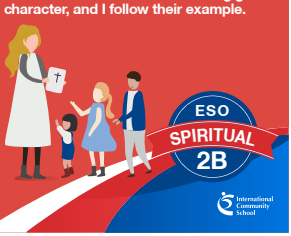
I define and resolve problems based on prior knowledge and research in academic and real-world scenarios.

Develop Biblical Character by Imitating Christ

I follow Jesus' examples of how to live life and treat others.

Develop Biblical Character by Modeling Teachers

I recognize situations when my teachers and other authorities are modeling good character, and I follow their example.



Develop Biblical Character by Obeying Biblical Authority

I respect and honor the systems and authorities that God has made, such as my family, school, community, government, and country.

Graduation Requirements

Class of 2022

In order for a student to graduate from ICS in May 2022, he or she must receive 24.5 credits in the following areas.

Subject Area	Required Credits*	
English	4	
Mathematics	3	• Must include 1 credit each of Algebra 1 and Geometry • Students who take Algebra 1 or Geometry in Grade 8 must still complete 3 years of mathematics in high school
Science	3	
Social Studies	3	• Must include 1 credit of U.S. History if a student is going to university in the U.S. • 1 credit of U.S. Government and Economics is strongly recommended for every student
World Language	2	• 2 credits must be in the same language
Fine Arts	1	• 0.5 credit of visual arts • 0.5 credit of performing arts
Technology	1	
PE	1	
Health	0.5	
Electives & Week Without Walls	5.75	• For each year a student is enrolled at ICS, he/she is required to take 0.5 credit of Bible • For each year a student is enrolled at ICS, he/she is required to take 0.25 credit of Week Without Walls • For each spring enrolled in the HS program at ICS, students must attend Week Without Walls • Students who do not attend Week Without Walls must complete an additional pre-arranged 50 hours of service
Senior Thesis	0.5	
Total Credits	**24.75**	

* 1 Credit is Equivalent to 1 Academic Year of Study

All school fees must be cleared by May 1st for students to be allowed to participate in graduation ceremonies. Any senior that is deficient of more than 1 required credit and/or has not submitted a senior thesis that meets basic requirements will not be allowed to participate in graduation ceremonies.

Any student who has outstanding coursework to complete - an online course, credit recovery, or otherwise, must complete the requirements and provide documentation of successful completion by July 31st of the same year.

Additionally, the following changes to the graduation requirements will be made in the coming years:

Class of 2023 and Beyond
6 credits of Electives & Week Without Walls; Fine Arts must include 0.5 visual art and 0.5 credit performing art; total 25 credits required to graduate

Advance Placement (AP) Courses

ICS offers the Advanced Placement (AP) program to help prepare students for the demands of university education. AP courses follow specific content and learning objectives set by the CollegeBoard. Students who complete AP courses are eligible to sit for the AP exams at the end of the course; students who score well on the exam can potentially receive college credit at the discretion of individual colleges and universities.

Students who enroll in AP courses at ICS must meet all prerequisite coursework requirements and have the teacher's approval. During the course selection process each spring, students have the opportunity to consult with the course teacher and academic counselor to ensure they are adequately prepared to be successful in AP coursework.

All students who enroll in an AP course must sit for the AP exam.

Honors and AP Enrollment Criteria

Students who wish to enroll in honors or AP courses must meet the following criteria:
- Complete all prerequisite courses in the same content area with a grade of B or higher.
- Receive teacher approval to enroll in the honors or AP course.

Upon enrolling in an honors or AP course, students are expected to:
- Maintain a B or higher in all honors and AP courses. Students who receive a D or F as a semester grade in an honors or AP course may be removed from the course at the principal's discretion.
- Remain enrolled in the course for the entire year.
- Maintain high standards of academic integrity.
- Attend class every day. Students who have excessive absences may be removed from honors or AP courses at the principal's discretion.

The following modules have been approved by the Council of Private Education (CPE)

The inclusion of a course description in this guide does not guarantee the course will be offered or will fit into a student's schedule or will have space for enrollment. The scheduling of a course is often dependent on a minimum number of interested students and the most effective utilization of teachers in particular subjects.

English

ENGLISH 9: LITERATURE AND COMPOSITION

The purpose of English 9 is to build a foundation in grammar, vocabulary, writing, literary, and poetic analysis so that the student will be able to progress and excel in English classes throughout the rest of high school. In this class, students will read novels, plays, and poems and will analyze them through writing essays that follow a claim, support, and commentary structure. By the end of the course, students should feel comfortable with the skills of comprehension (due to a knowledge of vocabulary), literary analysis, and writing (as it pertains to form, structure, and content). Students will explore how human beings relate to one another through the course of literature, and will thus be exposed to (and will wrestle with) varying worldviews, while holding these worldviews up to the lens of a Biblical worldview.

ENGLISH 10: GENRE STUDIES

This course is a 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, both 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.

ENGLISH 11: AMERICAN LITERATURE

The purpose of American Literature is to develop and improve upon the major skills of reading, writing, and analysis. While grammar and vocabulary are indeed a part of the curriculum, the most important skills in American Literature are learning to read, write, and analyze at a high level in preparation for university. In this class, students will read and analyze novels, biographies, short stories, poems, and podcasts by American voices from Frederick Douglass to Sarah Koenig. Students will develop and strengthen their writing through analysis of these works in the form of essays, as well as one major research project in the second semester that will cover a unique-to-each-student American poet. Students will explore humanity's sinful nature throughout the entirety of this course through these literary works, looking closely at injustice, apathy, and our role in making our society better utilizing a Biblical worldview.

HONORS ENGLISH 11 - AMERICAN LITERATURE

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ENGLISH 12: BRITISH LITERATURE

This course is a 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. In addition, students will be learning about the literary periods and historical context surrounding each text to aid in their understanding of the material. 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 lifelong 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.

AP ENGLISH LITERATURE

This college-level course includes an intensive study of global literary works written in several genres from the sixteenth century to the present. The curriculum requirements are based on the AP® English course description and are intended to fully prepare each student for the corresponding College Board exam at the end of the academic year. The concentration of content of this course is the study of the artistic use of language in increasing complexity as employed by skilled authors to achieve specific effects on their readers. Ultimately, the purpose of this course is to challenge students to reach for a university-level proficiency in literature, which would include reading (comprehension and analysis), writing, and discussion.

Math

ALGEBRA I
This course is a study of and a review of the real number line and operations with real, rational, and irrational numbers. The course is also a study of the Cartesian coordinate plane. Students will be expected to graph linear equations and linear inequalities. Polynomials, functions, and factoring are introduced.

GEOMETRY
This course is a study of geometrical concepts. Students are required to know and apply definitions, theorems, and postulates of geometrical figures such as parallel lines, circles, triangles, quadrilaterals, and other convex polygons. Students are expected to know and perform the basic constructions of geometry constructed with a compass and a straightedge, and with technology software. Students will also write direct and indirect proofs.

ALGEBRA II
Algebra 2 prepares students to take Pre-Calculus and Statistics. A major goal of this course is for students to develop skills in manipulating and solving linear, quadratic, exponential, polynomial, radical, rational, and logarithmic equations.

HONORS PRE-CALCULUS
This course is designed to prepare students for AP Calculus. The course will include a review of functions for AP Calculus and graphing with and without a graphing calculator. A major emphasis will be placed on trigonometry for two quarters. The course will also cover topics in analytic geometry such as conics and polar coordinates, and students will be introduced to series and sequences as well.

ADVANCED QUANTITATIVE REASONING
AQR is a class that takes students all around the world of mathematics, introducing them to concepts that have not been covered in other courses but that will affect their lives going forward. Course content will involve discussions of mathematical applications to elections, power comparisons, touring neighborhoods, networks, money, symmetry, and other real-world subjects. In all of these units we will have a chance to learn a bit more about the Creator of the world we live in, and how He holds that world together.

AP STATISTICS

The purpose of this 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. The first is exploring data in describing patterns and departures from patterns. The second theme is sampling and experimentation, in addition to planning and conducting a study. The third theme is anticipating patterns, along with exploring random phenomena using probability and simulation. The fourth theme involves statistical Inference, estimating population parameters, and testing hypotheses.

AP CALCULUS AB

AP Calculus AB is structured around three big ideas: limits; derivatives; and integrals of the Fundamental Theorem of Calculus. The concept of limits is foundational, as the understanding of this fundamental tool leads to the development of more advanced tools and concepts that prepare students to grasp the Fundamental Theorem of Calculus, which is a central idea of AP Calculus.

Science

GENERAL BIOLOGY

Students in high school biology develop an understanding of key concepts that help them make sense of Life Sciences. The ideas are built upon students' science understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts from earlier grades. There are five Life Science topics in high school: 1) Structure and Function; 2) Inheritance and Variation of Traits; 3) Matter and Energy in Organisms and Ecosystems; 4) Interdependent Relationships in Ecosystems; and 5) Natural Selection and Evolution. The performance expectations for high school Life Sciences blend core ideas with scientific and engineering practices and crosscutting concepts to support students in developing usable knowledge that can be applied across the science disciplines.

GENERAL CHEMISTRY

General Chemistry is a course designed to introduce students to the basics of the interaction of atoms and subatomic particles. It is a 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.

HONORS CHEMISTRY

Honors Chemistry is a course designed to introduce students to the basics of the interaction of atoms and subatomic particles. It is a 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. Although the content of General Chemistry and Honors Chemistry is similar, the quantitative and qualitative expectations are higher in the honors course. In addition, the Honors Chemistry course will provide additional depth in content and material in order to better prepare students for future high school and college chemistry classes.

CONCEPTUAL PHYSICS WITH ALGEBRA I

Conceptual Physics is a general college-preparatory physics course. Its unifying theme is that physics is the development of a set of ideas that allow an understanding of the physical world using a "concepts before computation" approach. The conceptual approach engages students with analogies and imagery from real-world situations to build a strong conceptual understanding of the physical principles ranging from classical mechanics to modern physics. With this strong conceptual foundation, students are better equipped to understand the equations and formulas of physics, as well as to make connections between concepts of physics and their everyday world. The course develops both a qualitative and quantitative understanding of the topics of structure and properties of matter, sources and properties of energy, forces and motion, waves and optics, and electricity and magnetism.

AP BIOLOGY

AP Biology is a year-long course designed for high school students as an opportunity to earn AP credit on their high school transcript, as well as placement credit for an introductory college-level science course. This course is aligned to the College Board AP Biology Curriculum Framework and is based on four Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about living organisms and biological systems. Twenty-five percent of instructional time is devoted to hands-on laboratory work with an emphasis on inquiry-based investigations. Investigations require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress. This course is designed to prepare students for the Biology College Board Advanced Placement Exam.

AP CHEMISTRY

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The key concepts and related content that define the AP Chemistry course and exam are organized around underlying principles called the Big Ideas. They encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the particulate nature of matter underlying the observations students make about the physical world. Big Ideas cover content areas including: characteristics of matter; chemical bonding; chemical reactions and energy; kinetics; thermodynamics; and equilibrium. *(Note: AP Biology and AP Chemistry are offered onsite in alternating years.)*

AP PHYSICS 1: ALGEBRA-BASED

AP Physics I is a college level course design replicate the first semester of algebra based physics. The course is designed for any student, regardless of their career goals. Students taking Physics I should have completed Geometry and are currently taking or have taken Algebra II. Students will use algebra extensively; therefore, the math prerequisite is essential. The first semester of Physics deals with Newtonian mechanics. Topics include problem solving skills, motion, vectors, projectiles, forces, and circular motion. The second semester is a continuation of the first. Topics include work, energy, momentum, waves, optics, and electricity.

AP PHYSICS C: MECHANICS

This AP course applies calculus to the physics concepts learned in previous physics classes. It uses both differentiation and integration to solve problems over a wide range of situations. It also relies heavily on algebra and trigonometry to complete problems. This course will provide instruction in each of the following six content areas assessed on the AP® Exam: kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation.

Social Studies

MODERN WORLD HISTORY

Throughout this course, students will study world history, circa 1450 to the present day. We will discuss what constitutes the emergence of “modern history” in our world. Major themes included within the early modern world include empires, global commerce, and ideological shifts. European movements including revolutions, industrialism, and imperialism will be examined and studied, as well as the 20th Century World Wars and ending with the Cold War.

U.S. HISTORY

This class will cover the history of the United States of America from the beginnings of Native American civilizations to the present day. USA's present-day role on the world stage cannot be properly understood without reference to its past. Global history is intertwined with American history, including political innovations, cultural attitudes, technological advancements, and economic activity. Thus, this class will equip international students to appreciate and critically evaluate the US, while interpreting historical data while reading primary and secondary sources. Using holistic perspectives, students will be able to confidently connect with the social, political, environmental, technological, cultural, religious, and economic aspects of the United States of America - whether the US is their home country of origin, or a place where they hope to pursue their future studies.

GOVERNMENT

This is 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.

HONORS GOVERNMENT

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. Although the content of Government and Honors Government is similar, the quantitative and qualitative expectations are higher in the honors course.

ECONOMICS

This course provides an introduction to the study of Economics. The course examines economic behaviors through the lenses of both microeconomics and macroeconomics. Foundational concepts in microeconomics include supply and demand, market structures, labor, and types of business organizations. Macroeconomics, the study of economic behavior as a whole, includes topics such as money, banking, finance, inflation, stimulating economic growth, and the role of government in the economy.

HUMAN GEOGRAPHY

The course introduces students to the systematic study of patterns and processes that have shaped human understanding, and use and alteration of the Earth. Students employ spatial concepts and landscape analysis to examine socio-economic organization and its environmental consequences. The course teaches students how to use and interpret maps, data sets, and geographic models. GIS, aerial photographs, and satellite images, though not required, can be used effectively in the course. They also learn about the methods and tools geographers use in their research and applications. The course teaches spatial relationships at different scales ranging from the local to the global. Our school is set in one of the great world cities, in a biodiversity hotspot, and in the world's leading urban planning environment; Singapore is a living laboratory for many of the class themes, and will help students to better understand and appreciate their sense of place.

AP WORLD HISTORY

AP World History is designed to be the equivalent of a two-semester introductory college or university world history course. In this course, students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.

AP MACROECONOMICS

This course is designed to give students a thorough understanding of the principles of macroeconomics that apply to an economic system as a whole. There will place a particular emphasis on the study of national income and price-level determination, as well as developing familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.

World Languages

MANDARIN I

Mandarin is spoken by more than a quarter of the world's population and has become the second most widely used language on the Internet today. With China's rising economy and prominence in the world, Mandarin has become the most popular second language to learn. Mandarin 1 introduces students to the basics of the language, including Han Yu Pin Yin (the Mandarin phonetic system) and Chinese character writing strokes. We will also be covering topics such as: Greetings; Numbers; Date and Time; Introducing Oneself and One's Family; Countries and Languages; Occupations; and Transport.

MANDARIN II

Mandarin II is based on language skills learned from Mandarin I. Students will continue to expand their Mandarin vocabulary and sentence patterns. Students will develop their language skills in listening, reading, writing, and speaking in topics such as colors, clothes, weather, hobbies, school subjects, schedules, and facilities. Students will also be exposed to elements of the Chinese culture.

MANDARIN III

Mandarin III students will continue to learn grammar and new phrases to construct longer and more complicated sentences. Students will be able to make a series of useful sentences that can be utilized in day to day communication. Topics covered will consist of School Life, Food, Festivals, Shopping, and Travel. Through these units, students will be able to apply what they learned to the four ways of communicating in language: reading; writing; listening; and speaking.

HONORS MANDARIN IV

Honors Mandarin IV students will continue to learn the Chinese culture, idioms, and grammar and their usage, as they study the language more in depth. Students will develop and expand their language skills in four main areas: listening; speaking; reading; and writing. Listening and speaking skills will improve with increased understanding of conversations. Reading skills will be developed through interpretation of a variety of forms of communication in everyday life. Writing exercises will help students develop and express coherent ideas drawn from idioms and previously studied content. Topics include Chinese geography, holidays, travel, Chinese cuisine, family trees, personality, community, and volunteer work.

HONORS MANDARIN V

Honors Mandarin V places emphasis on enriching students' vocabulary and furthering and increasing their proficiency in language skills which include listening, speaking, reading, and writing, so as to communicate more fluently in a Mandarin-speaking environment. Students will also be introduced to speaking and writing for formal settings and will learn to provide improvised responses in conversations. Students will learn about topics related to the Chinese culture, modern technology and lifestyle, media, careers, and comparisons between Chinese and Western cultures. Additionally, students will begin to explore literature and history of China.

AP CHINESE LANGUAGE AND CULTURE

The AP Chinese Language and Culture course emphasizes communication

(understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Chinese Language and Culture course is fully conducted in Mandarin and students will study in greater depth a wide range of topics such as various aspects of Chinese culture, history, literature, geography, and modern technology and lifestyle.

SPANISH I

Spanish I is an introductory course for beginners, and covers general vocabulary, grammar, and sentence structure that are useful and necessary for general conversations. Students will learn basic greetings, how to introduce themselves, and how to describe their hobbies and interests. Students will also learn about the Spanish culture in the United States and other Spanish-speaking countries around the world.

SPANISH II

The purpose of Spanish II is to build on the student's understanding and conversation levels attained in Spanish I, increasing their vocabulary and reading skills. As with Spanish I, instruction will be in Spanish for the majority of the class time, so that students will become re-acquainted with the sounds of Spanish and will also be able to recognize new vocabulary and sentence structures. Students in Spanish II will be encouraged to continue listening to the language and also to respond using the Spanish words and phrases they know. While listening and speaking are still important in Spanish II, improving reading and translating skills is a major goal of this class.

SPANISH III

The purpose of Spanish III is to build on the student's comprehension and conversation levels attained in Spanish I and II, increase their vocabulary and reading skills, and learn about the grammar structures of Spanish through writing. As with Spanish I and II, instruction will be in Spanish for the majority of the class time so that students will become re-acquainted with the sounds of Spanish and will also be able to recognize new vocabulary and sentence structures. Students in Spanish III will be encouraged to continue listening to the language and also continue responding using the Spanish words and sentences they know. While listening, speaking, and reading are still important in Spanish III, improving writing and translating skills is a major goal of this class.

HONORS SPANISH IV

The purpose of Spanish IV is to build on the student's comprehension and conversation levels attained in Spanish I to III, increasing their vocabulary and reading skills, and learning about the grammar structures of Spanish through writing. As with Spanish III, instruction will be in Spanish for the majority of the class time so that students will become re-acquainted with the sounds of Spanish and will also be able to recognize new vocabulary and sentence structures. Students in Spanish IV will be encouraged to continue listening to the language and also continue to respond in Spanish. While listening, speaking, and reading are still important in Spanish III, improving writing and translating skills is a major goal of this class.

AP SPANISH LANGUAGE AND CULTURE

AP Spanish Language and Culture is equivalent to an intermediate level college course in Spanish. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges.

Fine Arts

Visual Arts

2-D ART
This is a 2D Art course that focuses on drawing skills to produce works of art that imply depth. We will use art and design principles to develop skills, explore ideas and produce a fine art portfolio! No previous art experience required.

3-D ART
This course will empower students to apply aesthetic and visual language principles with 3-D skills through experimentation, projects, and exercises. Students will be building, sculpting, assembling, designing and creating art, ideas, materials and objects, with an awareness and understanding of man-made and God-made creations. Students will learn the principles of art design and utilize them in creating and analyzing art.

CERAMICS
This course will focus on empowering students to apply aesthetic concepts and use visual language in the art and craft of ceramics. Students will consider function and beauty in the creation of their art pieces. Analysis and instruction will include references in the Bible to ceramics and pottery.

DIGITAL ART
Digital Art is an exploratory course where students will learn the elements and principles of design, as well as foundational concepts of visual communication in 2-D and 3-D digital design.

AUTHOR ILLUSTRATOR
This is a project based learning course in planning, writing, illustrating, editing and publishing an original book to make a social impact in our world. You will make an illustrated children's book that will be published and presented to students in readings, and will become a part of the collection at the ICS School Library and online on your website. You may also choose to offer this book for sale on demand to the world. This course covers use of digital art software, traditional art materials, on demand publishing, and creative storytelling through writing and illustration. This is a semester long course that will be demanding and rewarding!

AP STUDIO ART: DRAWING

This course consists of one portfolio exam corresponding to college foundation courses. Portfolios allow flexibility of coursework while guiding students to produce college-level quality, artistic investigation, and breadth of work. The Drawing portfolio addresses drawing issues and involves decision making about how to use the elements and principles of fine art in an integrative way. Students' portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions. There are three sections to the portfolio: Section 1 (Quality); Section 2 (Concentration/Sustained Investigation); and Section 3 (Breadth). Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses.

AP STUDIO ART: 2-D DESIGN

The AP 2-D Design Studio Art Program consists of one portfolio exam corresponding to college foundation courses. Portfolios allow flexibility of coursework while guiding students to produce college-level quality, artistic investigation, and breadth of work. The 2-D Design portfolio addresses two-dimensional design issues and involves decision making about how to use the elements and principles of 2-D Design in an integrative way. Students' portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions. There are three sections to the portfolio: Section 1 (Quality); Section 2 (Concentration/Sustained Investigation); and Section 3 (Breadth). Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses.

AP STUDIO ART: 3-D DESIGN

The AP Studio Art 3-D Design Program consists of one portfolio exam corresponding to college foundation courses. Portfolios allow flexibility of coursework while guiding students to produce college-level quality, artistic investigation, and breadth of work. The 3-D Design portfolio addresses three-dimensional design issues and involves decision making about how to use the elements and principles of 3-D design in an integrative way. Students' portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions. There are three sections to the portfolio: Section 1 (Quality); Section 2 (Concentration/Sustained Investigation); and Section 3 (Breadth). Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses.

Performing Arts

CHOIR

High School Choir is a traditional performing ensemble open to any willing students and is a logical extension of Middle School Choir. In High School Choir, students will learn vocal production techniques and how to read and interpret Western musical notation in treble and/or bass clef through rehearsing and performing standard choral literature throughout the year. Students will be exposed to a wide variety of musical literature including, but not limited to, classical sacred and secular choral works, jazz, Broadway and show tunes, folk music, and popular music arrangements in 2-4 parts.

GUITAR

Guitar is a course on playing the acoustic guitar, based on the student's level. Students will learn the fundamentals of fretted string instruments, music notation, and chord nomenclature. Additionally, students will learn a variety of playing techniques including how to play melodic passages, basic I-IV-V(7) chord progressions (theory), strums, and how to accompany other players. Students will also learn how to tune their instruments using an electronic tuner and/or by ear, and basic instrument maintenance such as cleaning and changing strings.

MODERN WORSHIP BAND

Modern Worship Band is both a practical and a philosophical course on the topic of Christian worship, where the primary purpose is providing music for and leading worship in chapel services and other spiritually focused events throughout the school year. Musical selections will be band-led (vocals, guitar, bass, piano, drumset) but can include any instrument, and will draw on multiple genres including modern praise and worship music, traditional, contemporary, and reformed hymnody, and international Christian music. The course is open to any interested student having intermediate-level experience with a musical instrument or in singing.

MUSIC APPRECIATION

Music Appreciation is a broad-based course covering how to effectively listen to and understand music as it relates to history and culture. Participants will receive instruction in the basics of music composition and form, listening skills, audience etiquette, and a broad overview of music history. Special emphasis will be given to art music from the "Common Era" (1600-1900), including the study of representative composers and compositions. As scheduling and availability allow, students will attend and analyze one off-campus performance of "Classical" music. Students will complete various assessments including, but not limited to, journaling, quizzes, and projects throughout the course.

DRAMA

High School Drama will include instruction on basic acting skills and improvisation, as well as general drama production concepts such as staging, set design, props, lighting, and sound design. Students will learn and apply general theater terminology, acting skills, improvisation techniques, and accents (if applicable). Additionally, students will engage directly in the main production aspects of the focal drama including general research, rehearsal prep, blocking, set and prop choices/design, sound and lighting design, and other areas where needed.

Technology

PROGRAMMING
Students will explore the programming world which is full of logic, sequences and creations. Students will analyze how the things in this world work and will learn to create their own programs, apps, or web apps. Through this course, focus will be placed on logical thinking, analytical skills, and practical knowledge. Students with a strong interest in computing-related fields are advised to take this class.

MULTIMEDIA
Students will be exposed to a variety of real world problems and will work on resolving those problems, and produce project outcomes with their analytical, critical thinking, and computational skills. Publications will be produced and explored in different forms of media, including Adobe Suite. At the end of the course, students will produce deliverables that contribute to the community in a positive way.

ROBOTICS
Robotics is a STEM course which provides students with unique opportunities in designing autonomous robots that are able to perform specific tasks. Through project-based learning, students will learn robotics design, automation with programming, and industrial design. Students will be challenged through open-ended scenarios requiring them to diagnose and analyze real-world problems as well as select appropriate robotics parts and tools to formulate solutions.

AP COMPUTER SCIENCE A
AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

YEARBOOK
Students will learn to manage a project that includes page design, layout, writing articles, taking and editing photographs, all within the context of producing a school yearbook that represents the entire school community for the particular year.

Physical Education

PHYSICAL EDUCATION I / PHYSICAL EDUCATION II

Students will develop into physically fit and physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activities. Along with completing the National Standards for High School Physical Education, students will also engage in fitness activities and modified team sports that will help then apply the knowledge and skills they develop.

FUNCTIONAL FITNESS

Functional Fitness is a course designed for students to learn and enjoy becoming physically fit for life. It is designed based on the principles of multimodal fitness. In this course students will learn the components of fitness, basic movements in functional fitness, and how to program workouts to suit the needs of an individual regardless of the equipment and space available. By the end of this course students will be able to build and implement a short-term physical fitness routine for themselves and equipment available to them.

HEALTH

This course is designed to enhance the awareness and knowledge of a healthy lifestyle. Students will explore opportunities to be an advocate for numerous health issues as well as the opportunity to practice making healthy choices. Topics on leading a healthy life, self-esteem, mental health, time management, violence and abuse, nutrition, drugs and alcohol, and diseases will be addressed. We will also cover responsible relationships, marriage, and reproduction. All these topics will be approached with a Biblical worldview while being sensitive to modern day issues.

INDIVIDUAL FITNESS

Individual Fitness follows on from Functional Fitness and designed for students to learn and enjoy becoming physically fit for life. It is designed based on the principles of multimodal fitness. In this course students will review the components of fitness, basic movements in functional fitness, and how to program workouts to suit the needs of an individual regardless of the equipment and space available. More complex movements will be introduced to the workouts as well as the element of long term planning for improvement. By the end of this course students will be able to build and implement a long-term physical fitness routine for themselves and equipment available to them.

Electives

AP PSYCHOLOGY

This course looks scientifically at a diverse and fascinating selection of topics including the scientific process of studying behavior, statistical analysis of testing results, biology of the human mind, and states of consciousness from sleep to high levels of arousal (think World Cup finals or ICS theatrical productions). Psychology studies human development from the cradle to the last breath of life, and everything in between that involves language learning, thinking processes, motivation, work, sex, pleasure, psychological health, happiness, and how to help each other with psychological challenges such as depression and anxiety.

BIBLE 101

This course provides an opportunity for students to continue discovering the roots of Biblical faith which began in 8th Grade Bible. Since both testaments of the Bible are inseparably connected and integrated as one grand revelation, the continuity of God's unfolding plan of redemption found in Jesus the Messiah is emphasized. The majority of the class will be walking through the Old Testament, starting with the book of Joshua, tracing the main characters and themes of God. Key concepts include redemption, faith, God, and how humans are part of God's covenant. Healthy faith stems from healthy roots, the goal of the course is for students to apply these key concepts in their daily living in order to produce healthy and fruitful lives in their respective communities. The Old Testament paves the way for New Testament truths that will be discovered in Bible 102.

BIBLE 102

This course is a continuation of the Bible 101 course. It is a study of God's plan of redemption and the outcomes of Biblical faith. The coming of the Kingdom of God was the central theme in Jesus' mission and the core of His teachings. Students will connect the Kingdom theme found in the book of Isaiah with the Gospels. Students are challenged to move beyond merely knowing about God's kingdom to participating in God's kingdom. Topics included in this study are the Gospels, Redemption, Sermon on the Mount, the Parables of Jesus and lastly the crucifixion and Resurrection of Jesus. The course agenda will be set by the Gospels; thus, the ethical teachings of Jesus will be explored in order for students to replicate the life of Christ and Kingdom principles. Because healthy faith stems from healthy roots, the goal of the course is for students to apply these key concepts in their daily living in order to produce healthy and fruitful lives within the context of their respective communities.

BIBLE 103

This course is a continuation of the Bible 101 & 102 courses. It is a study of God's continued plan of redemption through the followers of Christ. The coming of the Kingdom of God was the central theme in Jesus' mission and the core of His teachings. This class will work through the book of Acts and selected Epistles of the Apostle Paul (focusing on Romans & Ephesians), to see where God is directing His followers today through understanding the foundations of the Christian church and how theology impacts our daily lives in the modern age. Students will connect the Biblical theme of individual redemption to community and global impact. Students

are challenged to move beyond merely knowing about God's kingdom to participating in God's kingdom. By the end of this class, students will be able to articulate basic theology, as well as the history of the church as told in the New Testament. This course will also explore the basics of apologetics as students learn how to connect their faith to the world around them. Because healthy faith stems from healthy roots, the goal of the course is for students to apply these key concepts in their daily living in order to produce healthy and fruitful lives within the context of their respective communities.

BIBLICAL WORLDVIEW

Biblical Worldview is designed to prepare students to engage philosophies and perspectives they will encounter in college and life beyond high school by exploring what a Biblical Worldview is, tackling four major worldview questions: "Where do we come from?", "Why are we here?", "What is right and wrong (and how decides this)?", and "where are we going?" Students will learn to study the Bible and use it as a lens through which to evaluate their own worldviews, as well as cultural issues and topics they may encounter throughout their lives. The ultimate goal of this course is for students to be able to address any issue or question from a Biblical perspective and to engage with it authentically, using their skills of analytical Bible study. Secondarily, students will be able to articulate their own worldview as well using evidence, reflection, and analysis.

INDEPENDENT STUDY

Independent study is intended to encompass rigorous individualized learning for students who have a strong desire to study a subject in depth. Students interested in securing an independent study must contact the HS Counselor and the Principal, and collaborate with the teacher on a proposed course outline including goals and objectives that must be accomplished by the end of the course. The independent study contract must also identify appropriate resource materials and define strategies by which the student can successfully master the stated objectives.

HONORS SENIOR THESIS

The first semester focuses on the Senior Research Thesis (with Worldview in second semester). Each student is required to complete a thesis as a prerequisite for graduation. This semester is designed to introduce students to and prepare them for college level research writing. Being able to handle and make use of scholarly knowledge is an essential skill for long-term academic and professional success. In this class, we will cover advanced methods for research writing including: selecting high quality research questions; evaluating sources; assessing arguments and clarity of expression; and building logical support for claims. Conventions of academic writing styles will also be covered. Students should expect a high degree of interaction and coaching for writing and argumentation, rather than passively being examined. Ultimately, students should expect to complete this class having a substantial research document that they can be proud of in any future context. Students will build academic confidence as they interact with and participate in the production of knowledge.

SERVICE LEARNING (WEEK WITHOUT WALLS)

Week Without Walls (WWW) is the primary opportunity for ICS students to participate in service learning. Students join one of several teams within the high school and will participate in community service efforts by partnering with local organizations and supporting their programs. The aim for WWW is to cultivate a general attitude of service that motivates students to learn new skills, interact with new people, and understand their world both where they live and in the world at large.

The following additional AP courses are offered through NorthStar Academy for an additional fee. Students interested in registering for these courses should contact the High School Counselor for more information.

- **AP English Language & Composition**
- **AP European History**
- **AP Human Geography**
- **AP Microeconomics**
- **AP U.S. Government & Politics**
- **AP U.S. History**

The following modules are offered by ICS (Singapore) as a part of the American Curriculum (High School) - Electives Only course provided there is enough room for additional enrollment:

- **2-D Art**
- **3-D Art**
- **Author Illustrator**
- **Ceramics**
- **Choir**
- **Digital Art**
- **Drama**
- **Functional Fitness**
- **Guitar**
- **Health**
- **Individual Fitness**
- **Modern Worship Band**
- **Multimedia**
- **Music Appreciation**
- **Programming**
- **Robotics**
- **Physical Education 1/Physical Education 2**

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