



High School

Course Catalog 2018-2019

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

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, student 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.

HONORS ENGLISH 10 - GENRE STUDIES

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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.

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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, 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 will be 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 made 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 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 be introduced to series and sequences.

ADVANCED QUANTITATIVE REASONING

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AP STATISTICS

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. The first is exploring data in describing patterns and departures from patterns. The second theme is sampling and experimentation, planning and conducting a study. The third theme is anticipating patterns, exploring random phenomena using probability and simulation. Lastly is statistical Inference, estimating population parameters and testing hypotheses.

AP CALCULUS

AP Calculus AB is structured around three big ideas: limits, derivatives, and integrals and the Fundamental Theorem of Calculus. The concept of limits is foundational; 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, a central idea of AP Calculus.

SCIENCE

GENERAL BIOLOGY

Students in high school biology develop understanding of key concepts that help them make sense of life science. The ideas are building 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 science blend core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable 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 to material in order 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, and 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.

FORENSIC SCIENCE

The aim of this course is to introduce students to scientific method and inquiry-based learning in the specific context of forensic science (science for the courts). The course is designed to utilize a wide range of scientific skills. Topics will include: crime scene, types of evidence, analysis of fingerprints, ballistics, blood analysis and blood splatter, autopsy, and drugs.

HUMAN ANATOMY AND PHYSIOLOGY

The Anatomy and Physiology course is designed to provide an opportunity to investigate the human body, its structure, function, and how the human body reacts to external stimuli. This course is a project and laboratory based study of the human body. The course will cover metabolism, body systems, and processes. Dissections of various animal organs will help compliment the course work. This course is for anyone considering life sciences or health majors in university.

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.

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/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

AP Physics C: Mechanics is equivalent to a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course.

SOCIAL STUDIES

WORLD HISTORY I: ANCIENT

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.

WORLD HISTORY II: MODERN

Through this course, students will continue the study of the history subsequent to ancient 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 in class, 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. America'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 America, while interpreting historical data, and 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 still-distant place where they hope to pursue their future studies.

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.

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.

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AP U.S. HISTORY

AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

AP PSYCHOLOGY

Psychology 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. See below for more information on specific units of study.

AP WORLD HISTORY

AP World History is designed to be the equivalent of a two-semester introductory college or university world history course. In AP World History 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 EUROPEAN HISTORY

AP European History focuses on developing students' abilities to think conceptually about European history from approximately 1450 to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance—Interaction of Europe and the World, Poverty and Prosperity, Objective Knowledge and Subjective Visions, States and Other Institutions of Power, and Individual and Society—provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

AP COMPARATIVE GOVERNMENT AND POLITICS

AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and the political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues.

AP U.S. GOVERNMENT AND POLITICS

AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning assess causes and consequences of political events, and interpret data to develop evidence-based arguments.

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 be a particular emphasis on the study of national income and price-level determination, and well as familiarity with economic performance measures, the financial sector, stabilization policies, economic growth and international economics.

AP MICROECONOMICS

This course is designed to give students a thorough understanding of the principles of microeconomics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy.

WORLD LANGUAGES

MANDARIN I

Mandarin is spoken by more than a quarter of the world's population and has become the second most 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, Telling the Date and Time, Introducing Oneself and One's Family, Countries and Languages, Occupations, and Transport.

MANDARIN II

Mandarin 2 is based on language skills learned from Mandarin I materials. 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 Chinese culture.

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. The topics covered will consist of human anatomy and physical attributes, varieties of Chinese cuisine, food in relation to health, and shopping or transactions. 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. Reading and listening prompts will be based upon everyday life that is taught throughout the course. Speaking, will be improved through practice that draws from familiar content and requires simple sentences for class discussions and speaking practice. Writing skills will be learned through familiar prompts and the ability to write short paragraphs upon the given idea.

HONORS MANDARIN IV

Students will continue to learn Chinese culture, literature, idioms and its usage, as they study the language more in depth. In this course, students will develop the proficiency to communicate in a Mandarin-speaking environment, allowing them to discuss and express their ideas. 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 during conversations on a variety of interests. These conversations would also require improvised responses to certain questions. The aspect of reading focuses on interpreting a variety of forms of communication that can be applied to everyday life. Writing exercises will be used to help the student create more coherent and full ideas that are drawn from idioms and previously studied ideas. These skills will be developed through a larger variety of topics: Chinese geography, holidays, travel, Chinese cuisine, world famous cities, family trees, pets, personality, community, and volunteer work. Students will also be introduced to speaking and writing for formal settings. Admission to this course will be based on teacher's recommendation.

AP CHINESE LANGUAGE AND CULTURE

The AP Chinese Language and Culture course in Mandarin Chinese 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 a wide range of topics such as various aspects of Chinese Culture, History, Literature and Geography. At the same time, they will be trained to further develop their language proficiency.

SPANISH I

Spanish I is an introductory course for beginners, covers general vocabulary, grammar, and sentence structure that is useful and necessary to general conversations, students will learn basic greetings, how to introduce themselves, and how to describe their hobbies and interests. Students will also learn about Spanish culture in the United States, Mexico, Spain, Ecuador, and Puerto Rico These are covered in oral and written form. In Spanish 1 the student will obtain a strong foundation for the next courses.

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. This is so the students' ears will become re-acquainted with the sounds of Spanish and will 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 translation is a major goal of this class. We will also learn five more verb tenses: the Preterite, Imperfect, Future tense, Imperative (commands in Tu, Ud, Ustedes, Vosotros and Nosotros) and Subjunctive tense.

SPANISH III

The purpose of Spanish III is to build on the student's understanding and conversation levels attained in Spanish I and II, increasing their vocabulary and reading skills, and learning 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. This is so the students' ears will become re-acquainted with the sounds of Spanish and will be able to recognize new vocabulary and sentence structures. Students in Spanish III will be encouraged to continue listening to the language and also to respond using the Spanish words and sentences they know. While listening, speaking, and reading are still important in Spanish III, improving writing and translation is a major goal of this class. By the second semester we will also read one of Shakespeare's plays with the help of the English and Spanish versions and six compound tenses: Present perfect, Pluperfect, Present perfect, Preterite perfect, Future perfect and Conditional Perfect.

HONORS SPANISH IV

The purpose of Spanish IV is to build on the student's understanding 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. This is so the students' ears will become re-acquainted with the sounds of Spanish and will be able to recognize new vocabulary and sentence structures. Students in Spanish IV will be encouraged to continue listening to the language and also to respond using the Spanish words and sentences they know. While listening, speaking, and reading are still important in Spanish III, improving writing and translation is a major goal of this class. We will also read one of Shakespeare's plays, the first part of Don Quijote de la Mancha by Miguel de Cervantes with the help of the English and Spanish versions, study history & modern culture of the Spanish speaking world and six compound tenses: Present perfect, Pluperfect, Present perfect, Preterite perfect, Future perfect and Conditional Perfect.

AP SPANISH LANGUAGE AND CULTURE

The AP Spanish 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 Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.

FINE ARTS

INTRODUCTION TO ART

This course will empower students to apply aesthetic concepts and use visual language. Projects and exercises will be geared toward student self-expression through the use of art design principles, the development of art skills, and the understanding of art in God's creation. No experience required.

DIGITAL ART

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

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 creation. 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.

AUTHOR ILLUSTRATOR

Author Illustrator is a project based learning experience that leads students through analyzing, writing, illustrating, and publishing children's books. By the conclusion of the course students will have authored a children's book that will be read to our elementary students and provided to our school library.

AP (STUDIO) ART

The AP Studio Art Program consists of three portfolio exams—2-D Design, 3-D Design, and Drawing—corresponding to the 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 art in an integrative way. Students' portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions. Students may choose to submit any or all of the portfolios. Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses. (*College Board*)

BAND

This class gives students the opportunity to gain skills in playing various brass and woodwind instruments. Students will receive lessons on an instrument from a third party provider and learn the art of playing together in class.

CHOIR

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.

GUITAR I

GUITAR II

In High School Guitar we learn the basics of playing the acoustic or electric guitar as well as the fundamentals of music. Different types of notation, different genres of music and songs, and different techniques are covered throughout the course.

KEYBOARDING I

KEYBOARDING II

This course provides training and practice for a wide variety of keyboarding levels, including beginning and intermediate students.

ORCHESTRA

This course provides training and practice for a wide variety of orchestral levels, including beginning and intermediate students; however, prerequisites may vary depending upon the teacher's discretion.

AP MUSIC THEORY

The AP Music Theory course corresponds to two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills including dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the learning process. Students understand basic

concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.

DRAMA

This course provides opportunities for students to explore dramatic forms and techniques. Students will create, perform, discuss and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

COMPUTER

PRACTICAL COMPUTING

This course would be a learning journey for students to explore different aspects of computing. This serves as a STEM course to explore students to fundamental concepts of computers, internet issues, program developments, multimedia designs, web creations, and information analysis. With such introductory exposures students are enabled to recognize and further pursue into their of interests. Through classes, students learn to think analytically and produce solutions to tackle problems or questions given..

PROGRAMMING

Students will explore the programming world, 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 be asked to resolve those problems, and produce project outcomes with the use of 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 are expected to produce deliverables that contributes to the community.

ROBOTICS

Robotics is a STEM course which provides students 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 analyse real-world problems as well as select appropriate robotics parts and tools to formulate solutions.

AP COMPUTER SCIENCE

AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

PHYSICAL EDUCATION

PHYSICAL EDUCATION I

PHYSICAL EDUCATION II

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

HEALTH

This Health course is designed to enhance the awareness and knowledge of a healthy lifestyle. Students will be provided 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 building responsible relationships, marriage, and reproduction. All these topics will be approached with a Biblical worldview while being sensitive to modern day issues.

COMMUNICATION

SPEECH

Whether running for office in Student Council, presenting a science project, or telling a story to friends, public speaking is a necessary skill for students to develop, and one that will be frequently used beyond the school walls. It is important to every academic field and aspect of public life, and yet for many, speaking in public is a dreaded fear. This course is designed to train students to grow comfortable with speaking in a manner that is professional, knowledgeable, logical, eloquent, persuasive, and Godly. Throughout the course, students will learn public speaking and interpersonal communication skills. 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. It is a skill-based class with most

assessment grades taken from students successfully demonstrating their mastery over specific speaking techniques.

JOURNALISM

This course is project oriented. Students learn basic principles of journalistic ethics, interview and fact-gathering skills, and the foundational skills of writing as journalists with the end goal of producing a student newspaper.

ELECTIVES

BIBLE 101

This course provides an opportunity for students to discover the roots of Biblical faith. 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. Students will gain an understanding how the Bible has been formed, gathered, and why it can be trusted. The majority of the class will be walking through the Old Testament by tracing the main characters and themes of God. Key concepts include creation, faith, God, and 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 Biblical Studies 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 Biblical Studies 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, selected works of the Apostle Paul and the book of James; seeing where God is directing His followers today. 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. 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

Worldview is designed to prepare students to engage philosophies and perspectives they will encounter in college and life beyond high school by studying 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 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. Students will study a variety of other worldviews, such as Deism, Naturalism, Nihilism, Existentialism, Eastern Hinduism and Buddhism, Postmodernism, and Islam.

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 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.

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 collegiate level research writing. Being able to adequately 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 leave this class having a substantial research document that they can be proud of in any future context, and that they have build the confidence to interact with and participate in the production of knowledge.

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.



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