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Mission and Character

Early in Hong Kong's growth as a world business center, a group of Christian businessmen set their sights on building a school that would educate the whole child: mind, body and spirit. In 1966, supported by the Lutheran Church-Missouri Synod, their dream was realized and Hong Kong International School was founded.

As an international, coeducational day school organized in four divisions (R1-2, 3-5, 6-8, 9-12), the school serves those in Hong Kong who desire an American college preparatory education in a Christian context. The operations and financial accountability of HKIS are the ongoing responsibility of the Board of Managers of the HKIS Association Limited. The Board is self-perpetuating and appoints Board members to two-year terms, subject to the approval of the Hong Kong Education Department.

HKIS is a member of the East Asia Regional Council of Schools and is fully accredited by the Western Association of Schools and Colleges. The High School faculty has over 80 certified professionals, 72% of whom hold advanced degrees. There is a ratio of 10 students to each full-time faculty member.

The student body is drawn from families in the business, diplomatic, missionary and professional communities. Our students are culturally diverse, achievement-oriented and highly motivated.

With all instruction in English, the school normally admits, on a priority basis, students from American schools around the world. It considers other applicants on the basis of previous academic performance and competence in English.

HKIS is grounded in the Christian faith, while respecting the spiritual lives of all of its community. HKIS expresses its Christian commitment formally through such activities as religious instruction and monthly Community Gatherings at the high school. Our goal is for students to understand and respect Christianity and other faiths. We are committed to be a community that values generosity, goodwill and discipline. Ours is a "community of character" in which all participants are encouraged to respect and value others. Our commitment is to honor all religions and to

encourage a respectful dialogue about the significance of faith in our individual searches for meaning and well being.

Hong Kong International School is committed to the liberal arts as the best preparation for life and service in our rapidly changing world. Our efforts focus on the whole person, with emphasis on academic excellence, character development and service to others. HKIS seeks to offer a challenging educational experience in which each student can develop his or her intellect, imagination, independence and responsibility in a setting that emphasizes the importance of spiritual and faith development. At HKIS we believe that education includes both the "honing of the intellect" and the "preparation of the heart and will" for love and service to others.

MISSION

Dedicating our minds to inquiry, our hearts to compassion, and our lives to service and global understanding

An American-style education grounded in the Christian faith, and respecting the spiritual lives of all

VISION

HKIS will be a leading place of learning that inspires a socially engaged community of collaborative, creative, and resilient learners dedicated to realizing their full potential.

Student Learning Results



Academic Excellence

Students will achieve their intellectual potential by striving for and attaining the highest standards of academic excellence.



Spirituality

Students will understand and respect Christianity and other faiths and will identify and develop their own spiritual identity.



Character Development and Values

Students will demonstrate respectful and caring attitudes at school and in the community, as well as the courage to stand up for what is right.



Self-Motivated Learning

Students willingly apply a variety of learning and motivation strategies throughout their learning process.



Contributing to Society

Students will develop the skills they need to form genuine relationships in our diverse society and to make contributions to our community.



Chinese Culture

Students will gain an understanding of China and an appreciation of the Chinese culture.

GRADUATION REQUIREMENTS

To earn a diploma from Hong Kong International School, a student normally attends High School for four years and must earn a minimum of 22 units of credit, 18 of which must be distributed as follows:

- **English** – 4 credits: Four consecutive years of English are required. In Grades 9 and 10, the requirement is satisfied through the Humanities I and II courses. In Grades 11 and 12 students have a choice of several stand-alone English courses.
- **Social Studies** – 2 credits: These credits include Asian studies and an American studies which are met in grades 9 and 10 through the Humanities I and II courses.
- **Mathematics** – 3 credits: These credits include an Algebra and a Geometry course and vary depending on initial placement.
- **Laboratory Science** – 2 credits: These courses must include one full-year of a life science and one full-year of a physical science.
- **Modern Language** – 2 credits: Consecutive levels of a single language.
- **Art & Design** – 1 1/2 credits: These courses must include one semester of visual arts, design and technology and one semester of performing arts. The remaining 1/2 credit may come from either department.
- **Wellbeing** – 3 1/2 credits: These courses are part of the “Wellbeing Block” and include Spiritual Explorations (1/4 credit each year of Spiritual Exploration and 1/2 credit Religion elective taken either Junior or Senior year), Physical Education (taken for the year for 1/2 credit), and Counseling Seminars for each grade level.
- **Interim** – Successful completion of INTERIM each year at HKIS.
- **Senior Project** – Senior Project is an opportunity for students in the last year of their school careers to create a yearlong project through which they follow a passion, or develop an interest, develop a skill, and perhaps leave a legacy to the school and wider community. They present their project at the end of the year demonstrating an understanding of their learning, and how it connects to HKIS’ Student Learning Results.

Distributive Credits: 18

Electives: 4

Total Required Credits: 22

Interim

Interim is a weeklong, off-campus learning experience designed to challenge the hearts, minds, bodies and souls of HKIS High School students. This alternative education program features a range of opportunities, each one weaving Creativity, Collaboration and Resilience into the experience. The program forms an integral part of the High School curriculum and serves as a graduation requirement for all High School students. The diverse program offerings include a variety of physical/outdoor adventures, community service, cultural experiences and internship opportunities.

Interim is a carefully constructed program that presents students with challenges and opportunities for personal growth. The experience is designed to help students:

- Build relationships through interactions with other students and faculty members.
- Cultivate a spirit of community.
- Collaborate as a member of a team.
- Improve communication, leadership skills, self-reliance and compassion.
- Develop resilience by venturing out of their physical, emotional and intellectual comfort zones.
- Discover newfound talents and interests.
- Gain greater self-knowledge and a richer understanding of the world around them.
- Grow in responsibility and independence.

While some courses demand explicit contributions to the communities that host them, all options compel students to draw upon the values they have developed at home and school as they encounter new situations and novel challenges. Students emerge from the program with a more profound sense of self, an enriched appreciation of human diversity, and deeper insight into the values that inspire compassion and humility.

American Studies

The American Studies requirement is fulfilled by the completion of Humanities II or Humanities II in Action.

Students who enroll at HKIS after Grade 10 and do not have a US History or Government fulfilled can meet the requirement through AP US History or AP US Government and Politics.

Note: If there are situations where a new student entering in grade 11 or 12 cannot fit this requirement into their schedule, or the requirements are not a good fit for the students, the student will submit a written explanation as to why the requirements cannot be met. The written explanation will also include, when appropriate, where the student may have met the requirements in their past school or co-curricular setting. This written explanation will be submitted to the student's counsellor and the Associate Principal for Academics.

Asian Studies

The Asian Studies requirement is fulfilled by the completion of Humanities I or Humanities I in Action. Students who enroll at HKIS after Grade 9 can meet the graduation requirement by earning credit from among the following courses:

Chinese: 1 credit each level

Searching for Self: 1/2 credit

Learning Service in Action: 1/2 credit (not offered in the 2023-24 school year)

Senior English: Journeys Across Cultures: 1 credit

Note: If there are situations where a new student entering in grade 11 or 12 cannot fit this requirement into their schedule, or the requirements are not a good fit for the students, the student will submit a written explanation as to why the requirements cannot be met. The written explanation will also include, when appropriate, where the student may have met the requirements in their past school or co-curricular setting. This written explanation will be submitted to the student's counsellor and the Associate Principal for Academics.

GUIDELINES

Guidelines for Planning a Course of Study

The possibility of choice among courses is a hallmark of American education, and this choice becomes an advantage when a student gives careful consideration to his or her longer-term goals. In presenting these course offerings, the faculty and administration intend that each student should have the chance to create a learning program appropriate to his or her interests. Putting together a meaningful academic program requires careful thought and discussion among parents, students, teachers and counselors.

Research shows that learning is enhanced when it takes place in a patterned and integrated way and over a period of time. A self-inventory might show a student that he or she needs to select a set of courses that will improve communication skills or, perhaps, to choose a sequence of courses in one field to gain increased mastery of that discipline. Young people need the opportunity to explore, to try out different ideas in a safe environment. Trying a new course can introduce new ways of seeing oneself, the world and career possibilities.

Preparation for College

Although it is difficult to generalize about the academic requirements for college entrance, a rule of thumb in planning for admission to a selective college is to take a course in English, Social Studies, Science, Mathematics and Modern Language in each year of High School. In addition, competitive universities recommend that a student explore the fine arts, be technologically literate and be able to make wise decisions. Students should check with their counselors early in their High School career for specific admission requirements for universities to which they intend to apply.

Home Learning Guidelines

Each course description that follows includes an indication of the approximate amount of time students can expect to spend preparing for each class period. The following symbol system offers a guideline that can assist students as they plan their courses of

study. The range indicates the number of minutes of study typically required for a student to be sufficiently prepared for a class meeting.

Light	fewer than 30 minutes	
Moderate	30-60 minutes	 
Heavy	more than 60 minutes	  

Note that these amounts reflect average preparation time and may vary, sometimes widely, from student to student. Students should thus engage in a realistic assessment of their own work patterns when planning their class schedules.

Students can also expect Honors and AP courses to require significantly more home learning than other courses and should consider carefully the full range of their commitments when planning an especially rigorous course of study. In particular, students should keep in mind the projected level of their co-curricular and extracurricular commitments as they plan for the academic year.

Recommended Courses for Students Bound for U.S. Universities

Grade 9

Credit	Course
2	Interdisciplinary Humanities I or I in Action (English/History)
1	Mathematics (according to placement)
1	Science (according to placement)
1	Modern Language (according to placement)
1/2	Performing or Art & Design
1/2	Physical Education 9
1/4	Spiritual Explorations 9
	Grade 9 Seminar

Grade 10

Credit	Course
2	Interdisciplinary Humanities II or II in Action (English/History)
1	Mathematics
1	Science

Credit	Course
1	Modern Language
1/2	Performing or Art & Design
1/2	Physical Education 10
1/4	Spiritual Explorations 10
	Grade 10 Seminar

Grade 11

Credit	Course
Credits	Course
1	Junior English, AP English Language & Composition or AP English Literature & Composition
1	Mathematics
1	Science
1	Modern Language
1	Social Studies
1/2	Performing or Art & Design (may also be deferred to grade 12)
1/2	Physical Education 11
1/4	Spiritual Explorations 11
1/2	Religion (may also be deferred to grade 12)
	Grade 11 Seminar

Grade 12

Credit	Course
Credits	Course
1	Senior English: The Individual & Society, Senior English: Journeys Across Culture, AP English Literature & Composition or AP English Language & Composition
1	Mathematics
1	Science
1	Modern Language
1	Social Studies
1/2	Performing or Art & Design (if not completed in grade 11)
1/4	Spiritual Explorations 12
1/2	Physical Education 12
1/2	Religion (if not completed in Junior year)
	Grade 12 Seminar

Suggested Guidelines for Standardized Testing for College Entrance

- **Grade 9**
 - Check with counselor
 - Normally none recommended
- **Grade 10**
 - October: PSAT
- **Grade 11**
 - October: PSAT
 - March/May: SAT
 - TOEFL/IELTS – English language proficiency tests, as needed
- **Grade 12**
 - August: SAT
 - October: SAT
 - December: SAT
 - TOEFL/IELTS – English language proficiency tests, as needed
- **TOEFL/IELTS:** One of these tests of English as a Foreign Language is required for students whose first language is not English and who have studied in the English language for fewer than five years.
- **PSAT:** All 10th and 11th Graders take the test in October. PSAT scores are sent only to students and their parents and the school, not to colleges. The PSAT offers practice for the SAT, and the diagnostic comments provided with the score report allow students to learn from their incorrect answers. The junior year sitting of the PSAT is also the qualifying test for the National Merit Scholarship Corporation for students who hold United States passports.
- **Grades 9 and 10:** Students should not take the SAT before the junior year unless there is a specific recommendation from an HKIS counselor.

For further information, please contact a counselor.

COURSE MAPPING

Mapping the Art & Design Program

Elective Group 1

Title	Credits
Art & Design Foundation	0.5
Architecture	0.5
Product Design	0.5
Ceramics	0.5
Drawing & Painting	0.5
Introduction to Photography	0.5
Coding in Action	0.5
Robotics	0.5
Graphic Design	0.5
Street Art	0.5
Introduction to Fashion & Textiles	0.5

Elective Group 2

Title	Credits
Advanced Painting	0.5
Digital Photography	0.5
Advanced Film Photography	0.5
Mobile Games Development	0.5
Mobile App Development	0.5
Advertising & Layout Design	0.5
Fashion & Textiles Studio	0.5

Elective Group 3

Title	Credits
AP Studio Art	1
AP Art History	1
Independent Studio	0.5
AP Computer Science Principles	1
Advanced Computer Science Studio	1
AI & Machine Learning	1



Total Credits **14.5**

Mapping the Band Program

Students from Grade 8 Bands ...

Option 1

Title	Credits
Beginner Band	0.5-1
Symphonic Band (with Leadership): Brass, Percussion, or Woodwinds	1
Wind Ensemble: Brass (with Leadership), Percussion or Woodwinds	1

Option 2 (Most Common)

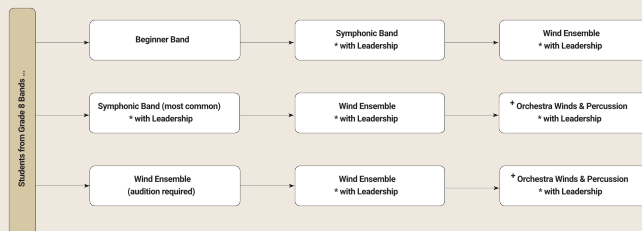
Title	Credits
Symphonic Band (with Leadership): Brass, Percussion, or Woodwinds	1
Wind Ensemble: Brass (with Leadership), Percussion or Woodwinds	1
Orchestra Winds & Percussion (with Leadership)	1

Option 3 (Audition Required)

Title	Credits
Wind Ensemble: Brass (with Leadership), Percussion or Woodwinds	1
Wind Ensemble: Brass (with Leadership), Percussion or Woodwinds	1
Orchestra Winds & Percussion (with Leadership)	1

With Leadership: Students who are already enrolled may have the option of joining the leadership team for these ensembles. Students must gain the teachers recommendation to enter this distinctive program. Students who wish to take on this leadership opportunity will be expected to follow an additional curriculum for these respective courses which will require some extra time commitments outside of class. Topics covered include servant leadership, forming a mission statement, setting goals for the year, organising events, communicating effectively, and leading sectional rehearsals. These students will be recognised for their leadership role by adding "with leadership" to their course which will appear on the transcript.

Orchestra Winds & Percussion: This course will not be offered in 2022-24 school years but we anticipate offering it in the future.



Total Credits **8.5-9**

Mapping the Choir Program Students from Grade 8 ...

Grade 9

Title	Credits
Concert Choir	0.5-1
Concert Choir	0.5-1
Men's or Women's Choir (by audition and/or MS recommendation)	1

Grade 10

If a student took Concert Choir in Grade 9, they may take:

Title	Credits
Concert Choir	0.5-1
Concert Choir (with Leadership)	1
Men's or Women's Choir (with Leadership)	1

If a student took Men's or Women's Choir in Grade 9, they may take:

Title	Credits
Men's or Women's Choir (with Leadership)	1
Madrigal Singers	1

Grade 11

If a student took Concert Choir in Grade 10, they may take:

Title	Credits
Concert Choir	0.5-1

If a student took Concert Choir (with Leadership) in Grade 10, they may take:

Title	Credits
Men's or Women's Choir (with Leadership)	1

If a student took Men's or Women's Choir in Grade 10, they may take:

Title	Credits
Men's or Women's Choir (with Leadership)	1
Madrigal Singers (with Leadership)	1

If a student took Men's or Women's Choir (with Leadership) or Madrigal Singers in Grade 10, they may take:

Title	Credits
Madrigal Singers (with Leadership)	1
Men's or Women's Choir (with Leadership)	1
Concert Choir (with Leadership)	1

Grade 12

If a student took Concert Choir in Grade 11, they may take:

Title	Credits
Concert Choir	0.5-1

If a student took Men's or Women's Choir (with Leadership) in Grade 11, they may take:

Title	Credits
Madrigal Singers (with Leadership)	1

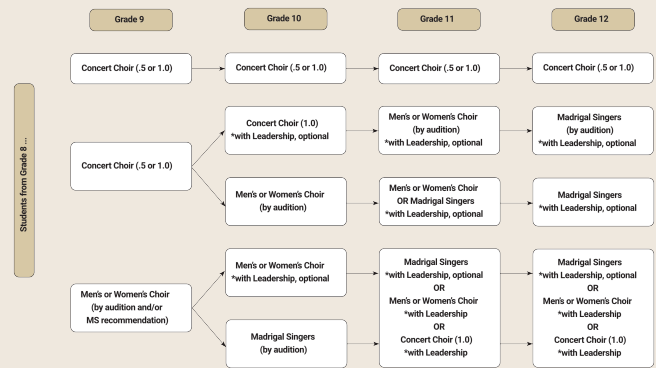
If a student took Men's or Women's Choir (with Leadership) or Madrigal Singers (with Leadership) in Grade 11, they may take:

Title	Credits
Madrigal Singers (with Leadership)	1

If a student took Madrigal Singers (with Leadership), Men's or Women's Choir (with Leadership) or Concert Choir (with Leadership) in Grade 11, they may take:

Title	Credits
Madrigal Singers (with Leadership)	1
Men's or Women's Choir (with Leadership)	1
Concert Choir (with Leadership)	1

* Students who are already enrolled in Leadership option may have the option of joining the leadership team for these ensembles. Students must gain the teachers approval to enter this distinctive program. Students who wish to take on this leadership opportunity will be expected to follow an additional curriculum for these respective courses which will require some extra time commitments outside of class. Topics covered include servant leadership, forming a mission statement, setting goals for the year, organising events, communicating effectively, and leading sectional rehearsals. These students will be recognised for their leadership role by adding "with leadership" to their course which will appear on the transcript.



Total Credits

18.5-21

Mapping the Humanities Program

An Interdisciplinary Humanities Program

We believe that an integrated curriculum provides a powerful & wide-ranging learning experience, which enables teachers & students to:

- make powerful & meaningful connections across disciplines & among fields of knowledge
- develop more complex ideas & patterns of thinking
- analyze and explore ideas from new & multiple perspectives
- connect their learning to their lives & appreciate the multifaceted & interdisciplinary nature of the world

Courses

Humanities

Interdisciplinary courses – fulfill both English and Social Studies requirements

English

4 credits required: Humanities I or Humanities I in Action required (1 credit); Humanities II required (1 credit); electives (2 credits)

Social Studies

2 credits required: Humanities I or Humanities I in Action required (1 credit); Humanities II or Humanities II in Action required (1 credit)

Religion

1 1/2 credit required: Spiritual Exploration required (1 credit); elective (1/2 credit)

Electives

See specific course descriptions for prerequisites and grade-level restrictions

Social Studies Elective

Title	Credits
Business Leadership	0.5
Community Leadership	0.5-1
Introduction to Psychology	0.5
Learning Service in Action: Hong Kong	0.5

AP Courses

Title	Credits
AP European History	1
AP Human Geography	1
AP World History: Modern	1
AP Psychology	1
AP Economics	1
AP United States History	1
AP Government & Politics	1
AP Capstone Seminar	1

Religion Electives

Title	Credits
Numerous Religion Electives	0.5

Grade 9

Humanities

Meets 'Asian Studies' graduation requirement

Title	Credits
Humanities I or Humanities I in Action (English + History)	2

English

Title	Credits
See Humanities Section Above	

Social Studies

Title	Credits
See Humanities Section Above	

Religion

Title	Credits
Spiritual Exploration 9	1

Grade 10

Humanities

Meets "American Studies" graduation requirement

Title	Credits
Humanities II or Humanities II in Action 2 (English + History)	2

English

Title	Credits
See Humanities Section Above	

Social Studies

Title	Credits
See Humanities Section Above	

Religion

Title	Credits
Spiritual Exploration 10	1

Grade 11

English

Title	Credits
Junior English or AP English Language 1 & Composition	1

Religion

Religion Elective (1/2 Religion credit) – May be taken in grade 11 or 12

Title	Credits
Spiritual Exploration 11	1

Grade 12

English

Title	Credits
Senior English: The Individual & Society or Senior English: Journey Across Cultures or Senior English: Non-Fiction or AP English Literature & Composition	1

Religion

Religion Elective (1/2 Religion credit) – May be taken in grade 11 or 12

Title	Credits
Spiritual Exploration 12	1

Summer Religion Courses

Title	Credits
Biblical Explorations	0.5
Comparative Religions	0.5
Applied Practices of Mindfulness	0.5
Moral Philosophy	0.5

Summer Elective Course

Title	Credits
Introduction to Psychology	0.5
Total Credits	23-23.5

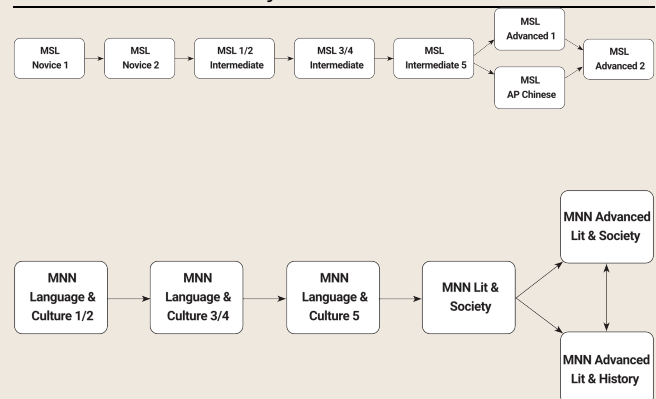
Mapping the Mandarin Program

Course Sequence: Mandarin as a Second Language (MSL)

Title	Credits
MSL Chinese Novice 1	1
MSL Chinese Novice 2	1
MSL Chinese Intermediate 1	1
MSL Chinese Intermediate 2	1
MSL Chinese Intermediate 3	1
MSL Chinese Intermediate 4	1
MSL Chinese Intermediate 5	1
MSL Advanced 1 or MSL AP Chinese	1
MSL Chinese Advanced 2	1

Course Sequence: Mandarin for Near Native Speakers (MNN)

Title	Credits
MNN Chinese Language & Culture 1	1
MNN Chinese Language & Culture 2	1
MNN Chinese Language & Culture 3	1
MNN Chinese Language & Culture 4	1
MNN Chinese Language & Culture 5	1
MNN Chinese Literature & Society	1
MNN Advanced Lit & Society or MNN Advanced Lit & History	1



Total Credits

16

Mapping the Mathematics Program

At the recommendation of the instructor, students may move from on-level to Honors, or vice-versa. With departmental approval, some students may take

two mathematics courses in the same year for interest or in order to take AP courses in more than one area of mathematics.

If a Student Completes in Grade 8... Math 8, then in Grade 9 take:

Title	Credits
Architecture 1 or Algebra or Geometry 1 or Geometry (Honors)	

Math 8+, then in Grade 9 take:

Title	Credits
Geometry (Honors)	1

Grade 10

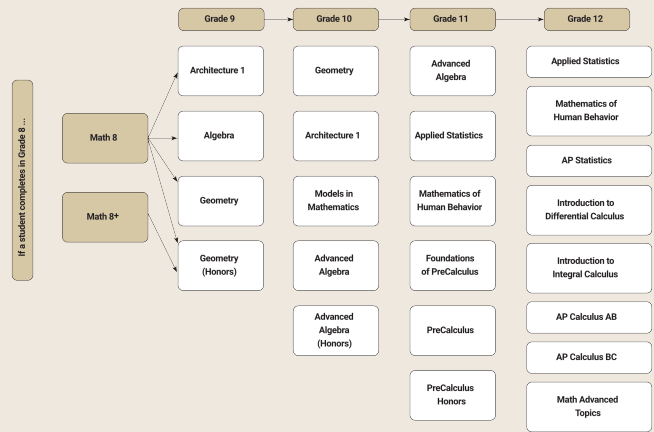
Title	Credits
Geometry	1
Architecture	0.5
Models in Mathematics	1
Advanced Algebra	1
Advanced Algebra (Honors)	1

Grade 11

Title	Credits
Advanced Algebra	1
Applied Statistics	0.5
Mathematics of Human Behavior	0.5
Foundations of PreCalculus	1
PreCalculus	1
PreCalculus (Honors)	1

Grade 12

Title	Credits
Applied Statistics	0.5
Mathematics of Human Behavior	0.5
AP Statistics	1
Introduction to Differential Calculus	0.5
Introduction to Integral Calculus	0.5
AP Calculus AB	1
AP Calculus BC	1
Math Advanced Topics	1



Total Credits **4**

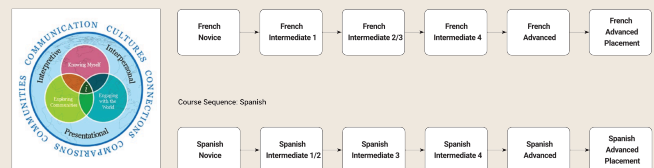
Mapping the Romance Languages Program

Course Sequence: French

Title	Credits
French Novice	1
French Intermediate 1	1
French Intermediate 2	1
French Intermediate 3	1
French Intermediate 4	1
French Advanced	1
AP French Language & Culture	1

Course Sequence: Spanish

Title	Credits
Spanish Novice	1
Spanish Intermediate 1	1
Spanish Intermediate 2	1
Spanish Intermediate 3	1
Spanish Intermediate 4	1
Spanish Advanced	1
AP Spanish Language & Culture	1



Total Credits **14**

Mapping the Science Education Program

Two years of science, one of which must be Biology or Biology Honors, are required during the student's high school career. After grade 9, students may take two or more science courses at the same time, if they meet the minimum requirements with teacher approval.

Movement along the pathways above is dependent on the completion of the prerequisites outlined in this handbook.

Grade 9

Title	Credits
Earth & Space Science	1
Biology	1
Biology (Honors)	1
Chemistry (Honors)	1

Grade 10

If a student took Earth & Space Science in Grade 9, they may take:

Title	Credits
Biology	1
Chemistry	1
Biology (Honors)	1
Chemistry (Honors)	1

If a student took Biology in Grade 9, they may take:

Title	Credits
Earth & Space Science	1
Chemistry	1
Chemistry (Honors)	1

If a student took Biology Honors in Grade 9, they may take:

Title	Credits
Earth & Space Science	1
Chemistry	1
Chemistry (Honors)	1
AP Environmental Science	1
AP Biology	1

If a student took Chemistry Honors in Grade 9, they may take:

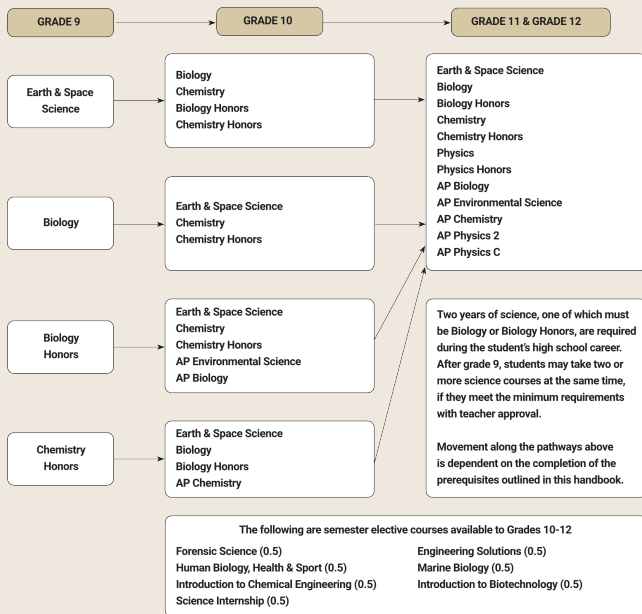
Title	Credits
Earth & Space Science	1
Biology	1
Biology (Honors)	1
AP Chemistry	1

Grade 11 & Grade 12

Title	Credits
Earth & Space Science	1
Biology	1
Biology (Honors)	1
Chemistry	1
Chemistry (Honors)	1
Physics	1
Physics (Honors)	1
AP Biology	1
AP Environmental Science	1
AP Chemistry	1
AP Physics 2	1
AP Physics C	1

The following are semester elective courses available to Grades 10-12

Title	Credits
Forensic Science	0.5
Human Biology, Health & Sport	0.5
Introduction to Chemical Engineering	0.5
Semester Science Internship	0.5
Engineering Solutions	0.5
Marine Biology	0.5
Introduction to Biotechnology	0.5



Total Credits **9.5**

Mapping the Strings Program Students from Grade 8 ...

Option 1

Title	Credits
String Ensemble	1
Chamber Strings (with Leadership)	1
Orchestra (Gr. 10-12) (by Audition) (with Leadership)	0.5

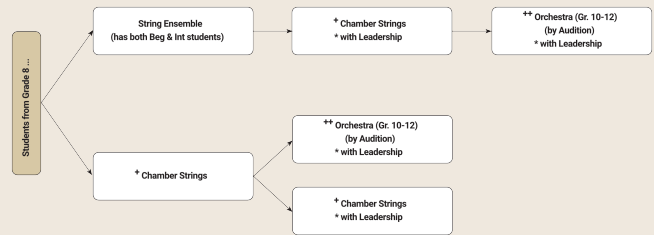
Option 2

Title	Credits
Chamber Strings	1
Orchestra (Gr. 10-12) (by Audition) (with Leadership) or Chamber Strings (with Leadership)	0.5-1.00

+ Chamber Strings and Orchestra require the same proficiency level. Students will choose the appropriate class based on their level of commitment and overall schedule.

++ Orchestra will not be offered in 2023-24 school years but we anticipate offering it in the future.

* Students who are already enrolled in Leadership may have the option of joining the leadership team for these ensembles. Students must gain the teachers approval to enter this distinctive program. Students who wish to take on this leadership opportunity will be expected to follow an additional curriculum for these respective courses which will require some extra time commitments outside of class. Topics covered include servant leadership, forming a mission statement, setting goals for the year, organising events, communicating effectively, and leading sectional rehearsals. These students will be recognised for their leadership role by adding "with leadership" to their course which will appear on the transcript.



Total Credits **4-4.5**

Mapping the Student Wellbeing Program

Grade 9

Title	Credits
Physical Education 9	0.5
Grade 9 Seminar	
Spiritual Exploration 9	1

Grade 10

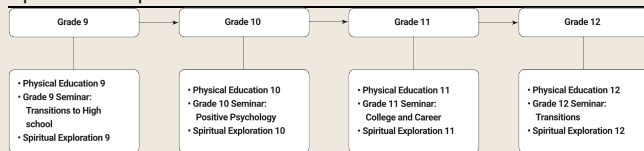
Title	Credits
Physical Education 10	0.5
Grade 10 Seminar	
Spiritual Exploration 10	1

Grade 11

Title	Credits
Physical Education 11	0.5
Grade 11 Seminar	
Spiritual Exploration 11	1

Grade 12

Title	Credits
Physical Education 12	0.5
Grade 12 Seminar	
Spiritual Exploration 12	1



Total Credits	6
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Mapping the Theatre Arts Program Students from Grade 8 ...

Performance Track

Choose from:

Title	Credits
Effective Speech	0.5
Drama Workshop 1	0.5
Drama Production: Musical	0.5
Drama Production: Play, Non-Musical	0.5

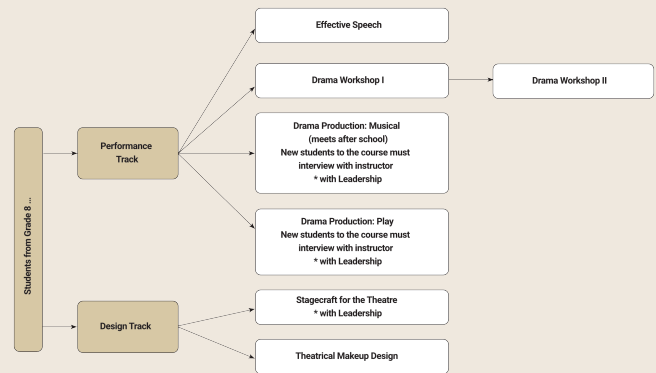
If a student takes Drama Workshop 1, they will then take:

Title	Credits
Drama Workshop 2	0.5

Design Track

Title	Credits
Stagecraft	0.5
Makeup Design & Application	0.5

* Students who are already enrolled in Leadership Options may have the option of joining the leadership team for these ensembles. Students must gain the teachers approval to enter this distinctive program. Students who wish to take on this leadership opportunity will be expected to follow an additional curriculum for these respective courses which will require some extra time commitments outside of class. Topics covered include servant leadership, forming a mission statement, setting goals for the year, organising events, communicating effectively, and leading sectional rehearsals. These students will be recognised for their leadership role by adding "with leadership" to their course which will appear on the transcript.



Total Credits	3.5
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Mapping Your Four-Year Program

This four-year outline is a guideline for your planning and is only intended to help you to think through the complete high school learning experience. Recommendations of teachers, class sizes, etc., may require a revision of your plans. The classes you list are tentative and subject to change. In grade 9, students must take between 6.75 and 7.75 credits. In grades 10 to 12, students must take at least 6.25 credits per year.

Each course description throughout the handbook includes an indication of the approximate amount of time students can expect to spend preparing for each class period. The symbol system offers a guideline that can assist students with planning their course of study. Note that these amounts reflect average preparation time and may vary, sometimes widely, from student to

student. Students should thus engage in a realistic assessment of their own work patterns when planning their class schedule.

Grade 9

Title	Credits
Humanities I or Humanities I in Action (English + History)	2
Algebra I, Geometry, or Honors Geometry	1
Earth & Space Science, Biology, Biology Honors, or Chemistry Honors	1
Mandarin, Spanish or French	1
Performing/Visual Arts or Technology	0.5-1.00
Spiritual Exploration 9 AND Physical Education 9 AND Grade 9 Seminar	0.75

Grade 10

Title	Credits
Humanities II or Humanities II in Action (English + History)	2
Geometry, Math Models, Advanced Algebra, or Advanced Algebra Honors	1
Earth & Space Science, Biology, Biology Honors, Chemistry, or Chemistry Honors	1
Mandarin, Spanish or French	1
Performing/Visual Arts or Technology	0.5-1.00
Spiritual Exploration 10 and Physical Education 10 and Grade 10 Seminar	0.75

Grade 11

Title	Credits
Junior English or AP English Language & Composition	1
Math Models, Advanced Algebra, Foundations of Pre-Calculus, Pre-Calculus, or Pre-Calculus Honors	1
Spiritual Exploration 11, and One Religion Elective, Physical Education 11, and Grade 11 Seminar	0.75-1.25

Grade 12

Title	Credits
Senior English or AP English Literature & Composition	1
Spiritual Exploration 12 and One Religion Elective, Physical Education 12, and Grade 12 Seminar	0.75-1.25
Total Credits	21-23

COURSES PROJECTED FOR ACADEMIC YEAR 2023-24

Advanced Algebra

Subject Area

Mathematics

Credits 1

Prerequisites

Successful completion of Geometry (B+ or better)

Home Learning Moderate

Course Description

Advanced Algebra builds upon the math concepts introduced in Algebra and reinforced in Geometry. Students further develop their understanding of the logic and structure of math by investigating patterns and sequences, quadratic functions and equations, periodic functions and trigonometry, exponential and logarithmic functions, and a variety of more complex equations.

Learning Outcomes

The Advanced Algebra course will enable the student to:

- Explore discrete and continuous functions, and their representations.
- Recognize trends in two-variable data sets to select a model of fit.
- Use technology to apply regression techniques to model two variable data sets and predict unobserved outcomes.
- Explore functions including linear, quadratic, and exponential relationships from a variety of perspectives-graphical, numerical and analytical.
- Apply notions of transformations within various classes of functions to analyze their mathematical properties.
- Use and apply triangle trigonometry to solve problems.
- Make sense of periodic phenomena and apply them to model real-world problems.
- Solve systems of equations and apply these systems to real-world problems.
- Understand the properties of logarithms and apply them to real-world problems.

Assessment

A variety of ongoing and frequent assessments, both formative and summative, will be used to develop students' ability to communicate and apply their understanding of topics being studied.

Advanced Algebra (Honors)

Subject Area

Mathematics

Credits 1

Prerequisites

B+ or higher in Geometry (Honors) or A in Geometry and department recommendation

Home Learning Heavy

Course Description

The Honors Advanced Algebra course is designed to develop “higher-order” thinking. The context students will use to explore this level of thinking is algebra. The learning methods revolve around investigation and exploration of patterns and will not focus solely on the generation of answers. In collaboration with learning partners, students will investigate, collect data, make conjectures, and search for models. The Honors Advanced Algebra course provides a strong foundation in concepts including functions, transformations, polynomials, trigonometry, vectors, logarithms, matrices, sequences and series and probability. The instruction is student-centered with open-end investigations and discovery learning. Critical thinking and problem-solving strategies are greatly emphasized.

Learning Outcomes

Through this course, students will:

- Develop and apply a variety of problem-solving strategies,
- Solve problems and conduct investigations, to deepen their understanding of mathematical concepts,
- Learn and use a variety of electronic learning tools to investigate mathematical ideas and to solve problems,
- Make connections among mathematical concepts and procedures, and relate mathematical ideas to other subject areas,
- Communicate their thinking and understanding verbally, graphically, numerically and symbolically, and
- Reflect on their learning and self-assess their understanding regularly.

Assessment

Honors Advanced Algebra course provides a number of opportunities for students to demonstrate their

understanding by completing quizzes, projects and tests. Assessment for learning and as learning include investigations, peer evaluations, problem-solving and teacher observations. Assessments are ongoing and frequent to check student learning and understanding.

Advanced Computer Science Studio

Subject Area

Art & Design

Credits 1

Prerequisites

1.0 Credit of Coding Experience (1 year) - This experience may be gained by completing two (2) of any of the following courses: Robotics, Coding in Action, Mobile App Development or Mobile Games Development.

Home Learning Moderate

Course Description

Advanced Computer Science Studio provides students interested in a career in the ICT industry opportunities to build upon their experience developing applications and systems in new and novel ways. Through a series of project-based challenges students will learn how to connect familiar technologies such as mobile apps and microcontrollers to each other and to the world around them. Students will publish an online portfolio of work in which they design and develop full stack systems that incorporate technologies such as microcontrollers, sensors, network communication, databases, cloud computing, blockchain, AI and machine learning.

Learning Outcomes

Students will:

- Develop mobile applications with the Swift programming language.
- Use relational databases to structure and query data.
- Create client-server based systems that communicate over networks including the Internet.
- Explore practical applications for technologies such as blockchain, cloud computing, machine learning and computer vision.
- Use version control (GitHub) to manage and publish work.
- Apply modern project management methodologies.
- Publish an online portfolio of work.

Assessment

Students will be assessed through a range of activities and assessment types such as practical programming activities, extended projects, presentations, written compositions and tests.

Grades

10, 11, 12

Advanced Film Photography

Subject Area

Art & Design

Credits 0.5

Prerequisite Courses

Introduction to Photography

Home Learning Moderate

Course Description

This course builds on the Introduction to Photography course and offers students an opportunity to work with film photography at a more advanced level. Students will explore new film formats, camera types and shooting techniques. They will also utilize advanced printing and processing techniques such as split filtration, image masking, solarization, toning and push processing. Further areas of focus will include the development of a personal aesthetic style as well as the investigation of conceptual and thematic ideas. Additionally, students will pursue in-depth research on both historical and contemporary photographers and ideas.

Learning Outcomes

Students will:

- Make informed judgments based on an understanding of the aesthetic elements and principles of art and design.
- Consider their own work in relation to photographers from a variety of times, places and cultures
- Translate complex ideas and themes into visual imagery that communicates meaning
- Capitalize on the potential of materials, tools and technology through a process of experimentation and research.
- Understand and apply advanced printing and processing techniques to their own work.

Assessment

Students are expected to keep a photo notebook in which they record their ideas, experiments, research and self-reflections. Areas of assessment will include:

- Studio Work.
- Photo Notebooks.
- Critiques.
- Written Reflections.
- Presentations.

Grades

10, 11, 12

Advanced Painting

Subject Area

Art & Design

Credits 0.5

Prerequisite Courses

Drawing & Painting

Home Learning Moderate

Course Description

This is an advanced painting course with an emphasis on student directed projects. The course will introduce a range of advanced techniques and processes, while also focusing on the development of a personal studio process with strong connections to contemporary ideas. As such, a central component will be on making connections between personal work and a contemporary art historical context. To facilitate this objective, the course is designed to be supplemented with slide presentations, class discussions, research and written assignments. There will also be multiple class critiques as the semester progresses

Learning Outcomes

Students will:

- Generate, analyze and implement ideas for their own work.
- Develop and refine technical drawing and painting skills.
- Research and analyze the work of artists with an emphasis on contemporary ideas.
- Understand and apply a variety of skills, media, techniques and processes.
- Experiment, take risks and problem solve in the studio to make informed decisions about media and techniques.
- Present and reflect on their work and the work of others through critique, written reflections and discussions.

Assessment

- Studio Work.
- Digital portfolios (research, experimentation, reflection and analysis).
- Sketchbooks (research, development of ideas, reflections, written assignments).
- Critiques.
- Presentations.
- Class Discussions.

Grades

9, 10, 11, 12

Advertising & Layout Design

Subject Area

Art & Design

Credits 0.5

Prerequisite Courses

Graphic Design

Home Learning Moderate

Course Description

Through life-like design briefs students will be guided through the design process to explore independent and original solutions to a variety of creative projects. They will build on their existing technical skills with Adobe Illustrator in addition to learning InDesign and Photoshop software to learn how the Adobe Creative Suite works cohesively to help create a variety of advertising products including package design, concert posters, multiple-page magazine layouts and print advertisements for a variety of products.

Learning Outcomes

- Respond to a range of starting points from a range of Primary and Secondary sources in order to explore or develop their own personal ideas for independent work.
- Demonstrate the ability to research ideas, experiment through both spontaneous and structured activities and evaluate the appropriateness of their findings.
- Create a variety of creative printed media for unique design assignments.
- Develop creative skills in problem solving, while managing time and resources.
- Reflect on themes and issues encountered during each project and evaluate creative development and processes.

Assessment

The assessment of student achievement is based on:

- Design Concept: Research tasks on design/ designers, gallery reviews, handouts, development of ideas. Understanding the Design Brief and brainstorming and developing ideas to fulfill the brief.
- Design Process: This will include research, evaluating and refining ideas, exploring techniques, written assignments.
- Design Product: Art-making, applying technical skills and concepts.

- Presentation: Class presentation (group and individuals), marketing presentation. This will include performance tasks such as oral presentations, class critiques, visual presentation and exhibitions.

Grades

9, 10, 11, 12

AI & Machine Learning

Subject Area

Art & Design

Credits 1

Prerequisites

1.0 Credit of Coding Experience (equivalent to 1 year) - This experience may be gained by completing two (2) of any of the following courses: Robotics, Coding in Action, Mobile App Development or Mobile Game Development.

Home Learning Moderate

Course Description

Data Science and Artificial Intelligence (AI) provides students interested in a career in the ICT industry an opportunity to explore technologies in the fields of Data Science, Machine Learning, and Artificial Intelligence. Following a project-based approach, students will gain hands-on experience combining cutting-edge machine learning techniques with Design Thinking to develop their own creative solutions to real-world challenges such as health, sustainability and the environment.

Learning Outcomes

Students will:

- Learn to program in Python.
- Analyze, manipulate and visualize large and complex real-world data sets.
- Learn how a variety of machine learning methods work.
- Create machine learning models and use them to make predictions based on data.
- Create neural networks to solve computer vision challenges.
- Explore the ethical challenges posed by AI systems such as 'deep fake' technology.
- Develop AI 'agents' that use machine learning techniques to act intelligently on the physical world around them.
- Apply Design Thinking to design creative solutions to open-ended real-world challenges using AI and machine learning.
- Publish an online portfolio of work.

Assessment

Students will be assessed through a range of activities and assessment types such as practical programming activities, extended projects, presentations, written compositions and tests.

Grades

10, 11, 12

Algebra

Subject Area

Mathematics

Credits 1

Prerequisites

This course is required of all High School students unless placed at a higher level upon enrollment.

Home Learning Light

Course Description

The Algebra course focuses on an introduction to the major concepts and techniques of symbolic mathematics. A variety of approaches are used to support student learning including investigations, discussion, group and computer activities and drill along with the integration of technology whenever appropriate. As much as possible, connections are made with real-world applications.

Learning Outcomes

The Algebra course will enable the student to

- Represent and interpret data in a variety of ways.
- Understand as well as manipulate the symbols of algebra.
- Understand linear and quadratic relationships from a variety of perspectives-graphical, numerical, and analytical.
- Perform basic transformations of graphs.
- Apply proportional reasoning.
- Understand rate of change of a linear function as a quotient of two measures.
- Find values of functions and interpret their real-world meanings.
- Use tools of single variable data analysis.
- Select appropriate graphical representations of data.

Assessment

Daily assessment will occur through problem sets, projects, class activities, investigations, and drill activities. Formative and summative assessments will be given to determine whether learning targets are being met. Online resources will be used for skill building.

AP Art History

Subject Area

Art & Design

Credits 1

Prerequisites

A minimum grade of a B in Humanities or English Note for the ten-grade entry: Students must have a minimum of an A- in Humanities I or Humanities I in Action.

Home Learning Heavy

Course Description

This course is designed to provide an introductory college level course in art history. It will provide an understanding and appreciation of architecture, sculpture, painting and other art forms within historical and cultural contexts. In this class students will examine major forms of artistic expression from the past to the present and from a variety of cultures. The three particular, though not equal, areas of study are: Ancient Through Medieval, Renaissance to Present and Non-European Artistic Traditions. The class will involve students in a range of activities including reading, critique, presentation, independent research, class and group discussions and writing. Our sources of information will include slides, texts, videos, biographies, memoirs, galleries and museums. Students must take the three-hour culminating examination as set by the College Board. An optional overseas trip will be offered to either France or Italy if enough students sign up for the trip. This unique opportunity to view the real works of art studied, will be advantageous in consolidating key concepts examined during the Art History course.

Learning Outcomes

Students will:

- Look at works of art critically.
- Analyze what they see from a knowledgeable perspective.
- Describe the chronological development of art history.
- Understand the influence of religion, historical events and communities in the development of artistic expression.

Assessment

Students will be assessed using a variety of activities and assessment tools, some of which may include

critiques, presentations, independent research assignments, group discussions, writing tasks, tests and quizzes.

Grades

10, 11, 12

AP Biology

Subject Area

Science

Credits 1**Prerequisites**

A grade of B or higher in Biology Honors and Chemistry Honors, B+ or higher in Biology and Chemistry, or departmental approval. Biology students are required to complete a summer work packet as a supplement to their biology course preparation. Note for tenth-grade entry: From Honors Biology with department recommendation, and for those who have not taken Chemistry Honors, will need to register for Chemistry Honors concurrently in the same year.

Home Learning Heavy**Course Description**

AP Biology is an introductory college-level biology course where students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology and interactions.

Learning Outcomes

Students develop and apply the science practices throughout the course covering the four big ideas that underscore the biology unit concepts. These include the process of:

- How do biological systems use energy and molecular building blocks to grow, reproduce and maintain dynamic homeostasis?.
- How do living systems store, retrieve, transmit, and respond to information essential to life processes?
- How do biological systems interact, and these systems and their interactions exhibit complex properties?
- How evolution drives the diversity and unity of life?

Assessment

The course will have core unit formative/summative assessments, inquiry-based laboratories, and a mock examination in April using AP level questions and essay prompts.

Grades

10, 11, 12

AP Calculus AB

Subject Area

Mathematics

Credits 1

Prerequisites

B+ or higher in PreCalculus and department recommendation

Home Learning Heavy

Course Description

The AP Calculus courses are conducted in the spirit of the calculus reform movement at the college level in the US as reflected in the recommendations made by the College Board. The course leads to the AP exam, on which a student may earn college credit or advanced placement.

Learning Outcomes

AB Calculus will enable the student to:

- Work with functions represented in a variety of ways: graphical, numerical, analytical and verbal.
- Understand the meaning of the derivative in terms of a rate of change and use it to solve a variety of problems.
- Understand the meaning of the definite integral as a limit of Riemann sum and as a net accumulation and use it to solve a variety of problems.
- Understand the relationship between the derivative and the definite integral.
- Communicate mathematics both orally and in written form.
- Model a written description of a physical situation with a function, differential equation or an integral.
- Use technology to solve problems, experiment, interpret results, and verify conclusions.
- Appreciate calculus as a coherent body of knowledge and as a human accomplishment.

Assessment

A variety of assessment techniques is used in AB Calculus, including investigations, assignments, presentations of problem solutions (both written and oral), as well as more traditional tests and quizzes. The AP exam is required of all students enrolled in the course. An end-of-year project follows the AP exam in May.

AP Calculus BC

Subject Area

Mathematics

Credits 1

Prerequisites

B+ or higher in PreCalculus (Honors) and department recommendation

Home Learning Heavy

Course Description

The AP Calculus courses are conducted in the spirit of the calculus reform movement at the college level in the US as reflected in the recommendations made by the College Board. The content of the Calculus BC course extends one college-level course beyond that of Calculus AB.

Learning Outcomes

In addition to the objectives for the AB Calculus course, the BC course will enable the student to:

- Analyze planar curves given in parametric, polar, and vector form.
- Interpret and solve differential equations using further methods, including slope fields and Euler's method.
- Extend the concept of integration to a greater variety of applications and techniques.
- Determine and use Taylor polynomial approximations of functions.
- Investigate the underlying principles of calculus, particularly the use of limits applied to series, along with the concepts of convergence and divergence.

Assessment

A variety of assessment techniques is used in AP Calculus, including investigations, journals, portfolios, projects, assignments, presentations of problems (both written and oral) as well as more traditional tests and quizzes. The AP exam is required of all students enrolled in the course. Investigations into further mathematical topics follow the AP exam in May.

AP Capstone Research

Subject Area

Cross Curricular Courses

Credits 1

Prerequisites

Completion of AP Capstone Seminar Course

Home Learning Moderate to Heavy

Course Description

In this course, students will “cultivate the skills and discipline necessary to conduct independent research and inquiry in order to produce and defend their scholarly work. It allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this enquiry, they further the skills they acquired in the AO Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of approximately 4,000-5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense (AP Research. Course and Exam description, p.8)”.

Assessment

Assessment overview for the AP exam:

Academic Paper - 75% of score

Presentation and Oral Defense - 25% of score

Classroom Assessment (non-AP)

The key to succeed in this class is to be engaged in classroom learning and to be prepared by completing assignments. There will be discussions, in-class activities, presentations as well as written assignments. Students will maintain a PREP journal to record their research and reflections on their learning in class. This is an integral part of the research process. Students will provide peer-review feedback, revise their own work and evaluate their own work based on the rubrics developed by the College Board (for the AP and POD). At times, students might be graded on the quality of the feedback they provide. For other assignments, students will evaluate themselves using the Rubrics

developed by the teacher and/or by the students. Throughout the year, the teacher will also provide students with regular and individual feedback as well as overall instruction. Grades will be calculated following our High school policy based on formative and summative assessments.

Grades

11, 12

AP Capstone Seminar

Subject Area

Cross Curricular Courses

Credits 1

Prerequisites

Sophomores must take Humanities II or Humanities II in Action concurrently with this course. Freshman need an A- in Humanities I or Humanities I in Action; juniors need a B+ in Humanities II or Humanities II in Action; seniors need a B+ in AP Language and Composition or Junior English.

Home Learning Heavy

Course Description

This course is completely focused on developing a student's skills in critical thinking, communication, collaboration and creativity. Students develop and refine their investigative and analytical skills through the interdisciplinary study of a variety of themes, which are often current global topics. Students analyze the complexity of an issue that presses beyond understanding a single perspective toward an awareness of the cultural, economic, political, and social factors that give poignancy to the most pressing global challenges facing contemporary humanity. Individual ability to transfer skills and make connections between disciplines is greatly enhanced through the Seminar course. Students articulate their learning through writing, discussion, presentation and reflection. Collaboration is another critical component in the Seminar course where students complete a team research project as part of the overall course assessments.

College Board Assessments

Assessment overview for the AP Exam:

Performance Task I - 20% of AP Score Team Project and Presentation

Performance Task 2 - 35% of AP Score Individual Research-Based Essay and Presentation

End of Course Exam - 45% of AP Score

Classroom Assessments (non-AP)

To be successful in this class, students must come prepared to engage in discussion and critical thinking. While there is no prescribed content that must be mastered, there are thinking, writing and speaking skills that need to be developed. Students are

encouraged to keep pace with reading and writing assignments to enhance the richness of the classroom experience. Formative assessments will help students to hone the skills required for the larger summative assessments and allow ample opportunity for feedback. The summative assessment in the first semester mirror the live assessments completed in the second semester for the College Board using the same rubrics. Summative assessments in the second semester will range from assignments that complement the live assessments to the quality of feedback a student provides to a peer. Students will receive regular feedback throughout the year whether it is individual or overall class instruction. Course grades will be calculated following the HKIS high school policy on formative and summative assessments.

Grades

10, 11, 12

AP Chemistry

Subject Area

Science

Credits 1

Prerequisites

Grade of B+ in Chemistry Honors or a grade of A- in Chemistry, or departmental recommendation. Ability in math will be a consideration in the recommendation of this course. Note for tenth-grade entry: From Honors Chemistry with department recommendation, and for those who have not taken Biology, will need to register for Biology Honors concurrently in the same year.

Home Learning Heavy

Course Description

AP Chemistry is an introductory college-level course where students cultivate their understanding of chemistry through inquiry-based investigations as they explore topics involving scale, proportion, quantity; structure and properties; transformations and energy.

Learning Outcomes

Students develop and apply the science practices throughout the course to the four big ideas that underscore the chemistry unit concepts. These include scale proportion, quantity; structure and properties; transformations and energy. The science practices include: models and representations; question and method; representing data and phenomenon; model analysis; mathematical routines; and argumentation.

Assessment

The course will have formative/summative assessments, inquiry-based laboratories and a mock examination in April using AP level questions and essay prompts.

Grades

10, 11, 12

AP Chinese Language & Culture

Subject Area

World Languages – Mandarin

Credits 1

Prerequisites

Successful completion of Intermediate 5 with a B+ or higher and department recommendation

Home Learning Moderate

Course Description

AP Chinese Language and Culture Class are conducted entirely in Mandarin focusing on developing a greater range of conventional social usage and transition to language that is stylistically more formal at times. Units include: Families in Different Society, Influence of Beauty & Art, The Influence of Culture & Language, the How Science and Technology Affect People's Life, Factors that Impact Quality of Life and Environmental, Political and Societal Changes. Chinese culture is an important aspect in this course which is embedded in each topic including practice, products, value and beliefs. Texts, teaching materials, and activities introduced in this course are intended to develop students' advanced communication skills through various language activities and authentic materials.

Sample Learning Outcomes

At the conclusion of this course, students should be able to:

- Contrast and compare Chinese values and perspectives with their own.
- Acquire familiarity with language that reflects more formal, written style.
- Exchange information in conversations and discussions on a variety of familiar and concrete topics.
- Narrate, describe and comment on a variety of concrete, and occasionally abstract topics relating to real life situation.
- Interprets a variety of authentic or modified authentic sources and follow the messages in various time frames.
- Describe the product, practice and perspectives of Chinese culture and make comparison to that of their own culture.
- Use connected sentences to form a cohesive paragraph.
- Be proficient in the use of Chinese input in computer applications.

Grades

9, 10, 11, 12

AP Computer Science Principles

Subject Area

Art & Design

Credits 1**Prerequisites**

Departmental approval and successful completion of at least two semester of coding. This experience could be gained through any of the following: Robotics, Coding in Action, Mobile App Development, and Mobile Games Development.

Home Learning Heavy**Course Description**

AP Computer Science Principles introduces students to the foundational concepts of computer science through a multidisciplinary approach and will challenge students to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, Computer Science Principles will prepare students for college and career.

Learning Outcomes

Students will:

- Learn creative aspects of programming in Swift Including: algorithms, abstraction, large data sets to analyse trends, the internet, cybersecurity concerns, and how computers impact their community, society and the world.
- Develop computational thinking skills.
- Think creatively to solve problems.
- Create computational artifacts.
- Develop communication and collaboration skills.

Assessment

Grades will be determined by a series of practice projects, quizzes and tests as well as collaborative group work and individual achievements. All students enrolled in this course are required to take the AP exam. The AP Computer Science Principles Assessment comprises of two parts: a through-course AP assessments as well as an end of course multiple-choice exam.

Grades

11, 12

AP Economics

Subject Area

Social Studies

Credits 1**Prerequisites**

B+ in Humanities II or Humanities II in Action, AP Language and Composition or Junior English. A B or B+ in the current math course is also suggested.

Home Learning Moderate**Course Description**

This year-long course in economics covers the skills and concepts of Microeconomics and Macroeconomics that form the basis of the tasks on the AP exams. Topics in Microeconomics give students a thorough understanding of the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and function of product markets and includes the study of factor markets and the role of the government in promoting greater efficiency and equity in the economy. Topics in Macroeconomics give students a thorough understanding of the principles of economics that apply to an economic system as a whole, placing particular emphasis on the study of national income and price determination and also developing familiarity with economic performance measures, economic growth, and international economics. Every student is required to take both AP exams in May.

Learning Outcomes

Students will:

- Be able to apply economic theory to their personal lives and current news events.
- Create and interpret graphs to support economic theory.
- Use economic theory to gain a greater understanding of the decisions that shape our world.
- Use technology to gather information and present results in an organized manner.

Assessment

- Formative quizzes.
- Class participation.
- Current event analysis.
- Multimedia project.

- Unit Assessments.
- Students are required to take the AP exam(s) in May.

Grades

11, 12

AP English Language & Composition

Subject Area

English

Credits 1

Prerequisites

B+ in previous English course

Home Learning Moderate

Course Description

English Language cultivates the reading and writing skills that students need for college success and for intellectually responsible engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts, and reflective writers. The reading and writing students do in the course will deepen their understanding of how written language functions rhetorically: to communicate writers’ intentions and elicit readers’ responses in particular situations. The course cultivates the rhetorical understanding and use of written language by directing students’ attention to writer/ reader interactions in their reading and writing.

Learning Outcomes

Students will:

- Develop formal and informal writing in the forms of narrative, expository, analytical, and argumentative pieces.
- Demonstrate independent response and critical thinking about various concepts.
- Develop an understanding of nonfiction writing and how an author can use various rhetorical techniques to craft an argument.
- Work toward establishing a personal voice and writing style by practicing the writing process (prewriting, drafting, editing, revising, and publishing).
- Develop research skills and the ability to evaluate, use, and cite primary and secondary sources.

Assessment

Student assessment will include:

- Short Answer responses.
- Timed essays.
- Formal essays.
- Presentations (individual).
- Projects.
- Participation in class and small group discussions.

- Students must take the AP English Language and Composition exam in May.

AP English Literature & Composition

Subject Area

English

Credits 1

Prerequisites

B+ in AP Language and Composition or Junior English

Home Learning Moderate

Course Description

AP English Literature and Composition is designed to engage “students in the careful reading and critical analysis of imaginative literature” (College Board Course Description) in order to prepare them for college-level communication and analysis. Students will examine works of recognized literary merit from a wide variety of time periods, genres and backgrounds. More importantly, they will get to know a few works well. Students will “read deliberately and thoroughly, taking time to analyze a work’s complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form” (College Board Course Description). Through a considerable amount of close reading, focused writing and involved discussion, students will learn to identify stylistic elements of prose and poetry such as the use of figurative language, imagery, symbolism and tone. Students must take the Advanced Placement Examination in English Literature and Composition in May.

Summer Reading Requirement

1 text required

Learning Outcomes

Students will:

- Write to understand, to explain, and to evaluate literature.
- Demonstrate independent response and critical thinking about various texts and concepts.
- Work towards establishing a personal voice and writing style by practicing the writing process (prewriting, drafting, editing, revising and publishing); practice various genres of writing, including imaginative, persuasive, reflective, descriptive and analytical.
- Develop skills of analysis, synthesis and evaluation through the appreciation and examination of how language is used in poetry, fiction and drama.

Assessment

Student assessment will include:

- Short Answer responses.
- Timed essays.
- Formal essays.
- Presentations (individual).
- Projects.
- Participation in class and small group discussions.
- Students must take the AP Literature and Composition exam in May.

AP Environmental Science

Subject Area

Science

Credits 1

Prerequisites

Grade of B+ in Biology, B in Biology Honors, and B in Chemistry Honors or Chemistry Note for tenth-grade entry: From Honors Biology with teacher recommendation, and for those who have not taken Chemistry, will need to register for Chemistry or Chemistry Honors concurrently in the same year.

Home Learning Moderate

Course Description

AP Environmental Science is an introductory college-level interdisciplinary science course in which students identify and analyze environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them.

Learning Outcomes

Throughout the course, students develop and apply the science practices to the four big ideas that underscore the Environmental Science unit concepts; energy transfer, interactions between Earth systems, interactions between different species and the environment, and sustainability.

Assessment

The course will have core unit formative/summative assessments, inquiry-based laboratories and a mock examination in April using AP level questions and essay prompts.

Grades

10, 11, 12

AP European History

Subject Area

Social Studies

Credits 1

Prerequisites

Grade 10 students must take Humanities II or Humanities II in Action concurrently with this course. Grade 9 students need an A- in Humanities I or Humanities I in Action; Grade 11 students need a B+ in Humanities II or Humanities II in Action; Grade 11 students need a B+ in AP Language and Composition or Junior English.

Home Learning Heavy

Course Description

This course focuses on the major themes of European History from the High Renaissance (1450) to the 2000s. This course also traces the development of Europe through the major categories of historical studies in a broad intellectual, cultural, political, diplomatic, social and economic context.

Learning Outcomes

Students will:

- Acquire an adequate knowledge of the general narrative of European history from 1450 to the 2000s.
- Gain an awareness and understanding of European contacts with other areas of the world.
- Establish a plausible relationship between facts and events and demonstrate the appropriate use of historical concepts and generalizations in such a process.
- Make critical use of historical evidence, such as documentary materials, maps, statistical tables, pictures and political cartoons in support of arguments and judgments.
- Write logical, analytical and coherent essays.

Assessment

- Summative and formative assessments.
- Individual and group presentations.
- Simulations.
- Class participation and group discussions.
- Mid-year assessment, final assessment.
- Take the AP European History Exam in May (Mandatory).

Grades

10, 11, 12

AP French Language & Culture

Subject Area

French

Credits 1

Prerequisites

B+ or higher in French Advanced and department recommendation

Home Learning

Moderate to Heavy

Course Description

In French Advanced and AP French Culture and Language courses, students will explore the French and Francophone world through the following units: of relationships and choices, new technologies and social media, the influence of fashion, voluntary work, French heritage, contemporary life and environmental issues. The students will continue to develop their interpretive interpersonal and presentational skills through authentic texts. They will apply new vocabulary and language functions gained from various authentic materials to further develop their language proficiency by asking and answering follow-up questions, exchanging information, making conversations, dealing with unfamiliar situations, discussing and collaborating in group settings. Students will demonstrate what they can do through a variety of real-life related tasks. Students in AP French Culture and Language Course must sit for the AP exam in May of the year in which they receive AP designation on their transcripts.

Learning Outcomes

Students will:

- Discuss families in different societies.
- Understand the influence of language on culture and identity.
- Comprehend the influences of beauty and art.
- Analyze how science and technology affect our lives.
- Contrast the factors that impact the quality of life.
- Describe environmental, political and societal challenges.
- Write well-constructed grammatically correct emails and persuasive essays based on sources.
- Review grammar to improve accuracy in written and oral assessments.
- Express ideas in both the oral and written mode with accuracy and fluency.
- Have a simulated conversation in French.

- Compare cultural or social artifacts in the student's own community with artifacts in France or in a Francophone country.

Assessment

A variety of assessments including emails, essays, quizzes, listening/speaking activities, projects, debates and presentations will be used. Emphasis is placed on evaluation according to the standards set forth by the College Board for this level of instruction. Students will have the opportunity to conduct peer-review and do self-assessment. For Honors students, assessments will be differentiated and assessed by differentiated versions of the AP rubrics. All students will have the opportunity to practice their skills during the year by taking a mock AP exam.

Grades

10, 11, 12

AP Government & Politics

Subject Area

Social Studies

Credits 1

Prerequisites

B+ in Humanities II or Humanities II in Action, AP Language and Composition or Junior English. Note: This course meets the American Studies recommendation.

Home Learning Heavy

Course Description

This course is divided into two semesters, US Government (Semester 1) and Comparative Government (Semester 2). Most students take both semesters, however, it is not mandatory. Participation in the appropriate AP Exam in May is required. Students will analyze the political systems of the United States in the 1st semester and six other countries during 2nd semester: Britain, China, Russia, Mexico, Nigeria, and Iran. The course begins with a study of modern political science. Basic definitions are examined and a theoretical framework for comparing political systems is introduced. Some topics covered are: The Sources of Power, Society and Politics, Citizen and State, Political Framework, and Political Change.

Learning Outcomes

Students will learn:

- The difference between democratic and autocratic political systems.
- The unique political challenges of developing countries.
- The political institutions and cultures of the seven countries.
- To write comparative and interpretive essays.
- To evaluate differing political opinions.

Assessment

- Critical reading.
- Argumentative Essays.
- Quantitative and conceptual analysis.
- Online discussion forums.
- Shared Inquiry
- Multimedia presentations.
- Unit assessments.
- Students are required to take both AP exams in May (mandatory).

Grades

11, 12

AP Human Geography

Subject Area

Social Studies

Credits 1

Prerequisites

Grade 10 students must take Humanities II or Humanities II in Action concurrently with this course. Grade 9 students need an A- in Humanities I or Humanities I in Action; Grade 11 students need a B+ in Humanities II or Humanities II in Action; Grade 11 students need a B+ in AP Language and Composition or Junior English.

Home Learning Heavy

Course Description

This course is particularly useful for students looking to work in the fields of public administration, town planning, architecture, anthropology, sociology, geographic information science (GIS), marketing, or any field that takes account of the spatial dimensions of human activity. The course introduces students to an analytical study of the social, cultural and economic landscapes that characterize our world. Students will study the evolving locational patterns of human activities and examine a range of theories and theoretical models, which may account for their spatial distribution. Topics for study include: population studies, the political organization of space, cultural patterns, urban and rural landscapes, economic development and industrialization.

Learning Outcomes

This course is highly conceptual, and students will be expected to:

- Use and think about maps and spatial data sets to both pose and solve problems, to think critically about what is revealed and what is hidden in different maps and spatial arrays.
- Understand and interpret the implications of associations among spatial phenomena, to see how tastes, values, political regulations and economic constraints all work together to create particular kinds of cultural landscapes.
- Recognize and interpret the relationships among patterns and processes at differing scales.
- Define and explain regions, explaining and analyzing how particular patterns of human activity have evolved.

- Characterize and analyze the changing interconnections between places.

Assessment

- Critical reading.
- Class and online discussions.
- Formative and summative assessments.
- Multimedia presentations.
- Take the AP Human Geography exam in May (Mandatory).

Grades

10, 11, 12

AP Physics 2

Subject Area

Science

Credits 1

Prerequisites

A minimum grade of B in Physics Honors, B+ in Physics or departmental recommendation. Rising Grade 12 students who earned a minimum grade of A- in AP Chemistry may be allowed to sign up for AP Physics 2 without a prior physics course, as long as they have the approval of the department. In preparation for the course, AP Chemistry students will need to commit to complete extensive summer work based upon the Physics Honors coursework. Physics students will need to complete this work as a supplement to their Physics course preparation.

Home Learning Heavy

Course Description

AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: fluids; thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic and nuclear physics.

Learning Outcomes

Students develop and apply the science practices throughout the course to the seven big ideas that underscore the physics unit concepts. These include Systems, Fields, Force Interactions, Change, Conservation, Waves and Probability. The science practices include Modeling; Mathematical Routines; Scientific Questioning; Experimental Methods; Data Analysis; Argumentation; and Making Connections.

Assessment

The course will have formative/summative assessments, inquiry-based laboratories and a mock examination in April using AP level questions and essay prompts.

Grades

11, 12

AP Physics C

Subject Area

Science

Credits 1

Prerequisites

Grade of B+ in Physics Honors or completion of AP Physics 2, and completion of or concurrent enrollment in AP Calculus (AB or BC)

Home Learning Heavy

Course Description

AP Physics C is a combined Mechanics and Electricity & Magnetism calculus-based, college-level physics course especially appropriate for students planning to specialize or major in physical science or engineering. The Mechanics portion explores kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; oscillations; and gravitation. The Electricity & Magnetism portion explores electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism, introductory differential and integral calculus is used throughout the course.

Learning Outcomes

Students develop and apply the science practices throughout the course to the four big ideas that underscore the physics unit concepts. These include Change, Force Interactions, Fields, Conservations. The science practices include Visual Representations; Question and Method; Representing Data and Phenomena; Data Analysis; Theoretical Relationships, Mathematical Routines, and Argumentation.

Assessment

The course will have formative/summative assessments, inquiry-based laboratories and a mock examination in April using AP level questions and essay prompts.

Grades

11, 12

AP Psychology

Subject Area

Social Studies

Credits 1

Prerequisites

A grade of B+ or higher in regular Biology or B or higher in Honors Biology AND a grade of B+ or higher in Humanities II, AP Language and Composition or Junior English.

Home Learning Heavy

Course Description

AP Psychology introduces students to the systematic, scientific, and in-depth study of behavior and mental processes. Throughout the year, students will focus on making connections between course content and applications in daily life by in class interactive activities and out-of-class assignments. During the first semester, learning will focus on areas including history and systems of psychology, understanding research and critical thinking, understanding statistics, neuroscience and behavior, the nature/nurture debate, human diversity, lifespan development, sensation & perception, states of consciousness, theories of learning & understanding memory and cognition. During the second semester, students are expected to enhance their ability to continue to describe theoretical perspectives, acquire and use the terminology of psychology, describe measures of intelligence, identify theories of motivation, emotion, and personality, understand the relationship between stress and health, acquire knowledge of psychological disorders and their treatment, and understand group processes and the relationships between groups and individuals. The AP curriculum provides students with challenging learning experiences equivalent to that obtained in most US college level introductory psychology courses. This involves approximately 15 pages of textbook reading per class meeting in addition to other supplemental homework assignments. Successful students have an interest in psychology and psychological research and good critical thinking skills. Students who complete the yearlong course must take the College Board administered AP Examination.

Learning Outcomes

Students will:

- Identify and give examples of different research methods used by psychologists to investigate their subject matter.
- Learn to apply descriptive and inferential statistics to research data.
- Understand the relationship between biology and behavior, including details of the nervous system, the physiological basis of sensation and perception, and the various states of consciousness.
- Distinguish between and apply the principles of major learning theories, including classical conditioning, operant conditioning and social learning theory.
- Understand the assessment and role of cognitive processes (memory, language, problem solving, thinking and creativity) in influencing human behavior.
- Study the developmental changes that occur with growth and aging and be able to identify the features of major theories of development.
- Identify the characteristics of psychological disorders and their treatment.
- Know the history of social psychology and identify how group processes influence behavior.

Assessment

- Papers based on research and/or experiential exercises.
- In-class exercises.
- Class presentations.
- Homework.
- Quizzes.
- Tests (based on the format of the AP exam).
- Students must take the AP exam in May.

Grades

11, 12

AP Spanish Language & Culture

Subject Area

Spanish

Credits 1

Prerequisites

B+ or higher in Spanish Advanced and department recommendation

Home Learning

Moderate to Heavy

Course Description

In Spanish Advanced and AP Spanish Culture and Language courses, students will explore the following units of study: Families in Different Societies, The Influence of Language and Culture on Identity, the Influence of Beauty and Art, How Science and Technology Affect our Lives, Factors that Impact the Quality of Life, and Environmental, Political, and Societal Challenges. Students will develop language skills toward Advanced Low level of proficiency by interpreting authentic resources, communicating interpersonal[^], and presenting orally and in written format. They will apply new vocabulary and language functions in conversations, presentations, and group activities in a variety of real-life related tasks. Students in AP Spanish Culture and Language course must sit for the AP exam in May of the year in which they receive AP designation on their transcripts.

Learning Outcomes

Students will:

- Discuss families in different societies.
- Understand the influence of language on culture and identity.
- Comprehend the influences of beauty and art.
- Analyze how science and technology affect our lives.
- Contrast the factors that impact the quality of life.
- Describe environmental, political and societal challenges.
- Write well-constructed grammatically correct emails and persuasive essays based on sources.
- Review grammar to improve accuracy in written and oral assessments.
- Express ideas in both the oral and written mode with accuracy and fluency.
- Be able to have a simulated conversation in Spanish.

- Compare cultural or social artifacts in the student's own community with artifacts in Spain or in a Spanish speaking country.

Assessment

A variety of assessments including process writing, essays, listening/speaking activities, projects, presentations and home learning will be used. Emphasis is placed on evaluation according to the standards set forth by the College Board for this level of instruction. Students will have the opportunity to conduct peer review and self-assess. For Advanced students, assessments will be differentiated and assessed by modified versions of the Advanced Placement rubrics designated by the College Board. All students will have the opportunity to practice their skills during the year by taking a mock AP Exam.

Grades

10, 11, 12

AP Statistics

Subject Area

Mathematics

Credits 1

Prerequisites

B in PreCalculus (Honors) or B+ in PreCalculus, or B+ in Foundations of PreCalculus, or B+ in Advanced Algebra (Honors), A in Advanced Algebra, or C in AP Calculus (AB or BC) and department recommendation

Home Learning Moderate

Course Description

The course content for AP Statistics is divided into four major themes: exploratory analysis, planning a study, probability, and statistical inference. Goals and methodology are aligned with those recommended by the College Board. Student skills include reading and understanding content including vocabulary, self-advocacy and being able to communicate understanding using my calculator with fluency.

Learning Outcomes

The AP Statistics course will enable the student to:

- Detect important characteristics from distributions of data.
- Generate conjectures about relationships among variables by making careful observations of patterns in data.
- Collect data according to a well-developed plan and formulate a model from which inferences can be drawn.
- Use probability to anticipate the distribution of data.
- Use statistical inference to select the appropriate model needed to draw conclusions from data.
- Write about their statistical work using appropriate language.

Assessment

Assessment will include assignments, projects, and traditional tests and quizzes. Emphasis is placed on the processes of data collection, modeling, and statistical inference. The AP exam is required of all students enrolled in the course. An extended project using multiple forms of data analysis will be required following the AP exam.

AP Studio Art

Subject Area

Art & Design

Credits 1

Prerequisites

Successful completion in three semesters of art before entering the class and department recommendation with portfolio review

Home Learning Heavy

Course Description

This is an advanced studio course that offers highly motivated students an opportunity to build a portfolio of work that represents his/her individual strengths and interests in the visual arts and design. The emphasis of the course is for students to develop a cohesive body of work through sustained investigation of ideas, materials and art-making processes of their choice. Areas of focus include drawing, painting, photography, graphic design, fashion design and architectural design. Students may select a particular area of focus or a multidisciplinary combination in constructing their portfolio of work. *This course may be repeated and students can choose to submit multiple portfolios of work for additional AP credits (up to three per year).

Learning Outcomes

Students will:

- Creatively as well as systematically investigate formal and conceptual issues.
- Develop technical skills in the use of the elements of art and the principles of design.
- Develop skills in independent learning and critical thinking.

Assessment

Students produce a series of projects throughout the year, which they are expected to present and discuss at regular class critiques. Additionally, all students are expected to keep a sketchbook of ideas, self-reflections and assignments. A digital portfolio is also developed over the course, which documents their studio process, research and experimentation. This course culminates with an AP Exhibition of each student's final portfolio at the end of the year.

Grades

11, 12

AP U.S. History

Subject Area

Social Studies

Credits 1

Prerequisites

B+ in Humanities II or Humanities II in Action, AP Language and Composition or Junior English. Note: This course meets the American Studies recommendation.

Home Learning Heavy

Course Description

Advanced Placement U.S. History is a college-level course that studies the history of the American republic from the colonial period to modern times. A heavy emphasis is placed on an analysis of the conflicting interpretations of the great events that comprise the American saga. Key primary and secondary sources are used in research.

Learning Outcomes

Students will:

- Use key primary and secondary sources in their research.
- Become familiar with the major events that have shaped the American nation.
- Write interpretive and analytical essays.
- Debate, discuss and comment on the themes that comprise the story of the American nation.
- Read and understand college texts in American history.
- Master the chronology from the colonial settlements in North America to the turn of the new millennium.
- Develop critical thinking skills by participating in seminars and colloquiums on selected themes from American history.
- Listen to a lecture and take appropriate class notes.

Assessment

Assessments will include:

- Quizzes and unit examinations.
- Participation in class and group discussions.
- Grafting of document-based essays.
- Participation in debates and panel discussions forums.
- Role-playing.

- Multimedia presentations.
- Mid-term examinations.
- The Advanced Placement U.S. History examination in May (mandatory).

Grades

11, 12

AP United States History

Subject Area

Humanities

Credits 1

Grades

11, 12

AP World History: Modern

Subject Area

Social Studies

Credits 1

Prerequisites

Grade 10 students must take Humanities II or Humanities II in Action concurrently with this course. Grade 9 students need an A- in Humanities I or Humanities I in Action; Grade 11 students need a B+ in Humanities II or Humanities II in Action; Grade 11 students need a B+ in AP Language and Composition or Junior English.

Home Learning Heavy

Course Description

The purpose of AP World History: Modern is for students to develop a greater understanding of the evolution of global processes and contacts in interaction with different types of human societies. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. AP World History: Modern offers balanced global coverage, with Asia, Africa, the Americas, and Europe all represented. U.S. history is included in the context of the country's interactions with other societies. The time period covered is from approximately 1200 C.E. to present. All students must take the AP exam in May.

Learning Outcomes

Students will:

- Critically analyze historical events worldwide by using primary and secondary sources in conjunction with leading interpretive issues of the day.
- Identify global trends that have resulted in the gradual integration of the world.
- Gain insight into the effect of interactions among societies and regions.
- Develop a greater appreciation of historical contributions made by cultures not their own.
- Get a clearer understanding of their roles as members of the global community.

Assessment

Student assessments may include:

- Tests and quizzes.
- In-class essays.

- Individual/group presentations and projects.
- Activities such as debates, role-playing and simulations.
- Class participation and group discussions.
- Mid-semester and final exams.
- Student must take the AP exam in May.

Grades

10, 11, 12

Applied Practices of Mindfulness

Subject Area

Spiritual Exploration and Religion

Credits 0.5

Home Learning Light

Course Description

Applied Practices of Mindfulness will explore and train students in mindfulness, meditation, yoga, and mental habits derived from contemporary research in positive psychology. The religious historical roots of yoga and meditation will also be examined as a way to understand current developments and practices. Every class is designed for students to engage in a succession of mindfulness practice training, seeking to enhance mental stability, self-awareness, compassion, and positive mental states. Students will be asked to commit to a regular practice of meditation as a way of discovering for themselves the human experience of awareness, presence, and self-compassion. The course will also take an in-depth and critical look into the research supporting mindfulness and other contemplative practices that support positive mental states and well-being.

Activities

- Students should be dressed and prepared to engage in regular seated meditation and movement based mindfulness practices.
- Through this course, students will complete and be certified in the .b (dot B) program through the Mindfulness in Schools Project.
- During the Yoga Unit, a fee of approximately \$650 will be collected for ten 75-minute sessions of advanced yoga training with professional yoga instructors certified to teach yoga to teenagers.

Learning Outcomes

Students will learn:

- Practical knowledge and skills in mindfulness and meditation.
- A basic understanding of the origins of meditation and mindfulness practices.
- The origins of yoga in the Indian tradition as well as contemporary adaptations.
- The research and application of positive psychology and the applied practices that encourage positive mental health, awareness, and self-compassion.

Assessment

Students will be expected to develop a regular meditation practice, reflection on that practice, and engage in the assigned readings, listen to and watch assigned media files, participate in discussions, and come to class ready to practice mindfulness, meditation, or yoga. Assessments are generally student created videos demonstrating a strong understanding of the academic content as well as articulation of their progress and development in the applied practices taught.

Grades

11, 12

Grading Scheme

Pass/Fail

Applied Practices of Mindfulness

Subject Area

Summer Academic Term

Credits 0.5

Prerequisites

Open to students entering grades 11-12

Course Description

Applied Practices of Mindfulness will explore and train the students in mindfulness, meditation, yoga, and mental habits derived from contemporary research in positive psychology. The historical religious roots of yoga and meditation will also be examined as a way to understand current developments and practices. Every class is designed so students will engage in a succession of mindfulness practice training, seeking to enhance mental stability, self-awareness, compassion, and positive mental states. Students will be asked to commit to a regular practice of meditation as a way of discovering for themselves the very human experience of awareness, presence, and self-compassion. The course will also take an in-depth and critical look into the research supporting mindfulness and other contemplative practices that support positive mental states and well-being.

Learning Outcomes

Students will learn:

- Practical knowledge and skills in mindfulness, meditation and yoga.
- A basic understanding of the origins of meditation and mindfulness.
- The origins of yoga in the Hindu tradition as well as contemporary adaptations.
- The movement and research of positive psychology and the applied practices that encourage positive mental health, awareness, and self-compassion.
- Intentional and non-judgemental awareness in the present moment.

Assessment

Students will be expected to develop a regular meditation practice, reflection on that practice, and engage in the assigned readings, listen to and watch assigned media files, participate in discussions, and come to class ready to practice mindfulness, meditation, or yoga. Assessments are generally student-created videos demonstrating a strong understanding of the academic content as well as

articulation of their progress and development in the applied practices taught. Course is graded as "Pass/Fail".

Grading Scheme

Pass/Fail

Applied Statistics

Subject Area

Mathematics

Credits 0.5

Prerequisites

Successful completion of PreCalculus (Honors), PreCalculus, Foundations of PreCalculus, Advanced Algebra (Honors) or Advanced Algebra

Home Learning Moderate

Course Description

Applied Statistics is a course designed to build statistical understanding through inquiry and student-driven, project-based methods. We will make connections across curricular topics potentially including sports, psychology, environment, and government. Students will be given the opportunity to collect data and then learn statistical skills and vocabulary to support their analysis of that data. The course will encourage collaboration and communication as a means to both learning and sharing topics.

Learning Outcomes

This course will enable students to:

- Use tools of single variable data analysis, including mean, median, mode, standard deviation, variance, and percentile to examine a distribution.
- Use tools of two-variable data analysis, including regression techniques and correlation coefficient.
- Select appropriate graphical representations of data, including boxplots, histograms, and scatterplots.
- Be familiar with and utilize the fundamental concepts of probability.
- Plan a study, use probability to anticipate data distributions, and draw inferences from one and two-variable data sets.

Assessment

This course will be project-based.

Architecture

Subject Area

Art & Design

Credits 0.5

Prerequisites

None

Home Learning Light

Course Description

This project-based course in architecture gives students the tools to express and communicate themselves visually and be able to showcase their creativity. Throughout the course, professional guest speakers from the fields of interior design, architecture, and urban development, not only present but provide students with potential career paths as well as feedback on their semester projects. Students will explore the fundamentals of architectural design through hands-on activities using LEGO®, Arckit®, and other construction tools. Instruction will be given in the following areas: measurement and spatial reasoning, scale and proportion, geometry and trigonometry, technical drafting, computer-aided design (SketchUp) and AR.

Learning Outcomes

The Architecture course will enable the student to:

- Acquire and develop technical drawing skills to express, communicate and present ideas graphically.
- Learning reasoning and problem-solving techniques in approaching solutions to architectural design problems.
- Draw a compact residential space and floor plans that include proper room layout, utilizing architectural symbols, dimensions notes and schedules, whilst considering environmental and sustainable solutions.
- Produce various computer-aided architectural drawings.

Assessment

The course assessment is purely based on performance tasks and deliverables that are self-assessed, peer-assessed and teacher-assessed. There are a number of formative activities throughout the semester that students receive regular feedback on, which ultimately leads up to a final semester project. A final grade will be determined at the end of the semester.

Grades

9, 10, 11, 12

Art & Design Foundation

Subject Area

Art & Design

Credits 0.5

Prerequisites

None (This course is intended for students with little experience in art & design classes.)

Home Learning Light

Course Description

This course is a good foundation course for students as they get to work in a variety of media. Through a series of 2D and 3D projects, students will gain and develop knowledge and skills in both traditional and digital media. Projects could include drawing and painting, printmaking, graphic design and sculpting. To complement and support the development of artworks, students will also be required to research art and artists from across periods and cultures. All students will be expected to keep a sketchbook and develop a portfolio to document the learning process.

Learning Outcomes

Students will:

- Identify how knowledge of culture, traditions, and history may influence personal responses to art.
- Apply the Elements and Principles of Design in order to explore and develop ideas.
- Demonstrate skills in a variety of media, techniques and processes to make personally meaningful artworks.
- Apply the design cycle to make informed decisions to modify intentions and adapt accordingly.
- Express themselves through the use of appropriate artistic terminology.
- Respond to feedback mid-project making necessary adjustments to improve providing a reflection of the process.
- Examine the connection and influence of traditional media in digital form.
- Identify interactivity as a form of communication.

Assessment

The assessment of student achievement is based on:

- Art making (understanding the process and quality of the final product).

- Sketchbook, this will include research, development of ideas, reflections, gallery reviews and written assignments.
- Peer and self-critiques.

Beginner Band

Subject Area

Performing Arts

Credits 0.5-1

Prerequisites

No previous experience is needed! It is helpful for a student to have their own instrument, but some instruments may be available through the Performing Arts Department.

Home Learning Moderate

Course Description

It's never too late to learn to play an instrument! This course is intended for those students who always wanted to play a band instrument, but never had the opportunity. It also gives students who may have played an instrument before the opportunity to start over again if they had not experienced as much success as they would have hoped for. So if you want the chance to start again, brush up on skills you have learned awhile back or perhaps switch to a new instrument, this course is for you. The course provides instruction on proper playing techniques, basic music note reading, and performing in an ensemble. Students will be given opportunities throughout the year to perform for the public with the Symphonic Band.

Learning Outcomes

Students will:

- Demonstrate proper playing habits on their chosen band instrument.
- Understand basic musical notation.
- Perform in an ensemble of sufficient quality to provide satisfaction and enjoyment for the performers and musical listening pleasure for an audience.
- Demonstrate an appreciation for a variety of musical styles by performing with good attention to the technical and expressive elements contained in the music.
- Organize and manage their individual practice time to ensure that group rehearsals are productive and enjoyable and to demonstrate that students understand the importance of individual preparation to ensemble success.

Assessment

Students will have regular playing quizzes and teachers will provide feedback to help students improve and inform future learning activities. Students will then perform summative tests to provide a signpost on their progress towards outlined standards. Students will also have written periodic assignments and receive ensemble skills grades. The latter are designed to provide regular feedback to students about the learning habits they display regularly in class.

Grades

9, 10, 11, 12

Biblical Explorations

Subject Area

Spiritual Exploration and Religion

Credits 0.5

Home Learning Light

Course Description

The purpose of this course is to study the Bible as religious literature and as a faith document for Christians. Various stories and characters of the Bible will be introduced and explored as interrelated parts of the Christian message as developed throughout the biblical narrative. The content will introduce students to the universality of the major themes of the Bible while exploring the impact of Christianity in the world today. Students will also be encouraged to reflect on the nature of spirituality, especially in relationship to their own worldview and personal development.

Learning Outcomes

Students will:

- Develop an understanding of the universality of the message of the Bible and its impact on history and civilization.
- Understand the historical development and major literary forms of the Bible.
- Explore the relationship between the Old and New Testaments.
- Understand and respect the framework of faith that informs the community for whom this is their "story".
- Understand and articulate basic themes in the Bible.
- Develop skills of interpretation necessary for a meaningful reading of the Bible.
- Understand the Christian message.
- Reflect upon the key questions that relate to spiritual identity and the search for meaning.

Assessment

Assessment will be based upon meaningful participation in class discussions, quizzes and tests that require careful reading of the text, and the writing of papers that require research and reflection appropriate to the topic assigned.

Grades

10, 11, 12

Grading Scheme

Pass/Fail

Biblical Explorations

Subject Area

Summer Academic Term

Credits 0.5

Prerequisites

Open to students entering grades 11-12

Course Description

The purpose of this course is to study the Bible as religious literature and as a faith document for Jews and Christians. Various stories and characters of the Bible will be introduced and explored as interrelated parts of the Christian message as developed throughout the biblical narrative. The content will introduce students to the universality of the major themes of the Bible while exploring the impact of Christianity in the world today. Students will also be encouraged to reflect on the nature of spirituality, especially in relationship to their own worldview and personal development.

Learning Outcomes

Students will learn:

- Develop an understanding of the universality of the message of the Bible and its impact on history and civilization.
- Understand the historical development and major literary forms of the Bible.
- Explore the relationship between the Old and New Testaments.
- Understand and respect the framework of faith that informs the community for whom this is their "story".
- Understand and articulate basic themes in the Bible.
- Develop skills of interpretation necessary for a meaningful reading of the Bible.
- Understand the Christian message.

Assessment

Assessment will be based upon meaningful participation in class discussions, quizzes and tests that require careful reading of the text. The final assessment will include a digital portfolio with thoughtful reflections regarding classwork. Course is graded as "Pass/Fail".

Grading Scheme

Pass/Fail

Biology

Subject Area

Science

Credits 1

Home Learning Light

Course Description

Biology is an introductory life science course that explores structure and function, inheritance and variation of traits, matter and energy in organisms and ecosystems, interdependent relationships in ecosystems, and natural selection and evolution. This course follows the Next Generation Science Standards (NGSS) HS-LS1-1 to HS-LS1-7, HS-LS2-1 to HS-LS2-8, HS-LS3-1 to HS-LS3-3, HS-LS4-1 to HS-LS4-5.

Learning Outcomes

Students will use the NGSS science and engineering practices to develop answers to the following questions:

- How do the structures of organisms enable life's functions?
- How do organisms obtain and use energy they need to live and grow? How do matter and energy move through ecosystems?
- How do organisms interact with the living and non-living environment to obtain matter and energy?
- How does biodiversity affect humans?
- How are the characteristics from one generation related to the previous generation?
- How can there be so many similarities yet so many different plants, animals and microorganisms?

Assessment

The course will include core unit formative/summative assessments. Understanding of concepts will be developed through collaborative lab experiences, tests and projects. Student learning in these situations will be assessed individually using the HS Grade Descriptors.

Grades

9, 10, 11, 12

Biology (Honors)

Subject Area

Science

Credits 1

Prerequisites

Grade 9 Entry: The recommendation of Grade 8 Science teacher (includes Grade Level Expectations/report card grades). Students must concurrently enroll in Geometry, Geometry Honors or a higher level math.
Grade 10 or higher Entry: Grade of A- or higher in Earth and Space Science, B+ in Chemistry and B in Chemistry Honors.

Home Learning Heavy

Course Description

Biology Honors is an introductory life science course that explores structure and function, inheritance and variation of traits, matter and energy in organisms and ecosystems, interdependent relationships in ecosystems, and natural selection and evolution. Student capacity for self-motivation, independent learning, higher-level critical thinking skills are expected. This course follows the Next Generation Science Standards (NGSS) HS-LS1-1 to HS-LS1-7, HS-LS2-1 to HS-LS2-8, HS-LS3-1 to HS-LS3-3, HS-LS4-1 to HS-LS4-5 and include deeper extension of topics at a faster pace.

Learning Outcomes

Students will use NGSS science and engineering practices to develop answers to the following questions:

- How do the structures of organisms enable life's functions?
- How do organisms obtain and use energy they need to live and grow? How do matter and energy move through ecosystems?
- How do organisms interact with the living and non-living environment to obtain matter and energy?
- How does biodiversity affect humans?
- How are the characteristics from one generation related to the previous generation?
- How can there be so many similarities among organisms yet so many different plants, animals, and microorganisms?

Assessment

The course will include core unit formative/summative assessments. Understanding of concepts will be developed through collaborative lab experiences, tests and projects. Student learning in these situations will be assessed individually using the HS Grade Descriptors.

Grades

9, 10, 11, 12

Business Leadership

Subject Area

Social Studies

Credits 0.5

Home Learning Light

Course Description

This course focuses on the development of leadership skills used in managing a successful business. Students will analyze the role of a leader in business, with a focus on decision-making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

Learning Outcomes

Students will:

- Assess the role of management within an organization.
- Demonstrate the use of appropriate communication techniques related to business management.
- Evaluate the impact of issues related to ethics and social responsibility on the management of organizations.
- Apply an understanding of human behavior to explain how individuals and groups function in the workplace.
- Demonstrate an understanding of group dynamics.
- Demonstrate an understanding of proper leadership techniques in a variety of situations.
- Demonstrate an understanding of the communication process within the workplace.
- Evaluate the strategies used by individuals and organizations to manage stress and conflict.
- Compare theories of how to motivate individuals and teams in a productive work environment.
- Analyze the importance of planning to the success of an organization.
- Demonstrate an understanding of appropriate planning tools and techniques in a variety of situations.
- Analyze the relationship between strategic planning and the success of an organization.
- Analyze how companies respond to internal and external pressures for change.
- Assess the importance of control in management.

- Demonstrate an understanding of the various organizational structures used to manage the workforce effectively.
- Assess the ways in which organizational structures have changed to adapt to the changing nature of work.
- Evaluate the role of human resources within an organization.

Assessment

- Formative assessment on terminology and theory.
- Participation in class and group discussions.
- Case study.
- Role-plays and simulations.
- Leadership Profile Project.
- Strategic Planning Project.
- Business Plan (elevator pitch).

Grades

11, 12

Ceramics

Subject Area

Art & Design

Credits 0.5

Prerequisites

None

Home Learning Light

Course Description

This course allows students that love working with clay an opportunity to explore this medium. Students will learn various techniques on how to build and create with clay. They will learn how to slab, coil and throw on the pottery wheel. Following the design cycle students will create products which can be both functional or sculptural.

Learning Outcomes

Students will:

- Develop technical skills, knowledge and experience in use of tools, media and techniques in the development of artworks.
- Generate and modify ideas through ongoing and sequential development, which are reviewed and refined through dialogue and personal reflection.
- With guidance, explain how designers have contributed to the Arts and make connections to their own work where appropriate.
- Develop the ability to express themselves through the use of appropriate artistic terminology.

Assessment

The assessment of student achievement is based on:

- Art making (understanding the process and quality of the final product).
- Sketchbook/digital portfolio, this will include research, development of ideas, reflections, gallery reviews and written assignments.
- Peer and self-critiques.

Grades

9, 10, 11, 12

Chamber Strings

Subject Area

Performing Arts

Credits 1

Prerequisites

Ability to play a string instrument at the equivalent of a fourth-year level. *Students must provide their own instruments.

Home Learning Moderate

Course Description

Students, in a group setting, are taught more advanced playing techniques on their individual instruments. Students also concentrate on ensemble building aspects and are given opportunities throughout the year to perform for the public. *Students who are already enrolled may have the option of joining the leadership team. Students must gain the teachers approval to enter this distinctive program. Students who wish to take on this leadership opportunity will be expected to follow an additional curriculum for the course which will require some extra time commitments outside of class. Topics covered include servant leadership, forming a mission statement, setting goals for the year, organising events, communicating effectively, and leading sectional rehearsals. These students will be recognised for their leadership role with the addition of “with leadership” to the course on the transcript.

Learning Outcomes

Students will:

- Continue the pursuit of improving personal musicianship on their chosen instruments.
- Perform in an ensemble of sufficient quality to provide satisfaction and enjoyment for the performers and listening pleasure for the audience.
- Develop listening skills through ensemble playing and by listening to recordings of past and current masters of string playing.
- Become familiar with the classics of string ensemble literature through performance and listening assignments.

Assessment

Students are assessed on the individual progress they make on their chosen instruments, and how well they work together as an ensemble.

Grades

9, 10, 11, 12

Chemistry

Subject Area

Science

Credits 1

Home Learning Light

Course Description

Chemistry is an introductory course that explores atomic structure, patterns in the periodic table, bonding, reactions, quantitative chemistry, thermochemistry, rates and equilibrium. The scope of this course includes Next Generation Science Standards (NGSS) HS-PS1-1 to HS-PS1-7, HS-PS2-6, HS-PS3-1 to HS-PS3-4.

Learning Outcomes

Students will:

- Develop an understanding of the major themes in chemistry patterns, cause and effect, energy, structure and function, stability and change and proportions.
- Model chemical principles and events, use mathematics to solve problems, ask and refine scientific questions, design experiments, analyze and interpret data, justify claims with evidence, and present scientific arguments based on experimental results.
- Develop an appreciation of chemical principles in everyday life.

Assessment

The course will include core unit formative/summative assessments. Understanding of concepts will be developed through collaborative lab experiences, tests and projects. Student learning in these situations will be assessed individually using the HS Grade Descriptors.

Grades

10, 11, 12

Chemistry (Honors)

Subject Area

Science

Credits 1

Prerequisites

Grade 9 Entry: The recommendation for Geometry Honors (although students can choose to be enrolled in Geometry), and recommendation of Grade 8 Science teacher (includes Grade Level Expectations/ report card grades).

Grade 10+ Entry: The successful completion of, or concurrent enrollment in Geometry or Geometry Honors, a grade of B+ in Biology or a grade of B in Honors Biology or departmental recommendation.

Home Learning Moderate

Course Description

Chemistry Honors is an introductory course that explores atomic structure, patterns in the periodic table, bonding, reactions, quantitative chemistry, thermochemistry, rates and equilibrium. Student capacity for independent problem solving, mathematical reasoning and higher-level critical thinking is expected. Perseverance in study habits and having a genuine interest in chemistry is needed. The scope of this course includes Next Generation Science Standards (NGSS) HS-PS1-1 to HS-PS1-7, HS-PS2-6, HS-PS3-1 to HS-PS3-4 and include a deeper extension of topics at a faster pace.

Learning Outcomes

Students will:

- Develop an understanding of the major themes in chemistry: patterns, cause and effect, energy, structure and function, stability and change and proportions.
- Model chemical principles and events, use mathematics to solve problems, ask and refine scientific questions, design experiments, analyze and interpret data, justify claims with evidence, and present scientific arguments based on experimental results.
- Develop an appreciation of the chemical principles in everyday life.

Assessment

The course will include core unit formative/summative assessments. Understanding of concepts will be

developed through collaborative lab experiences, tests and projects. Student learning in these situations will be assessed individually using the HS Grade Descriptors.

Christian Apologetics: Asking the Big Questions

Subject Area

Spiritual Exploration and Religion

Credits 0.5

Home Learning Light

Course Description

Christian Apologetics: Asking the Big Questions gives students the opportunity to be grounded in the logical reasons for belief in the Christian faith. We would explore and evaluate the evidence for Christianity. Questions we'll consider include:

- Why do Christians believe that Jesus was resurrected from the dead? What is the evidence? Can it be trusted?
- Can the Christian worldview coexist with modern science?
- How can the existence of suffering be compatible with the Christian view of an all-powerful, all-knowing and loving God?
- Is the Bible trustworthy?

This new course focuses on specific areas of discussion and study to enable students to better appreciate the intellectual case for the Christian worldview. Students of all faiths or no faith are welcome to join.

Learning Outcomes

Students will:

- Understand the logical reasoning for the Christian worldview.
- Evaluate the reasons why Christianity claims to validate the Bible.
- Appreciate the extent to which faith and reason can coexist.
- Engage in constructive rational dialogue with mutual respect for others.

Assessment

Assessment will be based upon meaningful participation in class discussions, careful reading of primary and secondary source texts, projects and the writing of papers that require research and reflection appropriate to the topic assigned.

Grades

10, 11, 12

Grading Scheme

Pass/Fail

Coding in Action

Subject Area

Art & Design

Credits 0.5

Prerequisites

None

Home Learning Light

Course Description

Programming is more than just coding; problem solving is the heart of programming and solutions can be presented in digital/non-digital ways. Using the design process and different communication skills; students will learn how to identify problems, design solutions and pitch their ideas for apps with an entrepreneurship lens.

Learning Outcomes

Students will:

- Recognize and understand computer programming language is just one of the many ways of presenting a solution logically and procedurally.
- Apply design thinking principles in identify issues around them.
- Breakdown complex issues to solvable pieces and present them in a logical manner.
- Generate and design solutions according to the identified objectives.
- Present and communicate the solution(s).
- Syntax and basic computer programming skills.
- Apply the programming skills in creating simple applications and/or games.

Assessment

Grades will be determined by a series of projects, products, tests and quizzes, and class participation.

Grades

9, 10, 11, 12

Community Leadership

Subject Area

Social Studies

Credits 0.5-1

Home Learning Light

Course Description

Credits: 0.5 or 1 The Community Leadership course teaches students the skills for effective leadership for school and the world beyond. This course is required for elected members of the student government Executive Council but is open to anyone interested in learning more about leadership and participating in the authentic work of leaders in the school culture through its project-based approach. We hope that this course has the potential to inspire the next generation of HKIS leaders to continually pursue excellence and personal development. Whether it be in the classroom, on the field, or at the dinner table, we believe HKIS serves to educate its students on the importance of communication, initiative, and integrity within leadership. We hope this course serves as a medium to educate students on their potential growth in these areas. **Registration to take the course for Vz credit requires approval from the Senate Faculty Advisor (Mr. Li or Ms. Contreras).**

Learning Outcomes

Students will:

- Develop an understanding of leadership potential.
- Develop leadership abilities to meet present and future challenges.
- Develop knowledge of self and others to advance personal and group goals.
- Model ethical and responsible behavior.
- Demonstrate leadership skills and practices.

Assessment

- Participation in class and group discussions.
- Participation in community leadership events.
- Role-plays and simulations.
- Leadership projects and profiles.
- Strategic planning.
- Personal reflections.

Grades

10, 11, 12

Grading Scheme

Pass/Fail

Comparative Religions

Subject Area

Summer Academic Term

Credits 0.5

Course Description

This course is designed to explore five major world religions including Hinduism, Buddhism, Judaism, Christianity, and Islam. Various traditions within each religion will be explored, identifying common threads, dominant teachings and spiritual practices which bring meaning to billions of people around the world today.

Learning Outcomes

Students will:

- Develop an understanding of the universal nature of religion.
- Explain the significance of belonging to the faiths studied.
- Demonstrate respect and understanding for people of these faiths have knowledge of the history, selected texts, and cultural and ethical systems of these faiths.
- Identify the ultimate questions of selfhood, human relationships, and the quest for meaningful existence as addressed by these faith traditions.

Assessment

Assessment will be based upon meaningful participation in class discussions, quizzes and tests that require careful reading of the text, and the writing of papers that require research and reflection appropriate to the topic assigned. Course is graded as "Pass/ Fail".

Comparative Religions

Subject Area

Spiritual Exploration and Religion

Credits 0.5

Home Learning Light

Course Description

This course is designed to explore five major world religions including Hinduism, Buddhism, Judaism, Christianity, and Islam. Various traditions within each religion will be explored, identifying common threads, dominant teachings and spiritual practices which bring meaning to billions of people around the world today.

Learning Outcomes

Students will:

- Develop an understanding of the universal nature of religion.
- Explain the significance of belonging to the faiths studied.
- Demonstrate respect and understanding for people of these faiths have knowledge of the history, selected texts, and cultural and ethical systems of these faiths.
- Identify the ultimate questions of selfhood, human relationships, and the quest for meaningful existence as addressed by these faith traditions.

Assessment

Assessment will be based upon meaningful participation in class discussions, quizzes and tests that require careful reading of the text, and the writing of papers that require research and reflection appropriate to the topic assigned.

Grades

10, 11, 12

Grading Scheme

Pass/Fail

Concert Choir

Subject Area

Performing Arts

Credits 0.5-1

Home Learning Light

Course Description

Credits: 0.5 or 1 The course provides instruction on proper vocal technique, musical notation, sight singing and choral performance. Students will perform with the choir in at least two concerts each semester.

Enrollment is open to any student who wishes to improve their singing ability. No audition is required. *Students who are already enrolled may have the option of joining the leadership team. Students must gain the teachers approval to enter this distinctive program. Students who wish to take on this leadership opportunity will be expected to follow an additional curriculum for the course which will require some extra time commitments outside of class. Topics covered include servant leadership, forming a mission statement, setting goals for the year, organising events, communicating effectively, and leading sectional rehearsals. These students will be recognised for their leadership role with the addition of "with leadership" to the course on the transcript.

Learning Outcomes

Students will:

- Understand basic musical notation, sight reading and theory.
- Perform in an ensemble of sufficient quality to provide satisfaction and enjoyment for the performers and musical listening pleasure to an audience.

Assessment

Students will be assessed on their performance, which will include an ensemble skills grade, an evaluation of their technical improvement and their improvement in sight reading and notation reading skills with a written assignment or quiz, as well as their personal reflections on choir performance and their personal achievements.

Grades

9, 10, 11, 12

Digital Music Production and Recording

Subject Area

Performing Arts

Credits 0.5

Prerequisites

None. The ability to sing or play any instrument is highly beneficial but not required.

Home Learning Light

Course Description

Do you want to “make it big” as a recording artist or record producer some day? Do you want to learn how to create your own album? Students in this course will learn skills to compose and produce music digitally. This will include creating and arranging original music using pre-recorded samples and loops, layering different musical elements, and recording live sounds. Students will learn techniques of how to manipulate music digitally, record using high fidelity sound, and produce music to share publicly in the form of an album. This course will be of particular interest to students who love popular music and students interested in a career in the music industry.

Learning Outcomes

Students will:

- Create original music using sampled sounds
- Identify musical elements in professionally produced music.
- Identify, define, and manipulate elements of music in original compositions
- Alter the sounds of existing digital music to create unique arrangements or remixes
- Record live sounds with the most life-like and high-fidelity sound possible
- Properly set a microphone input level and EQ for singing, speaking, and instruments.
- Demonstrate how the placement of a microphone in a room changes the recording
- Demonstrate how to manipulate elements of music in the production of a recording
- Produce a short album

Assessment

This is a project-based course. Students will be presented with real life scenarios and will create original music to meet the needs. The final project will be to produce an album of original music. Special note

- students may be asked to attend 1 -2 live events outside of class time to run the soundboard and learn skills for digitally manipulating live sounds.

Grades

9, 10, 11, 12

Digital Photography

Subject Area

Art & Design

Credits 0.5

Prerequisite Courses

Introduction to Photography

Home Learning Moderate

Course Description

This course bases the study of Digital Photography through a series of assignments focusing on advanced camera controls, color correction and digital manipulation with the use of both Adobe Lightroom Classic and Photoshop software. Students will be exposed to developing conceptual projects allowing them to cultivate personal ideas within their photographic practice. All students will be expected to keep a visual journal and to create an ongoing digital portfolio of their artwork.

Learning Outcomes

Students will:

- Incorporate an understanding of photographic and digital works from a variety of times, places and cultures into their own work.
- Use creative thinking skills to explore complex photographic and digital imagery problems.
- Use a variety of strategies to create a range of photographic images, digital images and graphic designs that fulfill a unit-specific brief.
- Translate complex ideas into visual imagery.
- Refine skills and techniques of digital photographic materials and processes, and creating digital imagery, art and design.

Assessment

Students are expected to keep a visual journal in which they record their ideas, experiments, research and self-reflections. All students will produce:

- Digitally Color corrected prints.
- Personal and creative digital manipulations.
- Personal Imagery in response to advanced camera control assignments.
- Digital Portfolio of personal works, reflections and research.
- Technical camera control & knowledge of editing software.

Grades

9, 10, 11, 12

Drama Production: Musical

Subject Area

Performing Arts

Credits 0.5

Prerequisites

None Acting experience is helpful, but not required.

Home Learning Moderate

Course Description

This course functions as a practical workshop that culminates in a presentation of a musical for the school community. Students may take this course as a technician or as a performer and this course may be taken more than once. Students start as apprentices, move to journeymen and lastly, masters. **This course meets outside the traditional school day which does include some Saturdays and weekends** for additional rehearsals or set construction, as needed. Theater is a collaborative art form, therefore dependable students are desired. The course will be graded on a Pass/Fail basis and is not sequential, and students may repeat enrollment during their high school career. *Students who are already enrolled may have the option of joining the leadership team. Students must gain the teachers approval to enter this distinctive program. Students who wish to take on this leadership opportunity will be expected to follow an additional curriculum for the course which will require some extra time commitments outside of class. Topics covered include servitude leadership, forming a mission statement, setting goals for the year, organising events, communicating effectively, and leading rehearsals. These students will be recognised for their leadership role with the addition of "with leadership" to the course on the transcript.

Learning Outcomes

To develop specialized interest in theater arts with an emphasis on scene study. By exploring the acting techniques required for a variety of theatrical styles and periods, students will be well prepared to develop characters in future productions.

- Students will be able to demonstrate their knowledge of rehearsing a play and performing in front of a live audience.
- Students will gain knowledge of the history of the particular play/musical they are producing/directing.

- Students will be able to demonstrate their knowledge of various acting techniques and character analysis relevant for musical theater performances and for theatrical plays.
- Students will be able to apply their knowledge of performance analysis and evaluation through self evaluation and peer evaluation.

Assessment

Students will be evaluated according to their self-discipline, cooperation and support of acting partners, commitment to growth as an actor, and the completion of all assignments. Self-assessment and reflection are a critical part of an actor's development. Student actors will reflect upon their own performances and offer constructive criticism on the performances of their peers. Actors will also be assessed on the following on a Pass/Fail basis:

- Teamwork.
- Professionalism.
- Line Memorization.
- Character study.
- Creating a character.
- Improvisation.
- Live performance.

Grades

9, 10, 11, 12

Drama Production: Play, Non-Musical

Subject Area

Performing Arts

Credits 0.5

Prerequisites

None Acting experience is helpful, but not required.

Home Learning Moderate

Course Description

These courses function as a practical workshop that culminates in a presentation of a play for the school community. Students may take this course as a technician or as a performer and this course may be taken more than once. Students start as apprentices, move to journeymen and lastly, masters. Class time is spent on all aspects of preparation for performance. Students are required to meet outside of class for additional rehearsals or set construction, as needed. Theater is a collaborative art form, therefore dependable students are desired. This course is not sequential, and students may repeat enrollment during their high school career. *Students who are already enrolled may have the option of joining the leadership team. Students must gain the teachers approval to enter this distinctive program. Students who wish to take on this leadership opportunity will be expected to follow an additional curriculum for the course which will require some extra time commitments outside of class. Topics covered include servitude leadership, forming a mission statement, setting goals for the year, organising events, communicating effectively, and leading rehearsals. These students will be recognised for their leadership role with the addition of "with leadership" to the course on the transcript.

Learning Outcomes

To develop specialized interest in theater arts with an emphasis on scene study/play production. By exploring the acting techniques required for a variety of theatrical styles and periods, students will be well prepared to develop characters in future productions.

- Students will be able to demonstrate their knowledge of rehearsing a play and performing in front of a live audience.
- Students will gain knowledge of the history of the particular play/musical they are producing/directing.

- Students will be able to demonstrate their knowledge of various acting techniques and character analysis relevant for musical theatre performances and for theatrical plays.
- Students will be able to apply their knowledge of performance analysis and evaluation through self evaluation and peer evaluation.

Assessment

Students will be evaluated according to their self-discipline, cooperation and support of acting partners, commitment to growth as an actor, and the completion of all assignments. Self-assessment and reflection are a critical part of an actor's development. Actors will also be assessed on:

- Teamwork.
- Professionalism.
- Line memorization.
- Character study.
- Creating a character.
- Improvisation.
- Live performance.

Grades

9, 10, 11, 12

Drama Workshop 1

Subject Area

Performing Arts

Credits 0.5

Prerequisites

None

Home Learning Light

Course Description

Do you love Acting Games and Improvisation? Then this course is for you! This course is intended for students who want to learn how to Improvise as an actor and learn through Acting Games. This course is for students of all levels of acting and improvisation experience, if you love acting, if you would love to learn to be a better improviser on stage, sign up for this course and join the fun!

Learning Outcomes

Students will:

- Demonstrate an actor's physical and vocal performance skills
- Use Theatre Games to integrate physical and vocal skills
- Understand the actor's formula for improvisation
- Plan and Perform Improvisational Scenes
- Reflect, Response and Review their own Improvisational Performances

Assessment

Assessment activities include theatre games, video submissions, solo and duo improvisations and self assessments.

Grades

9, 10, 11, 12

Drama Workshop 2

Subject Area

Performing Arts

Credits 0.5

Prerequisites

Successful completion of Drama Workshop I or department recommendation

Home Learning Light

Course Description

Do you love Acting and Improvisation? Would you like to improve your skills even more? Then this course is for you! This course is intended for students who would like advanced training in Improvisation. If you love Improvisation and if you love having a great time Improvising in front of others, then sign up for this class today and join the fun! Depending on student interest level, students may have the opportunity to learn Stage Combat techniques or other specialized acting skills.

Learning Outcomes

Students will:

- Demonstrate an actor's advanced physical and vocal performance skills
- Use Theatre Games to integrate physical and vocal skills
- Understand the actor's formula for improvisation
- Plan and Perform advanced Improvisational Scenes
- Reflect, Respond and Review their own advanced Improvisational Performances
- Devise improvisational scenes integrating stage combat techniques

Assessment

Assessment activities include theatre games, video submissions, solo and duo improvisations work, self assessments, scene work and monologue.

Grades

9, 10, 11, 12

Drawing & Painting

Subject Area

Art & Design

Credits 0.5

Prerequisites

None

Home Learning Light

Course Description

This studio elective offers an opportunity for students to explore a range of both traditional and contemporary approaches to drawing and painting. An emphasis will be placed on the development of technical skills, processes and personal meaning in both conventional and digital media. Areas of focus include: working from direct observation, media exploration, digital illustration and conceptual investigation. Some projects allow for open-ended exploration and students will be encouraged to develop their own personal approach to their artwork. Additionally, students will be introduced to artists and ideas from both historical and contemporary sources.

Learning Outcomes

Students will:

- Use studio process and the design cycle to generate, analyze and implement ideas for their own work.
- Research and analyze the work of artists from a wide range of historical, cultural and social contexts.
- Understand and apply a variety of skills, media, techniques and processes.
- Experiment, take risks and problem solve in the studio to make informed decisions about media and techniques.
- Reflect on their work and the work of others through critique, written reflections and presentations.

Assessment

- Studio Work.
- Sketchbooks (research, development of ideas, reflections, written assignments).
- Critiques.
- Presentations.

Grades

9, 10, 11, 12

Earth & Space Science

Subject Area

Science

Credits 1

Home Learning Light

Course Description

Earth and space science is an introductory course that aims to explore topics in astronomy, geology, meteorology and environmental science. Topics include the Big Bang theory, life cycle of stars, Earth's geological history, plate tectonics, natural hazards, weather and climate, biogeochemical cycles and environmental issues. The course covers Next Generation Science (NGSS) standards HS-ESS1-1 to HS-ESS1-6, HS-ESS2-1 to HS-ESS2-7, HS-ESS3-1 to HS-ESS3-6.

Learning Outcomes

Students will:

- Develop models based on evidence to explain the formation of the universe and the life cycle of our sun and other stars.
- Apply scientific reasoning and evidence to construct an account of Earth's formation and early history, including the simultaneous coevolution of life on Earth.
- Plan and conduct investigations of the effects of water on earth materials and surface processes.
- Use models to describe and predict weather and climate patterns.
- Evaluate impacts of human activity on the environment and refine sustainable design solutions or practices.

Assessment

The course will include core unit formative/summative assessments. Understanding of concepts will be developed through collaborative lab experiences and projects. Student learning in these situations will be assessed individually using the HS Grade Descriptors.

Grades

9, 10, 11, 12

Effective Speech

Subject Area

Performing Arts

Credits 0.5

Home Learning Light

Course Description

The students will be introduced to the skills required to communicate more effectively. Emphasis will be placed on developing public speaking skills in group conferences, small group, and public and interpersonal communication settings. This course involves lectures, discussions and demonstrations.

Learning Outcomes

The student will develop the skills required to be a more effective listener and speaker, as well as develop the research skills required to document, verify and prove. All students will prepare and deliver a variety of speeches during the semester with the goal of acquiring the communication skills necessary for future academic and professional encounters. Specifically, students will have the opportunity to:

- Develop the discipline required to prepare, rehearse and deliver a variety of speeches.
- Participate in group communication as participants and facilitators.
- Increase their listening abilities.
- Develop critical analysis and awareness.

Assessment

Each completed assignment will be assigned a grade following self-evaluation, group critique and teacher feedback. For group work, students will be provided with the opportunity to evaluate group members and themselves.

Grades

9, 10, 11, 12

Engineering Solutions

Subject Area

Science

Credits 0.5

Prerequisites

Completion of a full year science course. Students in 10th grade must be concurrently enrolled in a full year science course

Home Learning Light

Course Description

Automated solutions help engineers solve important human problems. In this course, students will first learn the fundamentals of current electricity and applied examples in their lives. After an exploration of various electronic components, students will begin building systems that incorporate programmable microcontrollers. The course will conclude with an extended opportunity for students to prototype, test and develop an engineering solution to a real-world opportunity.

Learning Outcomes

Students will:

- Understand and apply current electricity concepts.
- Explore the structure and function of electrical circuits, sensors and actuators.
- Design, prototype and test systems that are controlled by a programmable microcontroller.
- Engage in the design thinking process to apply their skills and knowledge to solve a meaningful real-world problem.

Assessment

The course will include a variety of formative/summative assessments. Performance tasks and project based assessments will allow students to show evidence of their development of learning outcomes.

Grades

10, 11, 12

English/History 10: Humanities II

Subject Area

Humanities

Credits 2

Prerequisites

Humanities I OR Humanities I in Action (Please note: Students may take Humanities II regardless of which 9th grade Humanities course they took).

Home Learning Moderate

Course Description

This course explores the multifaceted question: What does it mean to be an American? Students examine this question from multiple perspectives of class, race and gender as the country expands and develops from its pre-colonial beginnings. American ideals of democracy, equality, individual freedom, justice and prosperity are contrasted with American realities. The approach is an interdisciplinary one using historical documents, literature and film. Ultimately, the course challenges students, most of whom have limited exposure to American life, to think beyond stereotypes as they prepare for their experience at an American university. Along the way, they become better critical thinkers who can express themselves more effectively in their writing and speech.

Learning Outcomes

Students will:

- Understand and appreciate the American experience.
- Connect American history, culture and literature to life.
- Recognize the interplay of continuity and change, cause and effect, chronology and point of view.
- Develop the ability to read and analyze a variety of texts.
- Develop an understanding of historical perspective and bias.
- Develop their ability to explain and defend a point of view, substantiating their ideas with accurate and relevant detail.
- Develop an understanding of the power of writing and images to transform human experience.
- Work towards establishing a personal voice by practicing the writing process (prewriting, drafting, editing, revising and publishing).

- Practice various genres of writing, including imaginative, persuasive, narrative, descriptive and analytical.
- Develop and use research techniques and strategies to write a primary source-based research paper.
- Contribute to and learn from class and group discussions.
- Speak articulately and confidently to an audience.

Assessment

Student assessments may include:

- Timed writing.
- Processed written assignments.
- Socratic seminar / shared inquiry.
- Research papers.
- Presentations and projects (individual and group).
- Small group and class discussions/activities.

English/History 10: Humanities II in Action

Subject Area

Humanities

Credits 2

Prerequisites

Humanities I OR Humanities I in Action (Please note: Students may take Humanities II in Action regardless of which 9th grade Humanities course they took).

Home Learning Moderate

Course Description

Humanities II in Action expands on students' developing worldview, asking them to bring those concepts inward. How do the changes we make in ourselves affect our relationship with various communities like our class, HKIS, Hong Kong, the world? What is your obligation to yourself and to others? Students will use various lenses to inform our study - history, literature, sociology, psychology, religion, and the fine arts. Students will explore past and present social structures that will help you understand the contemporary world in which they live and, finally, students will look at themselves and their relationship to the community in order to understand needs beyond their own and continue to develop their ability to make a difference in the world. Most importantly, students will put those worldviews in action as they participate in multiple service opportunities and extended learning outings.

Units of Study

Universe of Obligation: Students will examine what it means to belong by introducing the idea of a "universe of obligation," the term sociologist Helen Fein coined to describe the circle of individuals and groups within a society "toward whom obligations are owed, to whom rules apply, and whose injuries call for amends."

Revolution and Reform: Students will explore the hopes and dreams of people who've hungered for political, social, and cultural change at different moments in history. In the context of the world, how does a dream for something better shape the way people live their lives socially, emotionally, and politically?

Genocide and Human Behavior: Students will research the societal factors that influence the way many people see themselves and others, explore the way that stereotypes can distort our perceptions of

others, evaluate the human tendency to create "in" groups and "out" groups, looking at the way humans have created such groups throughout history on the basis of race and religion, among other factors.

Race, Justice, and Human Rights in America:

Students will learn how literature and history help us to draw connections between historical events and the concurrent struggles for racial equality, how to contextualize that America was shaped by the institution of slavery and white supremacy, and how the universe of obligation can be used to help the nation shape new ideals.

Geography of Gender: Students will explore the concepts of gender and the body, gender and power, and gender and knowledge through a range of topics such as freedom and liberty, social movements, work and leisure, politics of social justice, intersectionality, violence, and visual culture and citizenship.

Learning Outcomes

Students will:

- Critically examine historical figures and founding myths as well as America's founding documents.
- Develop an understanding of these narratives as they apply to different groups in the United States and around the world.
- Understand America's relationship with the environment, economics, domestic society and foreign affairs.
- Understand contemporary issues and the American Team with a focus on the multitude of narratives that inform the American experience.
- Develop a familiarity with how authors use literature, poetry, drama, nonfiction, and creative nonfiction to convey American ideals.
- Explore how authors use their writing to convey the political, social, and cultural issues of the time period and explore how writing is influenced by different literary time periods like Transcendentalism and Realism.
- Make connections between themes, characterization, and conflict, exploring how literature can convey both a collective and independent American experience.
- Develop an understanding of literary devices to develop characterization, theme, and meaning.
- Participate in experiential learning and service outings, reflect on their experiences, and integrate these experiences and reflections into their understanding of the American experience.

- Develop a vision for a just and compassionate society for all and understand the role of service in contributing to this vision
- Develop an understanding of their social, political, and economic role in the environment.

Assessment

Student assessments may include:

- Experiential Learning Opportunities, a variety of collective experiences that offer opportunities for personal reflection and global engagement.
- Debates, role-plays, and simulations.
- Journal Responses.
- Personal Narratives.
- Analytical Essays.
- Persuasive Essays.
- Shared Inquiries/Socratic Seminars.
- Presentations.
- An extensive research paper.
- Quizzes and tests.

Experiential Learning Opportunities include:

- Extensions of Humanities in Action activities.
- Service projects within the HKIS and Hong Kong community.
- Environmental clean ups.

English/History 9: Humanities I

Subject Area

Humanities

Credits 2

Home Learning Moderate

Course Description

(1 credit of English and 1 credit of Social Studies)

Humanities I is a foundational interdisciplinary program that studies the literature and modern history of four cultural regions: China, India, Africa and the Middle East. Students will explore each of these regions, share and discuss what they learn, and reflect upon their own cultural identities. Students will read a range of historically appropriate literary texts, and they will be introduced to the full range of writing skills that are demanded by higher-level studies in the Humanities.

Learning Outcomes

Students will

- Interpret issues from an interdisciplinary perspective.
- Understand and appreciate a variety of cultures.
- Connect literature to life, past and present.
- Describe their own sense of self as they learn about other cultures.
- Read, explore and analyze a wide variety of texts.
- Understand bias and perspective in texts and film.
- Recognize the interplay of cause and effect, continuity and change, chronology and point of view.
- Become effective researchers, developing a variety of research techniques and an understanding of analytical, thesis-based writing.
- Develop the skills of acknowledging and correctly citing all the sources that they incorporate into their writing.
- Become effective and independent writers, in a range of genres.
- Defend a personal position and support it with evidence, explain an opposing point of view.
- Hone effective oral presentation skills, both formal and informal.
- Explore and act upon their responsibilities as members of a global community.

Assessment

Student assessments may include

- Journal responses.
- Timed, in-class writing.
- Processed written assignments in a variety of genres.
- Teacher-, peer-, and self-assessments.
- Individual and group presentations and projects.
- Small-group and class-wide discussions and activities.
- Graphical interpretations.
- Examinations, tests and quizzes.
- Debates and shared inquiry.

English/History 9: Humanities I in Action

Subject Area

Humanities

Credits 2

Home Learning Moderate

Course Description

Humanities I in Action is an interdisciplinary course that asks students to understand three challenges facing modern society - conflict and genocide, economic inequality, and environmental destruction - and to consider ways to improve the state of the world. The lenses of literature, history, psychology, and sociology are employed in order to understand these issues, with particular attention given to identifying worldview beliefs and assumptions that underlie the choices that societies make. In addition, the course involves student engagement in a series of service and experientially-based outings, including (travel guidelines permitting) a weekend trip to an orphanage in China, to help students understand needs beyond their own and their ability to make a difference. With these goals in mind, students complete an Elixir Project during the second semester in which they attempt to improve the community in a tangible way. The course ends with a study of the future through reading dystopian literature, as students weigh important decisions that society needs to make in the coming years. Through this journey of study and experience it is hoped that students will develop their own vision of what it means to live a life committed to the Common Good. Students will read a range of historically appropriate literary texts, and they will be introduced to the full range of writing skills that are demanded by higher-level studies in the Humanities. Note: Students in Humanities I in Action are expected to participate in about half a dozen service or experiential learning activities, on a number of Saturdays throughout the year, and to spend time outside of class implementing their Elixir Projects. There may be an additional course fee to cover some of these activities.

Learning Outcomes

Students will:

- Read, analyze, and make connections between the history, literature, religion and art of the various cultures we study.

- Develop an appreciation for and at times a critique of the values and ideals of peoples in traditional societies.
- Develop an understanding of the conflicts between modern and traditional cultures.
- Understand the basic questions all humans ask and the various answers people from different cultural backgrounds give in response to these questions.
- Explore their own cultural identity, values, and ideals in relation to those that we study.
- Develop the intercultural sensitivity needed to form genuine relationships in our modern society and make contributions to our community.
- Develop an effective and unique style of thinking and writing (a voice) through the writing process.
- Develop visual literacy (visual arts, contemporary films, media creation, etc.) through critical viewing and in-class presentations.
- Improve literacy and communications skills through reading, vocabulary development and frequent opportunities to write and speak about their learning.
- Explore the great heroic stories in the cultures being studied.
- Develop skills to use various forms of technology as a tool for learning.
- Develop organizational and analytical skills needed to succeed in the High School Humanities Program.
- Participate in experiential learning and service outings, reflect on their experiences, and integrate these reflections into their understanding of the human experience.
- Develop a vision for a just and compassionate society for all and understand the role of service in contributing to this vision.

Assessment

Assessments may include:

- Journal responses.
- Timed writing.
- Essays in a variety of genres using the writing process.
- Presentations - individual, paired, and in small groups.
- Role-plays, debates, and simulations.
- Examinations and quizzes - both objective and essay format.
- Service-selected independent service project.

Fashion & Textiles Studio

Subject Area

Art & Design

Credits 0.5

Prerequisite Courses

Introduction to Fashion & Textiles

Home Learning Moderate

Course Description

Giving students an opportunity to continue and develop working in a specific medium namely fashion and textiles, building on their skills acquired in the Introduction to Fashion & Textiles. Using the design cycle, students will develop skills to ideate, research and communicate fashion design as well as develop their own designs. Students will learn pattern drafting and draping skills, along with developing manufacturing skills for functioning prototypes. Students will consider environmental issues and sustainability of "Fast Fashion".

Learning Outcomes

Students will:

- Learn how to develop and source ideas from the world around them from different times, places and cultures to inspire their own work through research and observing other designs and designers.
- Explain how the choices of artists and designers show references to historical/ contemporary/ cultural influences in their work and their own.
- Demonstrate sequential development of ideas and concepts through research, drawings and mock-ups. The visual journal will document experiments with materials, techniques and processes, in conjunction with research and contextual studies.
- Use a variety of materials, technologies and processes to make well designed and constructed clothing.
- Reflect on and respond to their own and others' designs. Through the reflection process students will review, adapt and modify their work to realize their intentions.

Assessment

The assessment of student achievement is based on:

- End products (understanding the process and quality of the finished and functioning textile product).
- Visual journal and contextual displays: this will include research, development of ideas, evaluations, critiques, reviews, handouts, written assignments.
- Peer and self-critiques.

Grades

9, 10, 11, 12

Forensic Science

Subject Area

Science

Credits 0.5

Prerequisites

Completion of a full year of Biology. Students in 10th grade must be concurrently enrolled in a full year science course.

Home Learning Light

Course Description

Forensic Science is the application of science to the investigation of crime. Emphasizing the development of problem-solving abilities, the curriculum involved in this subject exposes students to both relevant laboratory techniques and medical- legal developments. Students involved in this course will benefit from casework experience through practicing forensic laboratory techniques. It is essentially a laboratory based study and profession which puts into practice principles and practices of the three major fields of science; chemistry, biology, and physics, in conjunction with analytical reasoning skills necessary to incorporate the science into legal situations.

Learning Outcomes

Students begin the term with a brief overview of the science involved in this field and then move into the following specific topics:

- Crime scene analysis: identification and collection of evidence.
- Trace evidence: collection techniques and analysis of evidence.
- Individualization techniques: fingerprinting, odontology, serology, hair and fibers, DNA.
- Scene reconstruction techniques: bloodstain patterns; track and trail patterns, ballistics, fire patterns and trajectories.

Assessment

Students will participate in numerous laboratory investigations using contemporary equipment and techniques to explore and study hypothetical evidence. Lab work and projects make up the majority of assessments, with some summative concept assessments. The course will conclude with an integrated project that incorporate numerous topics from throughout the semester.

Grades

Foundations of PreCalculus

Subject Area

Mathematics

Credits 1

Prerequisites

Successful completion of Advanced Algebra (C or better)

Home Learning Moderate

Course Description

The Foundations of PreCalculus course further develops a students' proficiency with functions, algebra and probability and statistics. This course is for students intending on going into the arts, humanities, business and other post-secondary programs not requiring calculus. Students who intend to go into math, sciences or engineering should take PreCalculus instead of, or possibly after, this course. Students will be able to take AP Statistics, PreCalculus, Applied Statistics, or any other math elective after completion of this course. Foundations of PreCalculus will focus on the development of the students' conceptual understanding and will emphasize a creative and hands-on problem-solving approach.

Learning Outcomes

This course will enable the student to:

- Work with a variety of functions and make sense of problems and persevere in solving them.
- Understand and model functions from numerical, graphical, analytical, and verbal standpoints.
- Use technology as a tool to facilitate learning and to communicate mathematical ideas effectively.

Assessment

Assessments for this course are project based or in person discussions that cover the learning targets for each unit and develop students' ability to communicate and apply their understanding of topics being studied.

French Advanced

Subject Area

French

Credits 1

Prerequisites

Successful completion of French Intermediate 4 and department recommendation

Home Learning

Moderate to Heavy

Course Description

In French Advanced and AP French Culture and Language courses, students will explore the French and Francophone world through the following units: of relationships and choices, new technologies and social media, the influence of fashion, voluntary work, French heritage, contemporary life and environmental issues. The students will continue to develop their interpretive interpersonal and presentational skills through authentic texts. They will apply new vocabulary and language functions gained from various authentic materials to further develop their language proficiency by asking and answering follow-up questions, exchanging information, making conversations, dealing with unfamiliar situations, discussing and collaborating in group settings. Students will demonstrate what they can do through a variety of real-life related tasks. Students in AP French Culture and Language Course must sit for the AP exam in May of the year in which they receive AP designation on their transcripts.

Learning Outcomes

Students will:

- Discuss families in different societies.
- Understand the influence of language on culture and identity.
- Comprehend the influences of beauty and art.
- Analyze how science and technology affect our lives.
- Contrast the factors that impact the quality of life.
- Describe environmental, political and societal challenges.
- Write well-constructed grammatically correct emails and persuasive essays based on sources.
- Review grammar to improve accuracy in written and oral assessments.
- Express ideas in both the oral and written mode with accuracy and fluency.
- Have a simulated conversation in French.

- Compare cultural or social artifacts in the student's own community with artifacts in France or in a Francophone country.

Assessment

A variety of assessments including emails, essays, quizzes, listening/speaking activities, projects, debates and presentations will be used. Emphasis is placed on evaluation according to the standards set forth by the College Board for this level of instruction. Students will have the opportunity to conduct peer- review and do self-assessment. For Honors students, assessments will be differentiated and assessed by differentiated versions of the AP rubrics. All students will have the opportunity to practice their skills during the year by taking a mock AP exam.

Grades

10, 11, 12

French Intermediate 1

Subject Area

French

Credits 1

Prerequisites

Completion and meeting standards of of French Novice and department recommendation

Home Learning Moderate

Course Description

In the French Intermediate 1 course, students will explore French culture through the following units: Identity, Family and Relationships, School Community, Close Surroundings, and Holidays. The students will continue to develop their interpretive interpersonal and presentational skills through many authentic texts. They will apply new vocabulary and language functions gained from various authentic materials to further develop their language proficiency by asking and answering follow-up questions, exchanging information, making conversations, dealing with familiar situations, and discussing and collaborating in a group setting. Students will demonstrate what they can do through a variety of real-life related tasks.

Learning Outcomes

Students will be able to:

- Discuss vacation and travel plans.
- Provide information about the rooms and of the house and the furniture.
- Discuss fashion and shopping for clothes and accessories.
- Discuss and present future plans for themselves and their families, including holidays and leisure activities.
- Give opinions about food in restaurants and discuss choices from a menu and be able to follow a recipe.
- Compare daily routines which includes life at school Francophone world.
- Relate leisure activities here and in the Francophone world.
- Relate events in the past and future.

Assessment

A variety of assessments, including process writing, listening / speaking activities, reading of authentic texts, presentations, projects, and home learning will be used. Emphasis is placed on proficiency based

assessments. Students develop cultural awareness through interpretative tasks based on authentic materials from France and the Francophone world.

Grades

9, 10, 11, 12

French Intermediate 2

Subject Area

French

Credits 1

Prerequisites

Successful completion of French Intermediate 1 and department recommendation

Home Learning Moderate

Course Description

In the French Intermediate 2 and intermediate 3 course, students will explore the French and Francophone world through the following units: A Teenagers' Life, Family and Relationships, Future Projects and Dreams, School Community, Leisure Time, Medias, Traditions and Customs, and Holidays. They will develop language skills toward the Intermediate Mid level of proficiency. The students will continue to develop their interpretive interpersonal and presentational communication with authentic texts. They will apply new vocabulary and language functions gained from various authentic materials to further develop their language proficiency by asking and answering follow-up questions, exchanging information, making conversations, dealing with familiar situations, discussing and collaborating in group settings. Students will demonstrate what they can do through a variety of real-life related tasks. Intermediate 2 and Intermediate 3 provides students an opportunity to fully develop their communication skills to the level of Intermediate Mid according to ACTFL standard in a period of two years if needed. They will be awarded 1 credit for a successful completion of one-year study.

Learning Outcomes

Students will be able to:

- Describe relationships.
- Evaluate friendship and the value of having friends.
- Discuss daily routines in the present, future and past.
- Discuss options for future careers and plans.
- Advise, discuss and plan travel arrangements in the Francophone world and make recommendations.
- Relate past experiences and talk about childhood and the way life used to be for student and others.

- Describe the local area and its advantages and challenges.
- Relate events and plans in the present, future and past.
- Discuss current problems facing the planet.
- Make comparisons.

Assessment

A variety of assessments including process writing, listening / speaking activities, reading of authentic texts, presentations, projects and home learning will be used. Emphasis is placed on proficiency based assessments. Students will develop cultural awareness through interpretative tasks based on authentic materials from France and the Francophone world.

Grades

9, 10, 11, 12

French Intermediate 3

Subject Area

French

Credits 1

Prerequisites

Completion of French Intermediate 2 and department recommendation

Home Learning Moderate

Course Description

In the French Intermediate 2 and intermediate 3 course, students will explore the French and Francophone world through the following units: A Teenagers' Life, Family and Relationships, Future Projects and Dreams, School Community, Leisure Time, Medias, Traditions and Customs, and Holidays. They will develop language skills toward the Intermediate Mid level of proficiency. The students will continue to develop their interpretive interpersonal and presentational communication with authentic texts. They will apply new vocabulary and language functions gained from various authentic materials to further develop their language proficiency by asking and answering follow-up questions, exchanging information, making conversations, dealing with familiar situations, discussing and collaborating in group settings. Students will demonstrate what they can do through a variety of real-life related tasks. Intermediate 2 and Intermediate 3 provides students an opportunity to fully develop their communication skills to the level of Intermediate Mid according to ACTFL standard in a period of two years if needed. They will be awarded 1 credit for a successful completion of one-year study.

Learning Outcomes

Students will be able to:

- Describe relationships.
- Evaluate friendship and the value of having friends.
- Discuss daily routines in the present, future and past.
- Discuss options for future careers and plans.
- Advise, discuss and plan travel arrangements in the Francophone world and make recommendations.
- Relate past experiences and talk about childhood and the way life used to be for student and others.

- Describe the local area and its advantages and challenges.
- Relate events and plans in the present, future and past.
- Discuss current problems facing the planet.
- Make comparisons.

Assessment

A variety of assessments including process writing, listening / speaking activities, reading of authentic texts, presentations, projects and home learning will be used. Emphasis is placed on proficiency based assessments. Students will develop cultural awareness through interpretative tasks based on authentic materials from France and the Francophone world.

Grades

9, 10, 11, 12

French Intermediate 4

Subject Area

French

Credits 1

Prerequisites

B+ or higher in French Intermediate 2, or completion of French Intermediate 3 and department recommendation

Home Learning Moderate

Course Description

In the HS French Intermediate 4 course, students will explore the French and Francophone world through the following units: Relationships and Choices, New Technologies and Social Media, the Influence of Fashion, Voluntary Work, French Patrimoine, Contemporary Life, and Environmental Issues. The students will continue to develop their interpretive interpersonal and presentational skills through various authentic texts. They will apply new vocabulary and language functions gained from authentic materials to further develop their language proficiency by asking and answering follow-up questions, exchanging information, making conversations, dealing with unfamiliar situations, discussing, and collaborating in group settings. Students will demonstrate what they can do through a variety of real-life related tasks. Students are expected to use French only in class. This course will be conducted exclusively in French and will prepare students for the Honors class and for the AP French Language and Culture course.

Learning Outcomes

Students will be able to:

- Exchange opinions, research and compare different types of social media and advertisements.
- Understand and think about concerns surrounding the environment and climate change, life in the city and in the countryside.
- Understand social and cultural topics in France and in the Francophone world.
- Discuss teenage and young adult issues associated with mental and physical wellbeing.
- Compare different types of leisure activities.
- Develop a broader vocabulary through the discussion of current events and global issues in France and in the Francophone world.
- Develop writing skills through process writing.

- Develop creativity and collaborative skills to solve problems and find solutions.

Assessment

A variety of assessments including process writing, listening/ speaking activities, reading of authentic texts, both group and individual presentations and projects will be used. Emphasis is placed on proficiency-based assessments. Students will develop cultural awareness through interpretative tasks based on authentic materials from France and the Francophone world.

Grades

9, 10, 11, 12

French Novice

Subject Area

French

Credits 1

Prerequisites

None

Home Learning Light

Course Description

In French Novice course, students will explore the French and Francophone world through the units of Identity, Family and Relationships, School Community, Leisure Time and Holidays. The students will develop their interpretive, interpersonal and presentational skills through various authentic texts. They will apply new vocabulary and language functions gained from various authentic materials to develop their language proficiency by asking and answering follow-up questions, exchanging information, making conversations, dealing with familiar situations, and discussing and collaborating in group settings. Students will demonstrate what they can do through a variety of real-life related tasks.

Learning Outcomes

Students will be able to:

- Acquire vocabulary for greetings, introductions and farewells.
- Describe their neighborhood, house, city, family, school, friends and animals.
- Ask, understand and give directions.
- Talk about the days of the week, seasons, weather and relate appropriate leisure activities.
- Learn about the culture of food in France and be able to read and order from a menu.
- Describe the clothing they and others are wearing.
- Express preferences.
- Relate future plans and activities.

Assessment

A variety of assessments, including process writing, listening and speaking activities, reading of authentic texts, projects and home learning, will be used. Emphasis is placed on proficiency based assessments. Students develop cultural awareness through interpretative tasks based on authentic materials from France and the Francophone world.

Grades

Geometry

Subject Area

Mathematics

Credits 1

Prerequisites

Completion of Algebra 1 or 9th grade entry

Home Learning Light

Course Description

The Geometry course incorporates a variety of geometrical investigations, problems, and explorations of the patterns and relationships of Geometry. This course also strengthens students' algebra skills, while developing new algebraic concepts required for future math courses. Instructional approaches may include direct instruction; along with presenting students with many opportunities to explore new concepts using technology and physical models. Reasoning and justifying conclusions are central to the notion of proof and are greatly emphasized throughout the course.

Learning Outcomes

The Geometry course will enable the student to:

- Be fluent in the language of geometry and be able to identify characteristics and properties of two- and three-dimensional geometric objects.
- Use inductive and deductive reasoning to formulate and support conclusions. The concept of proof will be introduced as a means of justifying these conclusions with general principles.
- Use the concepts and language of transformations to describe and analyze geometrical relationships.
- Understand and apply the principles of right triangle trigonometry.
- Measure a variety of geometrical quantities, including angles, arcs, area, volume and length.
- Develop the ability for three-dimensional visualization. Use existing algebraic skills to solve geometric problems, while developing new algebraic concepts required for future mathematics courses.

Assessment

A variety of ongoing and frequent assessments, both formative and summative, will be used to develop each student's ability to communicate and apply their understanding of topics studied.

Geometry (Honors)

Subject Area

Mathematics

Credits 1

Prerequisites

A in Algebra 1 or 9th grade entry

Home Learning Moderate

Course Description

In addition to the goals of the Geometry course, the Honors course places greater emphasis on independent learning, problem solving skills, and the integration of Algebra. This allows for topics to be covered in greater depth and for the inclusion of additional topics. Students will use matrices to represent transformations on the coordinate plane, investigate properties of non-Euclidean geometry, use deductive reasoning and logic extensively to justify conclusions, and use the Laws of Sines and Cosines in real-world applications.

Assessment

Honors Geometry lends itself well to utilization of projects and investigations to demonstrate learning. In addition, student learning is also assessed using quizzes, tests and daily assignments.

Global Online Academy

Subject Area

Flexible Studies

Credits 0.5-1

Course Description

Credits: 0.5 or 1 HKIS is a member of the Global Online Academy (GOA), a consortium of independent schools around the world with the goal of offering online courses that are as intellectually rigorous and engaging as their on-campus courses. GOA is dedicated to utilizing approaches to learning aligned with current research in best practice, including collaboration, networking, and online skill development. Teachers for GOA courses come from the member schools, and undergo training in order to adapt their practice to this new environment. Membership in the Global Online Academy gives HKIS students increased opportunity to pursue their passions, or to explore potential areas of interest. Sophomores, Juniors, and Seniors may register for online courses with the recommendation of faculty, who can vouch for the self-direction, motivation, and responsibility necessary to pursue online learning. Students who successfully enroll in and complete GOA courses earn credit that will be reported on the HKIS transcript, and HKIS academic policies will apply to these courses. More current information on the Global Online Academy offerings can be found online. Search "Global Online Academy Course Catalogues".

Grades

10, 11, 12

Grading Scheme

GOA gives a percentage that HKIS translate into a letter grade

GOA Summer Courses

Subject Area

Summer Academic Term

Credits 0.5

Course Description

Summer GOA offers some of their most popular courses in an intensive 7-week format. Please see their offerings and registration details by searching for "GOA course catalogue." Please contact Associate Principal for Academics for more information.

Grade 10 Seminar

Subject Area

Counseling Seminar Program

Home Learning Light

Course Description

Students will explore all aspects of well-being: Positive Emotions, Engagement, Relationships, Meaning, Accomplishment, and Health. The course is designed to stimulate self-reflection and discussion around personal beliefs, values, and growth. Students will also apply what they've learned about themselves to explore potential futures that fit their strengths, interests, and personality.

Learning Outcomes

Students will:

- Understand the tenets of positive psychology, explore and apply the pillars of wellbeing (positive emotion, engagement, relationships, meaning, accomplishment, and health).
- Identify and share unique cultural influences which inform their values.
- Apply learning to envision potential futures via a career research project.

This class is designed to follow a large group guidance structure. Students receive a grade of Successful Completion contingent on attendance, personal reflections, structured learning activities, a career research project, and discussions.

Grades

10

Grade 11 Option/Grade 12 Option

Subject Area

Flexible Studies

Credits 1

Course Description

Credits: 1 credit per Semester The final two years of High School are a time when students may pursue one of several different courses of study at HKIS as they prepare for university enrollment or for employment. All students are encouraged to consider their future goals and discuss them with their parents, teachers and counselor if they are thinking of pursuing an option in either the Grade 11 or 12 years. The Option allows students who qualify to tailor a planned activity outside of the school campus for part of the year. Students may take a reduced class schedule, for example, and utilize the available time for an alternative activity. Grade 11/ Grade 12 Options that have been approved in the past include:

- Teacher aide in lower primary, upper primary or middle school.
- Participation in a commercial training program, e.g., hotel services.
- Work experience (employment or internship).
- Community service (e.g., working a few hours per day in or with a service agency or facility).
- Study in another Hong Kong school.
- Study and/or work with an expert (e.g., graphic designer, journalist).
- Work experience at a consulate.
- Training as an elite athlete.
- Semester abroad experience (studying language in another country).

Another possibility is to concentrate courses required for graduation into one semester in order to spend the other semester off-campus on a Grade 11/Grade 12 Option. Students who wish to do activities such as the following typically use this arrangement:

- Language immersion study in another country.
- Full-time on-the-job training.
- Full-time participation in the work of a service organization.
- Work experience.

Students contemplating a Grade 11/Grade 12 Option need to work closely with their counselors and the Associate Principal for Academic Programs to ensure

that all graduation requirements will have been met by the end of the senior year. Forms (to be filled out at registration time) that explain the approval process are available from the counselors. Recognition of these alternative activities will be made on the student's transcript.

Grades

11, 12

Grading Scheme

Pass/Fail

Grade 11 Seminar

Subject Area

Counseling Seminar Program

Home Learning Light**Course Description**

This course explores post-secondary possibilities and integrates these options with students' own interests, skills, and talents.

Learning Outcomes

Students will:

- Explore college, career, and other post-secondary options.
- Understand and implement steps in career/college research and planning.
- Learn strategies to manage stress and expectations related to the college search and selection process.
- Identify digital and human resources at HKIS and in the community.
- Begin individual work with their community counselors.

This class is designed to follow a large group guidance structure. Students will receive a grade of Successful Completion contingent on attendance, reflections, structured learning activities, and discussions.

Grades

11

Grade 12 Seminar

Subject Area

Counseling Seminar Program

Home Learning Light**Course Description**

This course aims to prepare G12 students for the transition to life beyond high school. Students will reflect on, summarize and draw from their high school experiences as they navigate the college application process. Students will anticipate the changes and challenges ahead, and develop the skills to manage and enjoy the challenges of college life or independent living.

Learning Outcomes

Students will:

- Take ownership of the college application process.
- Demonstrate an understanding of self, culture, and individual values as evidenced by personal statements, interviews, and a final college list.
- Demonstrate increased self-understanding and awareness regarding physical, mental, social, spiritual, and cultural well-being.
- Work towards the resolution of relationships and transition issues involving family, peers, and community.
- Anticipate and plan for life changes ahead.
- Develop and understand the skills necessary for a successful transition to life beyond high school.
- Develop practical skills for daily living such as budgeting, well-being, and time management.

This class is designed to follow a large group guidance structure. Students will receive a grade of Successful Completion contingent on attendance, reflections, structured learning activities, and discussions.

Grades

12

Grade 9 Seminar

Subject Area

Counseling Seminar Program

Home Learning Light

Course Description

This course is designed to ease the academic and emotional transition from middle to high school. Grade 9 Seminar prepares students for the expectations and challenges of high school life. The importance of developing independence, self-motivated learning and emotional awareness will be highlighted, including identifying personal values, character strengths, and both personal and academic goals. Students will have the opportunity to meet one-on-one with a community counselor during seminar time.

Learning Outcomes

Students will:

- Develop skills to build their emotional intelligence.
- Understand the academic expectations for high school, i.e. self-motivated learning, being responsible for and owning their learning.
- Understand the importance of developing strong study and time management skills.
- Explore strategies that will assist them in becoming successful and healthy high school students.

This class is designed to follow a large group guidance structure. Students receive a grade of Successful Completion contingent on attendance, reflections, structured learning activities, and discussions.

Grades

9

Graphic Design

Subject Area

Art & Design

Credits 0.5

Prerequisites

None

Home Learning Light

Course Description

Students will gain a better understanding of the basics of Graphic Design by studying the elements and principles that govern effective design and page layout. Graphic design is the process and art of combining text and graphics to communicate an effective message in the creation of logos, graphics, illustrations, posters, signs, and any other type of visual communication. Students utilize the Design Cycle to develop and create a variety of projects that are based around the art and business sides of advertising and marketing.

Learning Outcomes

- Demonstrate an understanding of the components and stages of the design/compositional cycle.
- Identify through reflection and feedback the need to revise work and develop strategies to further elaborate on ideas, themes or compositions.
- Demonstrate the creative cycle in the visual journal.
- Utilize design software to complete hands on technical projects of various topics, style and techniques.

Assessment

The assessment of student achievement is based on:

- Art making (understanding the process and quality of the final product).
- Sketchbook, this will include research, development of ideas, evaluations, gallery reviews, handouts, written assignments.
- Class presentations.

Grades

9, 10, 11, 12

Guitar 1

Subject Area

Performing Arts

Credits 0.5

Prerequisites

Access to a nylon string/acoustic guitar. Students interested in Guitar 2 should have completed Guitar 1, or they should approach their counselor and the guitar teacher for approval.

Home Learning Moderate

Course Description

Students are introduced to the basic elements of playing the acoustic guitar. Classroom activities include instruction in classroom and small group settings, student video submissions, listening activities to develop musical awareness, and music literacy assignments. No prior musical experience is required for this course.

Learning Outcomes

Students will:

- Play basic guitar pieces with correct hand positions and posture.
- Read musical nomenclature, including notes and rhythms on a staff.
- Play and share music in small groups to enhance their understanding of rhythm and musical expression.
- Perform a solo in class to build confidence and for personal enjoyment.

Assessment

Assessment activities include formative video submissions, informal performances in class, a summative solo or ensemble performance, written quizzes, and a composition project.

Grades

9, 10, 11, 12

Guitar 2

Subject Area

Performing Arts

Credits 0.5

Prerequisites

Access to a nylon string/acoustic guitar. Students interested in Guitar 2 should have completed Guitar 1, or they should approach their counselor and the guitar teacher for approval.

Home Learning Moderate

Course Description

Students will expand their technique on the acoustic guitar, and form small ensembles and perform more advanced solos. Students continue to develop their musical skills by writing a song for the guitar and performing it for the class. These students will also organize and perform in a small recital.

Learning Outcomes

Students will:

- Play intermediate guitar pieces with correct hand positions and posture.
- Participate and perform in ensembles to enhance their understanding of rhythm and musical expression.
- Organize a small recital that they perform in, either in class or after school.
- Perform a solo or ensemble piece in a recital.
- Assist less experienced guitarists.
- Compose at least one song for guitar and voice, or a small guitar ensemble.

Assessment

Assessment activities include formative video submissions, informal performances in class, a summative solo or ensemble performance, written quizzes, and a composition project.

Grades

9, 10, 11, 12

Hong Kong National Sports

Subject Area

Physical Education

Credits 0.25

Course Description

Eligible candidates may elect to apply for 0.25 credit.

Criteria

- Prospective candidates must represent Hong Kong internationally in a sport recognized by the Sport Development Board.
- A student is eligible to earn credit only once (i.e., 14 credit) out of the 4-quarter credit courses required.
- Department head approval must be obtained.
- Candidates must have qualified coaches who train them concurrently and are prepared to write an evaluation at the end of the course as well as verify each training session the students attend (a signature confirming they are willing to do this is required).
- Candidates must currently be training more than five hours a week in their sports.
- Candidates must have clear and definable goals related to their sports.

Learning Outcomes

Students will:

- Gain experience in goal-setting and self-motivated learning.
- Develop responsibility for training and designing a program which is independent of the structured school day.
- Develop an understanding of the level of commitment and perseverance needed to be a member of a high level sports team.

Assessment

- Keep a reflective journal for each training session and a one-page summary at the end of each week.
- Complete a pre- and post-fitness test.
- Attend all meetings, checkpoints and interviews.
- Complete a final reflective paper and summary.
- Train a minimum of 48 hours over the quarter.
- Participate in the program with honesty and integrity.

The student will be assigned a PE Teacher who will be responsible for grading their journals and awarding a final grade. Teachers will interview the students to ensure that they are on task and striving towards their goals.

Grades

11, 12

Human Biology, Health & Sport

Subject Area

Science

Credits 0.5

Prerequisites

Completion of a full year of Biology. Students in 10th grade must be concurrently enrolled in a full year science course

Home Learning

Course Description

Human Biology, Health and Sport is an introductory course in human body systems. Throughout the course, students will have the opportunity to study anatomy and physiology from the perspectives of health, environment, fitness and performance in sport.

Learning Outcomes

Students will:

- Expand upon the basic biological and chemical principles covered in previous science courses and apply them to human anatomy and physiology
- Develop an understanding of the relationships between various body systems, human health and performance in sport from the perspectives of homeostasis, structure/function and hierarchy.
- Develop an understanding of general health problems as well as the physiological requirements for good health and athletic performance.
- Relate injury rehabilitation, common health issues and prevention to human body systems.

Assessment

Assessment in this course will include the following: Investigative labs, media and modeling projects, reflections and tests.

Grades

10, 11, 12

Independent Studio

Subject Area

Art & Design

Credits 0.5

Prerequisites

At least three semesters of visual art & design courses

Home Learning Moderate

Course Description

An advanced multidisciplinary course, Independent Studio offers motivated students an opportunity to work with an expansive range of media and ideas. This course will allow students to independently investigate areas of interest, thematic ideas and technical processes. As a result, students who have met the prerequisite requirements will be able to take an increased role in shaping their own learning experiences. The course structure is flexible and dependent on student interests, focusing on open-ended assignments that allow for a broad range of interpretation and technical approaches. Materials and techniques will be introduced and expanded upon in relation to student interests and abilities. The course should provide opportunities for multidisciplinary and multi-media connections, as well as options for both independent and collaborative work. This course is recommended for students who are working to develop a portfolio for application to art or design programs at university. *This course may be repeated.

Learning Outcomes

Students will:

- Use the design cycle and studio process to generate, analyze and implement ideas for their studio work.
- Develop a body of work that communicates personal and/or conceptual meaning.
- Research and analyze the work of artists from a wide range of historical, cultural and social contexts.
- Understand and apply advanced technical skills in a range of media, techniques and processes.
- Experiment, take risks and problem solve in the studio to make informed decisions about media and techniques.
- Reflect on their work and the work of others through critique, written reflections and presentations.
- Completion of 5-8 portfolio ready pieces.

Assessment

- Studio Work.
- Sketchbooks (research, development of ideas, reflections, written assignments).
- Critiques.
- Presentations.

Grades

10, 11, 12

Independent Study

Subject Area

Flexible Studies

Credits 0.5-1

Course Description

Credits: 0.5 or 1 Students in Grades 11-12 may pursue a program of independent reading or research. Independent Study credit is not given for any courses that are offered in the regular academic day, nor is Independent Study an alternative to fulfilling specific graduation requirements. Independent Study is intended for students who wish to study a topic at an advanced level beyond current High School course offerings. Independent Study is not normally approved for the purpose of eliminating scheduling conflicts. A proposal for Independent Study submitted during the registration period is dependent upon teacher availability. To earn 14 credit, 60 clock hours of work are needed. Work is normally completed within one semester.

Grades

11, 12

Grading Scheme

Pass/Fail

Introduction to Biotechnology

Subject Area

Science

Credits 0.5

Prerequisites

Completion of a full year of Biology. Students in 10th grade must be concurrently enrolled in a full year science course.

Home Learning Light

Course Description

This hands-on, lab-based science elective course will provide students with the opportunity to explore various applications of molecular biology. After reviewing the basics of nucleic acid structure and function, students will complete a series of lab experiences that investigate the basic concepts and lab procedures used in a modern-day molecular biology lab. Students will leave this course with a solid understanding of the applications of molecular biology, and a proficiency in molecular biology lab techniques. This course is not recommended for students who have taken or are taking AP Biology, as there may be considerable overlap between the labs performed in these two courses.

Learning Outcomes

Students will:

- Review foundational topics in the field, including: the structure and function of DNA and RNA, transcription and translation, mutation.
- Examine key historical experiments in this field.
- Become proficient with standard biotechnology lab techniques and procedures, including: use of micropipettes and microcentrifuges, DNA extraction, gel electrophoresis, restriction enzyme digest, PCR, and DNA barcoding.

Lab activities involved in this course include:

- DNA extraction.
- Restriction enzyme digest.
- Gel electrophoresis.
- Bacterial transformation.
- Polymerase chain reaction.
- DNA barcoding.

Assessment

The course will include core unit formative/summative assessments. Understanding of concepts will be

developed through collaborative lab experiences, projects and tests. The course will conclude with a comprehensive summative lab experience that incorporates most of the techniques and procedures taught in the course.

Grades

10, 11, 12

Introduction to Chemical Engineering

Subject Area

Science

Credits 0.5

Prerequisites

Completion of a full year of Chemistry. Students in 10th grade must be concurrently enrolled in a full year science course

Home Learning Light

Course Description

This course is a non-mathematical introduction to chemical engineering as illustrated through the roasting and brewing of coffee. The curriculum for this course is designed by engineers, involving hands-on coffee experiments that demonstrate key engineering principles. The curriculum includes material balances, chemical kinetics, mass and heat transfer, fluid mechanics, organic chemistry, conservation of energy, environmental considerations, and colloidal phenomenon. The course culminates in an engineering design competition that involves a classic engineering optimization problem.

Learning Outcomes

Students will:

- Develop skills in critical thinking, process steps, and project design.
- Design experiments and analyze data in developing a claim, evidence, and reasoning communication.
- Articulate and analyze the energy transformations that occur through the process of coffee production.
- Develop an understanding of the processes involved in engineering design from reactant components to final product.

Experiments involved in this course are:

- Reverse engineering a drip coffee brewer.
- Process flow diagram and mass balances for coffee.
- The pH of coffee and chemical reactions.
- Measuring the energy used to make coffee.
- Mass transfer and flux during brewing.
- Coffee as a colloidal fluid and the effect of filtration.
- Design competition.

Assessment

Students will participate in many lab investigations. Labs and projects make up the majority of assessments, with some summative labs and projects. The course will conclude with an engineering design project at the end of the semester.

Grades

10, 11, 12

Introduction to Differential Calculus

Subject Area

Mathematics

Credits 0.5

Prerequisites

Successful completion of Precalculus, Foundations of Precalculus (B or better)

Home Learning Moderate

Course Description

The Introduction to Differential Calculus course aims to provide a foundation of derivatives by exploring the behavior of functions through a variety of concepts including limits, continuity, derivatives, curve sketching, and optimization. This course will focus less on the procedural aspects of differential calculus and more on the application thereof.

Learning Outcomes

This course will enable the student to:

- Work with functions represented in a variety of ways: graphical, numerical, analytical and verbal.
- Understand the meaning of the derivative in terms of a rate of change and use it to solve a variety of problems.
- Use technology to solve problems, experiment, interpret results, and verify conclusions.
- Appreciate calculus as a coherent body of knowledge and as a human accomplishment.

Assessment

A variety of ongoing and frequent assessments, both formative and summative, will be used to develop students' ability to communicate and apply their understanding of concepts being studied.

Introduction to Fashion & Textiles

Subject Area

Art & Design

Credits 0.5

Prerequisites

None

Home Learning Light

Course Description

This course is an introduction to fashion design and textile products, with an introduction to fabrics, material and sewing equipment. Students will investigate the world of textiles and fashion design, learn about fashion illustration and communication, fabric sources and manufacture, sewing skills and textiles manufacturing techniques. Students will use simple existing patterns to design, embellish and manufacture fashion and textile products. These skills will provide students with a solid foundation of sewing, construction, decoration, and manufacturing skills for fashion & textiles.

Learning Outcomes

Students will:

- Learn how to develop and source ideas from the world around them and from different times, places and cultures to inspire their own work.
- Understand the links between contemporary and historical fashion, literature, art and music, history and their own designs.
- Learn how to use a sewing machine and hand stitch to construct their own garments.
- Learn how to read, and use commercial sewing patterns, to create a personally adjusted and fitted garment.
- Fabrics, from source to manufacturing, colourisation and printing, with students developing their own repeat patterns, to be used in their garments.
- Reflect on and respond to their own and others' designs. Through the reflection process students will review, adapt and modify their work to realize their intentions.

Assessment

The assessment of student achievement is based on:

- End products (understanding the process and quality of the finished and functioning textile product).
- Visual journal and contextual displays: this will include research, development of ideas, evaluations, critiques, reviews, handouts, written assignments.
- Peer and self-critiques.

Grades

9, 10, 11, 12

Introduction to Integral Calculus

Subject Area

Mathematics

Credits 0.5

Prerequisites

Successful completion of the Introduction to Differential Calculus course

Home Learning Moderate

Course Description

The Introduction to Integral Calculus course is for students who wish to further explore the concepts of Calculus after completing the Introduction to Differential Calculus course. This course will build on students' existing knowledge of function-behavior to investigate anti-derivatives and the application of integration.

Learning Outcomes

This course will enable the student to:

- Work with functions represented in a variety of ways: graphical, numerical, analytical and verbal.
- Understand the meaning of the integral as the area under a curve and use it to solve a variety of problems.
- Use technology to solve problems, experiment, interpret results, and verify conclusions.
- Appreciate calculus as a coherent body of knowledge and as a human accomplishment.

Assessment

A variety of ongoing and frequent assessments, both formative and summative, will be used to develop students' ability to communicate and apply their understanding of concepts being studied.

Introduction to Photography

Subject Area

Art & Design

Credits 0.5

Prerequisites

None

Home Learning Light

Course Description

This studio elective introduces basic skills and concepts of photography in both 35mm film and digital formats. Topics studied include: image composition, camera controls, darkroom printing and manipulation of digital images. Many projects allow for open-ended exploration and students will be encouraged to develop their own personal approach to photography. Additionally, students will be introduced to both historically significant and contemporary photographers as they develop their portfolio of work.

Learning Outcomes

Student will:

- Make informed judgments based on an understanding of the elements and principles of art and design.
- Develop an understanding of manual camera functions, composition, basic darkroom printing techniques and digital image manipulation.
- Become familiar with photographers from a variety of social, cultural and historical contexts.
- Translate ideas into photographic imagery.
- Realize the potential and limitations of materials, tools and technology through a process of experimentation and research.

Assessment

Students are expected to keep a visual journal in which they record their ideas, experiments, research and self-reflections:

- Studio Work.
- Photo Notebooks.
- Critiques.
- Written Reflections.
- Presentations.

Grades

9, 10, 11, 12

Introduction to Psychology

Subject Area

Summer Academic Term

Credits 0.5

Prerequisites

Open to students entering grades 10-12

Course Description

Introduction to Psychology surveys the scientific study of psychology, introducing students to topics such as perception, consciousness, development, cognition, emotion, motivation, psychopathology, decision-making, and social behavior. Psychology studies both human and animal behavior by employing observational and experimental studies. This is a practical course that explores how people perceive, learn about, remember the world around them, and how they interact with others.

Learning Outcomes

Students will develop basic understanding in the following areas:

- Psychological research methods.
- Biological bases of behavior.
- Life span development.
- Principles of conditioning, learning, and memory.
- Sensation and perception.
- Motivation, stress, and coping.
- Foundations of psychological theories.
- Impact of cultural/environmental factors and genetic factors on development.
- Common psychological disorders and treatment.
- How groups and other people affect behavior.

Assessment

- Written projects).
- Tests and quizzes.
- Class participation and discussion.
- Presentations and group activities.

Introduction to Psychology

Subject Area

Social Studies

Credits 0.5

Home Learning Light

Course Description

Introduction to Psychology surveys the scientific study of psychology, introducing students to topics such as perception, consciousness, development, cognition, emotion, motivation, psychopathology, decision-making, and social behavior. Psychology studies both human and animal behavior by employing observational and experimental studies. This is a practical course that explores how people perceive, learn about, remember the world around them, and how they interact with others.

Learning Outcomes

Students will develop basic understanding in the following areas:

- Psychological research methods.
- Biological bases of behavior.
- Life span development.
- Principals of conditioning, learning, and memory.
- Sensation and perception.
- Motivation, stress, and coping.
- Foundations of psychological theories.
- Impact of cultural/environmental factors and genetic factors on development.
- Common psychological disorders and treatment.
- How groups and other people affect behavior.

Assessment

- Written project(s).
- Tests and quizzes.
- Class participation and discussion.
- Presentations and group activities.

Grades

10, 11, 12

Jesus Christ: Movie Star

Subject Area

Spiritual Exploration and Religion

Credits 0.5

Home Learning Light

Course Description

This course will look at Jesus films in all dimensions: as cinematic art, as literature, as biblical history and as theology. We'll explore numerous films and examine their portrayal of Jesus and what they say about both the culture they were set in and the historical times in which they were produced. This course will be a film driven, critical analysis and discussion based course, which will focus on defining the question of "Who is Jesus"?

Learning Outcomes

Students will:

- Grow in the ability to critically observe and analyze films.
- Gain a broader awareness and understanding of the life of Jesus and how he has been variously interpreted in films throughout history.
- Reflect on the significance of the themes and ideas as they impact their own lives and emerging worldview questions.

Assessment

Assessment will be based on meaningful participation in class discussions, careful viewing and assessment of films and written reflections and group exercises. Students will write a summative essay reflecting their personal interpretation and application of their learning.

Grades

10, 11, 12

Grading Scheme

Pass/Fail

Junior English

Subject Area

English

Credits 1

Home Learning Moderate

Course Description

This reading and writing course explores the human experience through literature. Through a close reading of poetry, prose, drama, and non-fiction, students will think critically, speak thoughtfully, and write effectively for a variety of audiences and purposes. Through collaborative examination and analysis of language, students will strengthen their own writing and experience the depth and power of great literature.

Learning Outcomes

Students will:

- Connect literature to life.
- Recognize the social/historical context of literature.
- Learn to analyze a variety of literary texts.
- Explain and defend a point of view by substantiating ideas with accurate and relevant detail.
- Develop an understanding of the power of writing and images to transform human experience.
- Work towards establishing a personal voice and writing style in a variety of media.
- Contribute to and learn from class and group discussions.
- Speak articulately and confidently to an audience.

Assessment

Student assessments will include:

- Visible learning.
- In class essays.
- Graphic interpretations.
- Creative writing.
- Processed written assignments.
- Teacher/peer/self-assessments.
- Presentations and projects (individual and group).
- Small group and class discussions/shared inquiry/activities.

Learning Service in Action: Hong Kong

Subject Area

Social Studies

Credits 0.5

Prerequisites

Successful completion of Humanities I or Humanities I in Action. (Grade 10 with teacher approval)

Home Learning Light

Course Description

Learning Service in Action is an experiential learning elective for students who want to align their passion for service with personal academic interests. Students will explore their vision for social change and develop leadership skills that enhance their positive impact in the community. Forming collaborative partnerships with professionals in the field, students will analyze different models of engaging in humanitarian work and learn how development leaders empower local communities. Relevant issues include defining poverty and inequality, evaluating assets and needs, choosing practical solutions, achieving measurable results, creating accountability, conducting effective advocacy, and empowering beneficiaries.

Learning Outcomes

Students will:

- Gain historical and cultural understanding about a region in Asia.
- Gain an emotionally-engaged understanding of the region through authentic relationships with the local community.
- Explore the complex web of political, social, psychological, religious, and interpersonal dynamics that influence development.
- Reflect upon how to be a socially conscious global citizen.
- Partner with development professionals to engage with a local community.
- Develop personal purpose and self-efficacy to make a difference in the world, culminating in a personal compassion project.

Assessment

Students will be expected to complete all assigned readings, contribute to class discussions, perform on

quizzes and tests, and complete a personal narrative reflection. A final presentation detailing students' on-site work is a major course assessment.

Grades

10, 11, 12

Learning Strategies

Subject Area

Learning Strategies

Credits 0.5

Home Learning Light

Course Description

This course helps students to understand their own learning profile and acquire both the academic and interpersonal skills necessary for success in high school. Students learn to maximize their learning strengths as they develop strategies for organization, exam prep and taking tests, note-taking and effective communication. Specific compensatory skills are addressed on a personal basis and included in the goals section of the student's Individual Learning Plan. Activities include a daily balance between completing independent work recently assigned as well as small group content instruction and teacher- student conferencing. The development of advocacy skills is a primary focus along with the opportunity to use their extra-time accommodation to finish any test.

Special Requirements

Permission of instructor.

Learning Outcomes

Students will:

- Make an effort to understand and be able to communicate their learning strengths and challenges.
- Develop and implement an individualized learning plan that includes a self-reflection at semester's end.
- Be willing to practice strategies to improve their learning so they can accurately assess and monitor their growth.
- Demonstrate an ability to consistently apply strategies to content and coursework in other classes.

Assessment

Students will be assessed on their approaches to learning and how they make effort to transfer relevant learning strategies to new academic and social situations.

Grades

9, 10, 11, 12

Grading Scheme

Pass/Fail

Madrigal Singers

Subject Area

Performing Arts

Credits 1

Prerequisites

1 credit of Choir or equivalent and audition

Home Learning Light

Course Description

This course is designed to offer advanced musicians the opportunity to perform quality literature in an advanced level ensemble. The student's ability to read music, sight sing using solfege syllables, and have a basic understanding of vocal technique and music theory is essential. Previous experience in a vocal music ensemble is required. All students will be required to have an audition before class selection is permitted. *Students who are already enrolled may have the option of joining the leadership team. Students must gain the teachers approval to enter this distinctive program. Students who wish to take on this leadership opportunity will be expected to follow an additional curriculum for the course which will require some extra time commitments outside of class. Topics covered include servant leadership, forming a mission statement, setting goals for the year, organising events, communicating effectively, and leading sectional rehearsals. These students will be recognised for their leadership role with the addition of "with leadership" to the course on the transcript.

Learning Outcomes

Students will:

- Study and perform advanced high school choral literature in four part SATB and other formats.
- Prepare music independently and develop personal performance and musicality skills to a higher level.
- Concentrate on the aspects of musicianship necessary for quality vocal performances such as listening, watching, vocal technique, ensemble blend, balance, etc.
- Perform in both large and small ensembles in concerts, festivals, recitals and other service-related events.

Assessment

Students will be assessed according to their individual progress in vocal technique. Students will also be

assessed according to how dependable they are to the ensemble in terms of preparation of music, participation in rehearsals and performances, and punctuality at rehearsals and concerts. Written work, reflection, observation of performance standards, and ensemble skills form the basis for assessment.

Grades

10, 11, 12

Makeup Design & Application

Subject Area

Performing Arts

Credits 0.5

Prerequisites

None

Home Learning Light

Course Description

Semester 1 and 2 will have differing design briefs to give students an option to take this course for a full year. The purpose of this course is to be able to assess the makeup needs of performing artists and demonstrate a variety of stage makeup applications. Students completing the course will be able to discuss makeup design and theatrical processes utilizing proper terminology, gain working knowledge of traditional and innovative stage makeup techniques, and design and execute a variety of stage makeup designs, utilizing research based stimuli and critical thinking skills. The course is structured as lecture/ demonstration and practical laboratory employing the principles of stage makeup, the variety of materials available and the application of these materials. The course is designed to help the student (both actor and makeup artist) build a working knowledge of broad based application procedures, materials and techniques and the principle of characterization allowing for the development, design, planning and execution of character makeup designs.

Learning Outcomes

- The basics of applying theatrical makeup.
- The basics of contouring, blending and colour selection as it applies to theatre makeup.
- Experimenting with and applying three dimensional makeup effects.
- Creating makeup designs and applications that include Trauma, Old Age, Historical Figure, Mime, Day of the Dead/or Tribal and Fantasy Makeup.

Assessment

- In class makeup design and application.
- Creative project choices.
- Quizzes on vocabulary.
- Observation assignments.
- In-class discussions and/or critiques.
- Reviews.
- Comparing and contrasting artistic and/or design theories.

Grades

9, 10, 11, 12

Marine Biology

Subject Area

Summer Academic Term

Credits 0.5

Prerequisites

Open to students entering grades 10-12. Completion of Biology or Biology Honors. Students in 10th grade must be concurrently enrolled in a full year science course. Students must be able/willing to swim in the ocean.

Course Description

Marine Biology is an introductory course that explores the fundamentals of oceanography, the biology and diversity of marine organisms, with an emphasis on local indicator and keystone species. The course will give students a general background in the taxonomy of marine organisms as well as the specific adaptations these organisms have evolved to survive in the ocean. Students will also be introduced to various marine ecosystems and the organisms that inhabit them. Fieldwork will be a significant part of this course.

Learning Outcomes

Students will:

- Demonstrate understanding of the concepts, terminology and research techniques involved in Marine Biology.
- Demonstrate understanding of global and local marine conservation issues.
- Develop and practice appropriate scientific methodology by means of conducting research and doing field work.
- Work safely and effectively in classroom, field, and lab, using appropriate techniques, required equipment, and technology.
- Demonstrate proficiency with the field sampling and collecting equipment.
- Develop and refine snorkel skills.

Assessment

Assessment in this course will include the following: Reflective reports on laboratory and field work; small group projects involving ecological, zoological and botanical studies; ecosystem studies including organism survey and water analysis.

Marine Biology

Subject Area

Science

Credits 0.5

Prerequisites

Completion of a full year of Biology. Students in 10th grade must be concurrently enrolled in a full year science course. (Students must be able/willing to swim in the ocean)

Home Learning Light**Course Description**

Marine Biology is an introductory course that explores the fundamentals of oceanography, the biology and diversity of marine organisms, with an emphasis on local species. The course will give students a general background in the taxonomy of marine organisms as well as the specific adaptations these organisms have evolved to survive in the ocean. Students will also be introduced to various marine ecosystems and the key organisms that inhabit them. Fieldwork will be a significant part of this course.

Learning Outcomes

Students will:

- Demonstrate understanding of the concepts, terminology and research techniques involved in Marine Biology.
- Demonstrate understanding of global and local marine conservation issues.
- Develop and practice appropriate scientific methodology by means of conducting research and doing field work.
- Work safely and effectively in classroom, field, and lab, using appropriate techniques, required equipment, and technology.
- Demonstrate proficiency with the field sampling and collecting equipment.
- Develop and refine snorkel skills.

Assessment

Assessment in this course will include the following: Reflective reports on laboratory and field work; small group projects involving ecological, zoological and botanical studies; ecosystem studies including organism survey and water analysis.

Grades

10, 11, 12

Math Advanced Topics

Subject Area

Mathematics

Credits 1

Prerequisites

Concurrent registration in AP Calculus (AB or BC) and department recommendation

Home Learning Moderate

Course Description

Topics in Advanced Math is designed for students who have shown a particular aptitude and interest in mathematics and would like to study some wider and deeper aspects of mathematics. Students who are strongly inclined to major in engineering, computer science, and/or math-related areas in college are highly encouraged to take the course. There is a choice of applied and pure math subjects such as:

- Differential Equations/Multivariable Calculus/Advanced Calculus
- Linear Algebra
- Sets, Relations, Groups
- Discrete Mathematics

Students will be able to study at least one topic in greater depth so as to develop a more significant understanding of a college-level course.

Learning Outcomes

Students will be able to:

- Extend and apply their current knowledge to new areas of mathematics.
- Appreciate, identify, and refine the use of abstract structures in mathematical problem-solving.
- Read and communicate mathematics as it is used by practitioners in the field.
- Make connections to other subjects such as computer science or finance.

Assessment

A variety of assessment techniques will be used, including individual and/or group investigations, assignments, presentations of problem solutions (both written and oral), as well as in-class collaborative and written exams.

Mathematics of Human Behavior

Subject Area

Mathematics

Credits 0.5

Prerequisite Courses

Advanced Algebra

Home Learning Light

Course Description

Even though human behavior is extremely complex, there are aspects of it that can be understood quantitatively, via such disciplines as Game Theory, Market Mechanisms, Voting Paradoxes, Diffusion of Ideas, and Behavioral Economics. Such formalisms heighten our awareness of our relationships with those around us, of the dynamics of the society in which we live, and - ultimately - of our own internal biases. This course is targeted at students interested in pursuing humanities, social sciences or business. The course will adopt a "tone" that emphasizes mathematical intuition over needless formalism, and concepts will be with numerous real-world applications.

Learning Outcomes

Mathematics of Human Behavior course will enable students to:

- Explain how Backward Induction, Nash Equilibrium and Game-Changing Strategies model interdependent decisions of a small number of individuals.
- Use Market Mechanisms, Voting Paradoxes & Diffusion of Ideas to model interdependent decisions by a large collection of individuals.
- Explain how "Predictable Irrationality" models the irrational decisions of individuals.

Assessment

A variety of ongoing and frequent assessments, both formative and summative, will be used to develop each student's ability to communicate and apply their understanding of topics studied.

Men's Choir

Subject Area

Performing Arts

Credits 1

Prerequisites

0.5 credit of Choir or equivalent and audition

Home Learning Light

Course Description

This course is designed to develop the vocal technique and skills needed to advance a student from an intermediate to an advanced level of performance. Students will be expected to read music, sight-sing using solfege syllables, and have a basic understanding of music theory by the end of the course. Students will develop confidence in applying healthy vocal technique throughout their bass, baritone, and tenor ranges. *Students who are already enrolled may have the option of joining the leadership team. Students must gain the teachers approval to enter this distinctive program. Students who wish to take on this leadership opportunity will be expected to follow an additional curriculum for the course which will require some extra time commitments outside of class. Topics covered include servant leadership, forming a mission statement, setting goals for the year, organising events, communicating effectively, and leading sectional rehearsals. These students will be recognised for their leadership role with the addition of "with leadership" to the course on the transcript.

Learning Outcomes

Students will:

- Study and perform intermediate high school choral literature in three and four parts as well as other formats.
- Prepare music independently and develop personal performance and musicality skills to a higher level.
- Concentrate on the aspects of musicianship necessary for quality vocal performances such as listening, watching, vocal technique, ensemble blend, balance, etc.
- Perform in both large and small ensembles in concerts, festivals, recitals and other service-related events.

Assessment

Students will be assessed according to their individual progress in vocal technique. Students will also be assessed according to how dependable they are to the ensemble in terms of preparation of music, participation in rehearsals and performances, and punctuality at rehearsals and concerts. Written work, reflection, observation of performance standards, and ensemble skills form the basis for assessment.

Grades

9, 10, 11, 12

MNN Advanced Chinese Literature & History

Subject Area

World Languages – Mandarin

Credits 1

Prerequisites

Completion and meeting standards of MNN Literature and Society and department recommendation or completion and meeting standards of MNN Advanced Literature and Society

Home Learning Moderate

Course Description

Advanced Chinese Literature and History aim to develop students' advanced literary fluency and extensive reading and writing skills to an Advanced High standard. Students will learn and research the development history of Song Dynasty Poetry (Song Ci) and study the works of different authors. Students will also study different genres of modern and contemporary Chinese literature, including poetry, novels, plays, and dramas. They will compare different genres and techniques of literary creation as well as create their own literature work by applying literature terms, advanced rhetorical devices, and extensive research skills. Through this process, students will gain a deepened and broader understanding of the beauty of Chinese literature and how literature has evolved through various stages of development, and how it intertwined with political and social-economic status.

Sample Learning Outcomes

At the conclusion of this course, students should be able to:

- Give the defining literary characteristics of major genres and styles of Chinese writing in the 20th century and identify their influence on contemporary literary and artistic expression.
- Discuss, compare and analyze selected works by renowned contemporary writers.
- Identify and comment on the literary effect of stylistic devices used in varied literary genres.
- Examine the social and political role of literary and intellectual expression.
- Explore the social, historical and political forces that have influenced 20th century and contemporary writers.

- Comment on film, drama and art as forms of aesthetic expression.
- Integrate advance writing technique into their writing.
- Acquire an in-depth understanding of modern Chinese history

Students who have successfully completed this course or its equivalent may register Advanced Chinese Literature and Society. These two courses are not sequential; one may elect to take "Advanced Chinese Literature and Society" in one year and "Advanced Chinese Literature and History" the next year, or vice versa.

Grades

10, 11, 12

MNN Advanced Chinese Literature & Society

Subject Area

World Languages – Mandarin

Credits 1

Prerequisites

Completion and meeting standards of Chinese Literature and Society and department recommendation or completion and meeting standards of MNN Advanced Chinese Literature and History

Home Learning Moderate

Course Description

Advanced Chinese Literature and Society aims to develop students' advanced literary fluency and extensive reading and writing skills to an Advanced High standard. Chinese society in the 20th century is an important part of the course content. Students will study different genres of modern and contemporary Chinese literature, including poetry, novels, plays, and dramas. They will compare different genres and techniques of literary creation as well as create their own literature work by applying literature terms, advanced rhetorical devices, and extensive research skills. Through this process, students will gain a deeper and broader understanding of the social and historical realities as reflected in the works studied.

Sample Learning Outcomes

At the conclusion of this course, students should be able to:

- Give the defining literary characteristics of major genres and styles of Chinese writing in the 20th century and identify their influence on contemporary literary and artistic expression.
- Discuss, compare and analyze selected works by renowned contemporary writers.
- Identify and comment on the literary effect of stylistic devices used in varied literary genres.
- Examine the social and political role of literary and intellectual expression.
- Explore the social, historical and political forces that have influenced 20th century and contemporary writers.
- Comment on film, drama and art as forms of aesthetic expression.
- Integrate advanced writing techniques into their writing.

- Acquire an in-depth understanding of modern Chinese history.

Students who have successfully completed this course or its equivalent may register Advanced Chinese Literature and History. These two courses are not sequential; one may elect to take "Advanced Chinese Literature and Society" in one year and "Advanced Chinese Literature and History" the next year, or vice versa.

Grades

10, 11, 12

MNN Chinese Language & Culture 1

Subject Area

World Languages – Mandarin

Credits 1

Prerequisites

Department approval. Oral proficiency is in the intermediate-mid range

Home Learning Moderate

Course Description

In MNN Chinese Language & Culture 1/2 Course, students will explore how to make the most of their high school life experience through the following units of study: School Life, Beyond School Field, Getting to Know China, and Contemporary Issues. Students enrolling in this course usually have a Chinese background or a strong foundation in Chinese language and culture. Through carefully selected materials and well-developed learning activities, they will enhance their interest in Chinese, become more appreciative of their heritage, and gain further understanding of their own identities. The students have an opportunity to fully develop their communication skills to the targeted proficiency level in a period of two years if needed. 1 credit will be awarded for a successful completion of one-year study.

Sample Learning Outcomes

At the conclusion of MNN Language and Culture 1/2, students should be able to:

- Attain and provide information on a variety of familiar and practical topics.
- Talk about personal life and express feelings including relationships and experiences.
- Write or type in Chinese characters in various discourse forms such as letter, journal, dialogue, story, etc. showing mastery of a variety of vocabulary including some idioms and proper conjunctions.
- Discuss some global issues such as digital influence, environment and education.
- Compare and contrast between Chinese culture and the other cultures.
- Apply modern communication tools to enhance Chinese learning.
- Use input of Chinese characters in common computer applications.
- Conduct home reading or extensive reading.

Grades

9, 10, 11, 12

MNN Chinese Language & Culture 2

Subject Area

World Languages – Mandarin

Credits 1

Prerequisites

Completion of MNN Language and Culture 1 and department recommendation

Home Learning Moderate

Course Description

In MNN Chinese Language & Culture 1/2 Course, students will explore how to make the most of their high school life experience through the following units of study: School Life, Beyond School Field, Getting to Know China, and Contemporary Issues. Students enrolling in this course usually have a Chinese background or a strong foundation in Chinese language and culture. Through carefully selected materials and well-developed learning activities, they will enhance their interest in Chinese, become more appreciative of their heritage, and gain further understanding of their own identities. The students have an opportunity to fully develop their communication skills to the targeted proficiency level in a period of two years if needed. 1 credit will be awarded for a successful completion of one-year study.

Sample Learning Outcomes

At the conclusion of MNN Language and Culture 1/2, students should be able to:

- Attain and provide information on a variety of familiar and practical topics.
- Talk about personal life and express feelings including relationships and experiences.
- Write or type in Chinese characters in various discourse forms such as letter, journal, dialogue, story, etc. showing mastery of a variety of vocabulary including some idioms and proper conjunctions.
- Discuss some global issues such as digital influence, environment and education.
- Compare and contrast between Chinese culture and the other cultures.
- Apply modern communication tools to enhance Chinese learning.
- Use input of Chinese characters in common computer applications.
- Conduct home reading or extensive reading.

Grades

9, 10, 11, 12

MNN Chinese Language & Culture 3

Subject Area

World Languages – Mandarin

Credits 1

Prerequisites

Successful completion of MNN Language and Culture 1 achieving B+ or higher, or completion of MNN Language and Culture 2 and department recommendation

Home Learning Moderate

Course Description

In Chinese Language & Culture 3/4 Course, students will explore the enriched Chinese language and advanced knowledge of Chinese culture through the following units of study, From History to Modern, Story Appreciation, Impact of Technology, Education, Childhood, and the Beauty of Tradition. While continuing to develop oral skills, the emphasis will be on strengthening students' reading and writing communication skills to meet the challenges of potential employment and increased engagement in Chinese-speaking communities. Through relevant and purposeful exploration of what is happening around them, students apply productive skills in carefully designed settings, which resemble or simulate practical and authentic language use. The students have an opportunity to fully develop their communication skills to the targeted proficiency level in a period of two years if needed. 1 credit will be awarded for the successful completion of a one-year study.

Sample Learning Outcomes

At the conclusion of this course, students should be able to:

- Read and view selected authentic materials such as newspaper articles and TV shows.
- Explain different Chinese cultures in oral and written forms, and analyze values reflected in cultural practice.
- Research and present an aspect of traditional culture in transformation.
- Compare and contrast the Chinese and western cultures.
- Debate with clear opinion and convincing facts.
- Develop familiarity with a range of text types.

Grades

9, 10, 11, 12

MNN Chinese Language & Culture 4

Subject Area

World Languages – Mandarin

Credits 1

Prerequisites

Completion of MNN Language and Culture 3 and department recommendation

Home Learning Moderate

Course Description

In Chinese Language & Culture 3/4 Course, students will explore the enriched Chinese language and advanced knowledge of Chinese culture through the following units of study, From History to Modern, Story Appreciation, Impact of Technology, Education, Childhood, and the Beauty of Tradition. While continuing to develop oral skills, the emphasis will be on strengthening students' reading and writing communication skills to meet the challenges of potential employment and increased engagement in Chinese-speaking communities. Through relevant and purposeful exploration of what is happening around them, students apply productive skills in carefully designed settings, which resemble or simulate practical and authentic language use. The students have an opportunity to fully develop their communication skills to the targeted proficiency level in a period of two years if needed. 1 credit will be awarded for the successful completion of a one-year study.

Sample Learning Outcomes

At the conclusion of this course, students should be able to:

- Read and view selected authentic materials such as newspaper articles and TV shows.
- Explain different Chinese cultures in oral and written forms, and analyze values reflected in cultural practice.
- Research and present an aspect of traditional culture in transformation.
- Compare and contrast the Chinese and western cultures.
- Debate with clear opinion and convincing facts.
- Develop familiarity with a range of text types.

Grades

9, 10, 11, 12

MNN Chinese Language & Culture 5

Subject Area

World Languages – Mandarin

Credits 1

Prerequisites

Successful completion of MNN Language and Culture 3 achieving B+ or higher, or completion of MNN Language and Culture 4 and department recommendation

Home Learning Moderate

Course Description

In the Chinese Language & Culture 5 course, students will have the opportunity to explore, recognize and celebrate their identities. Units of study include: Chinese Geography and Seeking Roots, the Chinese Language When East Meets West, and Global Issues in the 21 st century. The students will be exposed to a great variety of authentic materials to further develop skills such as analyzing and synthesizing, comparing and contrasting, and presenting the information through learning activities simulating real-life situations. The use of formal language is another important part of this course. Students will acquire increasingly sophisticated vocabulary to express themselves in oral and written communication.

Sample Learning Outcomes

At the conclusion of Chinese Language & Culture 5 course, students should be able to:

- Obtain and provide information about family traditions and background.
- Define characteristics of traditional Chinese perspectives and beliefs.
- Discuss how geographical setting and historical events have influenced the development of perspectives and beliefs.
- Discuss the nature and challenges of multicultural and multi-ethnic societies.
- Comparing and contrasting the most important points and key details.
- Discuss the differences between Chinese and western culture and global issues.
- Write in a style that reflects aspects of written (formal) usage.
- Read and interpret common informational text and signage.
- Be proficient in the use of a variety of authentic language resources, including dictionaries.

Grades

9, 10, 11, 12

MNN Chinese Literature & Society

Subject Area

World Languages – Mandarin

Credits 1

Prerequisites

Successful completion and meeting standards of MNN Chinese Language & Culture 5, and department recommendation

Home Learning Moderate

Course Description

In Chinese Literature and Society course, students will explore Chinese society through the units of: Chinese Ethnic Groups, Family Relationships, Influential Chinese Celebrities, Education, and Professions. Contemporary literature by renowned writers will form an important part of the course content on the purpose of developing student's appreciation of the beauty of Chinese language. Through introducing contemporary literature, students will gain a deepened understanding of Chinese society and its culture, and they will be exposed to a wider vocabulary and more sophisticated sentence structures which they are expected to integrate into their own writing.

Sample Learning Outcomes

At the conclusion of this course, students should be able to:

- Read formal authentic materials such as newspaper and selected literature work.
- Exchange information and ideas in a clear, coherent and convincing manner.
- Make well-informed comments on current events and others' opinions.
- Collect and understand different opinions with cultural awareness.
- Describing or narrating experiences.
- Analyze reasons behind a choice and exchange ideas with others to seek common agreement.
- Write to provide detailed information and narration in various forms.
- Compare and contrast similar themes and topics.
- Compare and contrast patterns and events.
- Determine a theme from details.

Grades

10, 11, 12

Mobile App Development

Subject Area

Summer Academic Term

Credits 0.5

Prerequisites

None

Course Description

Mobile App Development takes Stanford's Design Thinking approach to solution development. Students will watch a series of stimulus to develop ideas on a particular topic and then explore/develop projects to solve problems with technology. Students who take this course will develop a solid grounding in the Swift language, Protocol-Orientated Programming and the Model View Controller design pattern.

Learning Outcomes

Students will:

- Understand the terminology and structure of Design Thinking.
- Learn to manage the development of a project from start to end.
- Develop skills with using programming languages to produce an interactive product.
- Learn to code simple and complex games with Swift programming language.
- Maintain a portfolio of their own products.

Assessment

Grades will be determined by a series of activities, both in groups and individually, as well as feedback on different stages of production. The final grade will be based on the portfolio.

Mobile App Development

Subject Area

Art & Design

Credits 0.5

Prerequisites

Students must have some coding experience

Home Learning

Light

Course Description

In this course students will apply Design Thinking to develop mobile apps using Apple's Swift programming language and industry standard development tools such as Xcode. Students will learn the principles of modern app development including Object-Oriented and Event-Driven Programming as well as the Model View Controller design pattern. In the latter parts of the course, students will have the opportunity to integrate advanced technologies such as Machine Learning and Augmented Reality into their applications. Completing this course will give students the grounding and experience necessary to independently explore app development for a variety of platforms.

Learning Outcomes

Students will:

- Apply Design Thinking and modern app design methodologies to develop creative solutions to problems.
- Learn to manage the development of a project from start to finish.
- Develop programming skills while producing interactive iOS apps in the Swift programming language.
- Maintain a portfolio of their own products.

Assessment

Grades will be determined by a series of portfolio pieces, produced both in groups and individually, as well as feedback throughout the different stages of production. The final grade will be based on the finished portfolio.

Grades

10, 11, 12, 9

Mobile Games Development

Subject Area

Summer Academic Term

Credits 0.5

Prerequisites

None

Course Description

Digital and interactive industry (games and mobile applications) generate more revenue than the global movie industry, yet most people are consumers rather than producers of content. In this class, students will build on their knowledge of solutions focused coding and will provide students the opportunities to investigate, research and develop solutions for mobile devices. The course activities take a Problem-Based Learning approach to explore User Experience (UX) and Human-centered Design to apply programming techniques and interfaces. Students will learn how to create classic indie games and create their own game including characters, music and gameplay.

Learning Outcomes

Students will:

- Understand the terminology and structure of different types of interactive entertainments, both physical and digital forms.
- Learn the traits that make certain of interactive elements more challenging and appealing than others.
- Develop skills with using programming languages to produce an interactive product.
- Learn to code simple and complex games with Swift programming language.
- Develop mobile games from the ground up, including characters, graphics and music.
- Maintain a portfolio of their own products.

Assessment

Grades will be determined by a series of activities, both in groups and individually, as well as feedback on different stages of production. The final grade will be based on the portfolio.

Mobile Games Development

Subject Area

Art & Design

Credits 0.5

Prerequisites

Students must have some coding experience

Home Learning Light

Course Description

The digital and interactive entertainment industry (games and mobile applications) generates more revenue than the global movie industry, yet most people are consumers rather than producers of its content. In this class, students will have the opportunities to investigate, research and develop their own interactive entertainment solutions for mobile devices. The course uses a Problem-Based Learning approach to guide students as they connect the principles of User Experience (UX) and Human-centered Design to practical programming techniques and user interfaces. Students will apply the knowledge and skills that they learn in this course to create a range of elements for their own classic 'indie' style games including the characters, music and gameplay.

Learning Outcomes

Students will:

- Understand the terminology and structure of different types of interactive entertainments, both physical and digital forms.
- Learn the traits that make certain interactive elements more challenging and appealing than others.
- Develop the skills needed to produce an interactive product.
- Learn to code simple and complex games in the Swift programming language.
- Develop various elements of a mobile game from the ground up, including the characters, graphics and music.
- Maintain a portfolio of their own products.

Assessment

Grades will be determined by a series of portfolio pieces, produced both in groups and individually, as well as feedback throughout the different stages of production. The final grade will be based on the finished portfolio.

Grades

9, 10, 11, 12

Models in Mathematics

Subject Area

Mathematics

Credits 1

Prerequisite Courses

Geometry

Home Learning Light

Course Description

Models in Mathematics is designed to give the non-Advanced Algebra student a broader view of mathematics, through previously unexplored ideas, some involving real-world application and some involving challenge to the imagination. Selected topics from algebra and geometry will be reviewed and extended as reinforcement. Each semester will be comprised of four to six content modules.

Learning Outcomes

Models in Mathematics will enable the student to:

- Become a better mathematical problem solver.
- Work with a broad range of mathematical content and recognize relationships among topics and their applications.
- Value mathematics as a powerful tool for interpreting the world.
- Grow in confidence in his/her own abilities to use mathematics.
- Communicate mathematically.
- Use appropriate technology (graphing calculators, computers) as tools for understanding mathematics.

Assessment

Each module may include a final assessment in the form of a contextual task, project, test, or presentation. Inner module assessment may include quizzes, oral presentations, and individual and group projects. Class participation, homework, weekly website problems, and a course portfolio will also be assessed.

Moral Philosophy

Subject Area

Summer Academic Term

Credits 0.5

Prerequisites

Open to students entering grades 11-12

Course Description

"Morality is a puzzle," Oxford philosophy professor Jonathan Wolff tells us. "There seem to be moral rules, or at least moral standards. What are they? What do they require of us? Where do they come from? How do we know what they are?" Students will, through questions like these, explore the nature of moral inquiry, consider moral reasoning, and discuss the "hits" of moral philosophy, from cultural relativism and skepticism to free will, egoism, utilitarianism, and more. As students develop their philosophical reasoning, they will tackle big questions about the world around them and about themselves. The course will begin with some foundations in moral ethics. Then, the course will move into applied ethics; and this is where the class is quite unique. Students will be presented with a list of moral topics at the beginning of the year such as euthanasia, animal rights, war, justice, equality, the environment, and, as a group, choose the direction of their course, selecting topics they are most eager to cover. The course will be tailored individually to the group taking it that semester.

Learning Outcomes

Students will:

- Investigate the nature of moral inquiry.
- Evaluate the various traditions of moral philosophy, including what questions they asked and how they answered them.
- Analyze their own approaches to the nature of truth, knowledge, and moral correctness.

Assessment

Assessment will be based upon meaningful participation in class discussions, quizzes and tests, careful reading of textual material and resources, and the writing of papers that require research and reflection appropriate to the topic assigned. Course is graded as "Pass/Fail".

Grading Scheme

Pass/Fail

Moral Philosophy

Subject Area

Spiritual Exploration and Religion

Credits 0.5

Home Learning

Light

Course Description

"Morality is a puzzle," Oxford philosophy professor Jonathan Wolff tells us. "There seem to be moral rules, or at least moral standards. What are they? What do they require of us? Where do they come from? How do we know what they are?" Students will, through questions like these, explore the nature of moral inquiry, consider moral reasoning, and discuss the "hits" of moral philosophy, from cultural relativism and skepticism to free will, egoism, utilitarianism, and more. As students develop their philosophical reasoning, they will tackle big questions about the world around them and about themselves. The course will begin with some foundations in moral ethics. Then, the course will move into applied ethics; and this is where the class is quite unique. Students will be presented with a list of moral topics at the beginning of the year such as euthanasia, animal rights, war, justice, equality, the environment, and, as a group, choose the direction of their course, selecting topics they are most eager to cover. The course will be tailored individually to the group taking it that semester.

Learning Outcomes

Students will:

- Investigate the nature of moral inquiry.
- Evaluate the various traditions of moral philosophy, including what questions they asked and how they answered them.
- Analyze their own approaches to the nature of truth, knowledge, and moral correctness.

Assessment

Assessment will be based upon meaningful participation in class discussions, quizzes and tests, careful reading of textual material and resources, and the writing of papers that require research and reflection appropriate to the topic assigned.

Grades

11, 12

Grading Scheme

Pass/Fail

MSL Chinese Advanced 1

Subject Area

World Languages – Mandarin

Credits 1

Prerequisites

Successful completion of Intermediate 5 with a B or higher and department recommendation

Home Learning Moderate

Course Description

In Advanced 1 Course, students will explore Chinese culture and history and make deeper connections to Chinese cities and Chinese people's life. Texts, teaching materials, and activities introduced in this course are intended to develop students' advanced communication skills through various language activities and authentic materials. Units include: Changes in China, Life & Environment, Families in different Societies, and the Wellness and Health. Chinese culture is an important aspect of this course which is embedded in each topic including practice, products, values and beliefs.

Sample Learning Outcomes

At the conclusion of Advanced 1/Advanced Placement, students should be able to:

- Relate authentic Chinese cultural practices.
- Tell familiar folktales.
- Use culturally-appropriate language in a variety of politeness registers and social contexts (e.g., as a house guest, greeting someone at the airport).
- Contrast and compare Chinese values and perspectives with their own.
- Acquire familiarity with language that reflects more formal, written style.
- Exchange information in conversations and some discussions on a variety of familiar topics and concrete topics, using connected sentences that may combine to form paragraphs.
- Read materials written for students completing their second year in an American college program.
- Be proficient in the use of Chinese input in computer applications.

Grades

9, 10, 11, 12

MSL Chinese Advanced 2

Subject Area

World Languages – Mandarin

Credits 1

Prerequisites

Completion and meeting standards of Advanced 1 or Advanced Placement achieving a B or higher and department recommendation

Home Learning Moderate

Course Description

In Chinese Advanced 2 course, the students will gain a more in-depth understanding of school education and the social, economic changes in China and Hong Kong. Among the topics of study are teenager education and aspects of China's social development such as the economic reform, population control and the changing nature of family settings, relationships, and environmental quality. Students will continue to transit to language that is stylistically more formal.

Sample Learning Outcomes

At the conclusion of Advanced 2, students should be able to:

- Research and debate complex social and environmental issues facing China.
- Express understanding of Chinese social and personal values that reflect its religious and philosophical traditions and how they come to play in contemporary society.
- Determine central ideas of themes of a text and analyze how the text is developed and summarize the key supporting details and ideas.
- Write narratives to develop real or imagined experiences and events using effective narrative techniques.
- Acquire further familiarity with language that reflects more formal, written style.

Grades

9, 10, 11, 12

MSL Chinese Intermediate 1

Subject Area

World Languages – Mandarin

Credits 1

Prerequisites

Completion and meeting standards of Novice 2 and department recommendation

Home Learning Moderate

Course Description

Intermediate 1 and Intermediate 2 continue to stress the development of effective communication skills to meet daily needs and interests. The major themes include school community, home compound, surroundings, leisure life and relationships. Students will react authentic materials such as menus, maps, and street signs. Different from Novice courses, Intermediate 1 and Intermediate 2 provides students an opportunity to fully develop their communication skills to the level of Intermediate Low according to ACTFL standard in a period of two years if needed. They will be awarded 1 credit for a successful completion of one-year study.

Sample Learning Outcomes

At the conclusion of Intermediate 1 and Intermediate 2, students should be able to:

- Exchange information.
- Ask and answer follow-up questions.
- Make conversation dealing with simple situations.
- Read and write simple notes, invitations, emails, or letters.
- Continue to develop an awareness of Chinese cultural practices in daily life.
- Manage comfortably in a Mandarin-dominant classroom through asking and providing clarification.
- Decode meaning from simple and common authentic informational sources (both oral and written).

Grades

9, 10, 11, 12

MSL Chinese Intermediate 2

Subject Area

World Languages – Mandarin

Credits 1

Prerequisites

Completion of Intermediate 1

Home Learning Moderate

Course Description

Intermediate 1 and Intermediate 2 continue to stress the development of effective communication skills to meet daily needs and interests. The major themes include school community, home compound, surroundings, leisure life and relationships. Students will react authentic materials such as menus, maps, and street signs. Different from Novice courses, Intermediate 1 and Intermediate 2 provides students an opportunity to fully develop their communication skills to the level of Intermediate Low according to ACTFL standard in a period of two years if needed. They will be awarded 1 credit for a successful completion of one-year study.

Sample Learning Outcomes

At the conclusion of Intermediate 1 and Intermediate 2, students should be able to:

- Exchange information.
- Ask and answer follow-up questions.
- Make conversation dealing with simple situations.
- Read and write simple notes, invitations, emails, or letters.
- Continue to develop an awareness of Chinese cultural practices in daily life.
- Manage comfortably in a Mandarin-dominant classroom through asking and providing clarification.
- Decode meaning from simple and common authentic informational sources (both oral and written).

Grades

9, 10, 11, 12

MSL Chinese Intermediate 3

Subject Area

World Languages – Mandarin

Credits 1

Prerequisites

Successful completion of Intermediate 1 with a B+ or higher or completion of Intermediate 2 and department recommendation

Home Learning Moderate

Course Description

In Chinese Intermediate 3 and Intermediate 4 students will explore the common daily life at school and in the community. The major themes in this course include school life, health life, shopping and eating, and summer plans. Strong emphasis is placed on the application of the language in real-world situations. Different from novice courses, Intermediate 3 and Intermediate 4 provides students an opportunity to fully develop their communication skills to the level of Intermediate Mid according to ACTFL standard in a period of two years if needed. They will be awarded 1 credit for a successful completion of one-year study.

Sample Learning Outcomes

At the conclusion of Intermediate 3 and Intermediate 4, students should be able to:

- Plan for a trip and make reservations.
- Discuss and make recommendations.
- Write for daily life purposes, such as notes, emails, letters and stories.
- Continue to develop an awareness of Chinese cultural practices in daily life.
- Manage comfortably in a Mandarin-dominant classroom through asking and providing clarification.
- Decode meaning from simple and common authentic informational sources (both oral and written).
- Use input of Chinese characters in common computer applications.

Grades

9, 10, 11, 12

MSL Chinese Intermediate 4

Subject Area

World Languages – Mandarin

Credits 1

Prerequisites

Completion of Intermediate 3

Home Learning Moderate

Course Description

In Chinese Intermediate 3 and Intermediate 4 students will explore the common daily life at school and in the community. The major themes in this course include school life, health life, shopping and eating, and summer plans. Strong emphasis is placed on the application of the language in real-world situations. Different from novice courses, Intermediate 3 and Intermediate 4 provides students an opportunity to fully develop their communication skills to the level of Intermediate Mid according to ACTFL standard in a period of two years if needed. They will be awarded 1 credit for a successful completion of one-year study.

Sample Learning Outcomes

At the conclusion of Intermediate 3 and Intermediate 4, students should be able to:

- Plan for a trip and make reservations.
- Discuss and make recommendations.
- Write for daily life purposes, such as notes, emails, letters and stories.
- Continue to develop an awareness of Chinese cultural practices in daily life.
- Manage comfortably in a Mandarin-dominant classroom through asking and providing clarification.
- Decode meaning from simple and common authentic informational sources (both oral and written).
- Use input of Chinese characters in common computer applications.

Grades

9, 10, 11, 12

MSL Chinese Intermediate 5

Subject Area

World Languages – Mandarin

Credits 1

Prerequisites

Successful completion of Intermediate 3 with a B+ or higher or completion of Intermediate 4 and department recommendation

Home Learning Moderate

Course Description

In Intermediate 5 a functional approach is used to emphasize communication skills in daily life and beyond. Instruction focuses on situations such as relationships, education, part-time jobs, Chinese geography and the influence of Internet. Chinese culture forms another major part of this course with a focus of the traditional Chinese festivals. Students are engaged in motivating activities that develop their ability to use Chinese authentically. Exercises focus on self-expression through creative thinking, speaking and writing. A variety of exercises and activities are based on common situations and help students build proficiency in interpretation, interaction and presentation.

Sample Learning Outcomes

At the conclusion of Intermediate 5, students should be able to:

- Discuss how communication practices now differ from those in the past and how they affect our lives.
- Comment on teenage relationships.
- Extend use of language as a tool for enhancing cultural awareness.
- Read materials written for students beginning their second year in an American college program.
- Be proficient in the use of Chinese input in computer applications.
- Introduce the origin, practice and product of traditional Chinese festivals, and to make comparisons.

Grades

9, 10, 11, 12

MSL Chinese Novice 1

Subject Area

World Languages – Mandarin

Credits 1

Prerequisites

None. Students who already speak Chinese (Putonghua and/or dialects) are not eligible for this course without permission.

Home Learning Moderate

Course Description

In Novice 1, students will explore elements of identity and personal interests to make connections to the Chinese language and culture. The emphasis in this course will be on developing the competency to meet basic communication needs (e.g., extending greetings, giving biographical information, extending invitations, and making introductions).

Sample Learning Outcomes

At the conclusion of Novice 1, students should be able to:

- Demonstrate solid mastery of the pinyin system.
- Discern and model proper Mandarin pronunciation.
- Learn a limited inventory of classroom language for clarifying meaning.
- Ask and give answers to questions relating to personal background information.
- Greet and address people appropriately.
- Give a simple presentation about themselves and their family.
- Discuss and make arrangement for common activities and interests.
- Play host to a house guest, using culturally appropriate language.
- Demonstrate understanding of the rules governing proper Chinese character writing.

Grades

9, 10, 11, 12

MSL Chinese Novice 2

Subject Area

World Languages – Mandarin

Credits 1

Prerequisites

Completion and meeting standards of Novice 1 and department recommendation

Home Learning Moderate

Course Description

In Novice 2, students will explore their own lives and the relationship between individuals and the communities they live in. Novice 2 continues to stress the development of effective communication skills to meet daily needs and interests. The major themes include school life, shopping, weather and transportation, and dining out. Students learn to read and decode information from authentic materials such as menus, maps, and street signs.

Sample Learning Outcomes

At the conclusion of Novice 2, students should be able to:

- Inquire and provide information regarding appointments, language learning strategies, school life, weather, and shopping.
- Express ideas in complete sentences.
- Use strategies to express misunderstanding or the need for clarification.
- Discuss and negotiate time, place, activity, or price.
- Read and write simple notes, emails, or letters.
- Develop an awareness of Chinese cultural practices in the marketplace and in daily life.
- Manage comfortably in a Mandarin-dominant classroom through asking and providing clarification.
- Decode meaning from simple and common authentic informational sources (both oral and written).
- Apply understanding of the rules governing proper Chinese character writing assisting learning new characters.

Grades

9, 10, 11, 12

Orchestra

Subject Area

Performing Arts

Credits 0.5

Prerequisites

Ability to play an orchestral instrument at the equivalent of a fourth-year level; students must audition for admission to this class and must supply their own instruments.

Home Learning Moderate

Course Description

This course will meet once a week between 5:15 p.m. and 7:15 p.m. for the entire school year. Orchestra is designed to offer advanced musicians the opportunity to perform in an advanced level ensemble. Musicians are expected to contribute positively to the group's performance without the assistance of the director.

*Students who are already enrolled may have the option of joining the leadership team. Students must gain the teachers approval to enter this distinctive program. Students who wish to take on this leadership opportunity will be expected to follow an additional curriculum for the course which will require some extra time commitments outside of class. Topics covered include servant leadership, forming a mission statement, setting goals for the year, organising events, communicating effectively, and leading sectional rehearsals. These students will be recognised for their leadership role with the addition of "with leadership" to the course on the transcript.

Learning Outcomes

Students will learn to:

- Attend to all aspects of the music presented to them in class without the assistance of the director.
- Concentrate on the aspects of musicianship necessary for quality group performances such as listening, watching, teamwork, ensemble blend, balance, etc.
- Perform music of a sufficient quality and substance to provide satisfaction and enjoyment for the performers and musical listening pleasure for the listeners.

Assessment

Students are assessed on the individual progress they make on their chosen instrument, and how well they work together as an ensemble and their participation.

Grades

10, 11, 12

Grading Scheme

Pass/Fail

Orchestra Winds and Percussion

Subject Area

Performing Arts

Credits 0.25--13

Prerequisites

Ability to play a band instrument at the equivalent level of fourth year level. Students must audition or be recommended by the high school band director for admission to this course.

Home Learning Moderate

Course Description

Credits: 0.25 for one semester and 0.5 for full year The course will meet once a week either between 3:15-5:15pm or 5:15 to 7:15pm during the second semester. Students who want to be enrolled for the entire year may do so upon permission of the instructor. Orchestra is designed to offer advanced musicians the opportunity to perform in an advanced level ensemble. Much of the music we perform is taken from the standard professional level repertoire and requires an advanced level of musicianship. Woodwind, Brass and Percussion players often have solos and exposed passages. Musicians are expected to contribute positively to the ensemble's performance with little assistance from the director. Since the class meets only once a week, student's must prepare their parts primarily on an independent basis.

Learning Outcomes

Students will learn to:

- Attend to all aspects of the music presented to them in class with limited assistance from the directors.
- Concentrate on the aspects of musicianship necessary for quality group performances such as listening, watching, teamwork, ensemble blend, balance etc.
- Perform music of quality and substance to provide satisfaction and enjoyment for the performers and musical listening pleasure to the audience.

Assessment

Students are assessed on the individual progress they have made on their chosen instrument and how well they work together as an ensemble.

Performing Arts Leadership

Subject Area

Performing Arts

Prerequisites

Previous Enrollment in a Performing Arts Course (with minimum grade requirement of A- or above, or equivalent, teacher recommendation, successful completion of the application process.

Home Learning Moderate

Course Description

This course seeks to embrace aspects of the HKIS mission, vision, strategic objectives, and SLRs in ways that are unique to any other course. In particular, this course will address:

- Dedicating our lives to service
- Character Development
- Self-Motivated Learning
- Contributing to Society
- Collaboration
- Resilience
- Creativity

The course aims to go beyond teaching leadership in theoretical concepts but provide students the opportunities to directly apply those concepts on a daily basis in their corresponding performing arts ensembles. Students in this course will be concurrently enrolled in another performing arts course and will serve as student leaders for that course. For example, a student will be in the Wind Ensemble with Leadership, Madrigal Singers with Leadership, Chamber Strings with Leadership, Musical Production with Leadership, etc. Students in the leadership course will complete all the coursework assigned to students in the regular course, with the additional leadership responsibilities such as leading sectional rehearsals, planning for programs and activities, and a student led service project. Students will also be expected to attend the leadership retreat, and regularly scheduled leadership meetings during flex time.

Learning Outcomes

- Students will collectively establish a mission statement for their performing arts course
- Students will embody the characteristics of successful leaders.
- Students will serve their community through student led service projects.

- Students will model a positive attitude within their performing arts course.

Assessment

- Written or video reflections on progress towards leaderships goals
- Service project planning and completion
- Assessment of Student Led Rehearsals/Sectionals

Classes for which this applies:

Chamber Strings

Concert Choir

Drama Production

Madrigal Singers

Men's Choir

Orchestra **This course will not be offered in the

2022-2024 school years. We anticipate offering it in the future.

Stagecraft

Symphonic Band: Brass

Symphonic Band: Winds

Symphonic Band: Percussion

Wind Ensemble: Brass

Wind Ensemble: Woodwinds

Wind Ensemble: Percussion

Women's Choir

Grading Scheme

Pass/Fail

Personal Spirituality Project

Subject Area

Spiritual Exploration and Religion

Credits 0.5

Home Learning Moderate

Course Description

This project is an independent study option for juniors and seniors who are ready to take their understanding of spirituality to another level through a personalized project which includes an active component along with intellectual rigor and personal reflection. Such projects should be “above and beyond” the normal routine or expectations designed to grow in character, spirituality, and leadership.

Application and Course Requirements

1. Project runs for a 6-month term (regular involvement; negotiable) equivalent to a semester class (which typically meets 36-40 times for 80 minutes each time plus homework and assignments).
2. Proposal for project should be approved by Spiritual Life Coordinator prior to the term.
3. Project will include regular meetings (during Collab Time) with faculty mentor and other students working on Personal Spirituality Projects.
4. Regular reading and reflection are an essential aspect of the course. Students will select a book to add insight into their personal spiritual project.
5. A final culminating experience is expected and could be small group presentation or public performance followed by Q&A.

Please consult with the high school Spiritual Life Coordinator for more details.

Grades

11, 12

Grading Scheme

Pass/Fail

Physical Education 10

Subject Area

Physical Education

Credits 0.5

Home Learning Moderate

Course Description

Required in Grade 10

- Sport units in football, touch rugby and basketball are designed to develop tactical game competency and to target each student’s base skill level through differential teaching strategies to enable individual skill progression.
- Fitness units in aquatics, cardio training and resistance training are designed to refine basic skills and knowledge. The aquatics training has a focus on fitness. The resistance training is an introduction to the weight room.

Grades

10

Physical Education 11

Subject Area

Physical Education

Credits 0.5

Home Learning Moderate

Course Description

Required in Grade 11

- Sport units in team handball, volleyball and ultimate Frisbee are designed to develop tactical game competency and to target each student’s base skill level through differential teaching strategies to enable individual skill progression.
- Fitness units in aquatics, cardio training and resistance training are geared to teach students fundamentals of program design. The aquatics training has a focus on fitness. The resistance training has a focus on program development.

Grades

11

Physical Education 12

Subject Area

Physical Education

Credits 0.5

Home Learning Moderate

Course Description

Required in Grade 12

- Six sport units are designed to develop tactical game competency and to target each student's base skill level through differential teaching strategies to enable individual skill progression.
- Fitness units in aquatics, cardio training and resistance training are geared at alternative pursuits. The aquatic training has a focus on fitness. The resistance training has a focus on alternative resistance options.
- Peer Teaching opportunities that help to develop leadership, organizational skills and confidence.

Grades

12

Physical Education 9

Subject Area

Physical Education

Credits 0.5

Home Learning Moderate

Course Description

Required in Grade 9

- Sport units in badminton, touch rugby and netball are designed to develop tactical game competency and to target each student's base skill level through differential teaching strategies to enable individual skill progression.
- Fitness units in aquatics, cardio training and resistance training are designed to establish fundamental knowledge and skills. The aquatics training includes stroke improvement and survival skills. The resistance training has a focus on body-weight exercises.

Grades

9

Physics

Subject Area

Science

Credits 1

Prerequisites

Completion of Advanced Algebra

Home Learning Light

Course Description

Physics is an introductory course that explores the topics motion, forces, momentum, energy, gravitational and electric fields, electric current, magnetic fields, waves and information. The scope of this course includes Next Generation Science Standards (NGSS) HS-PS2-1 to HS-PS2-6, HS-PS3-1 to HS-PS3-4, HS-PS3-5, HS-PS4-1 to HS-PS4-5.

Learning Outcomes

Students will:

- Develop an appreciation of the role of physics in everyday life.
- Make observations, design investigations or solutions, analyze and interpret data, and present scientific arguments based on experimental results.
- Demonstrate an understanding of the mathematical relationships in physics and apply them to everyday situations.

Assessment

The course will include core unit formative/summative assessments. Understanding of concepts will be developed through collaborative lab experiences, tests and projects. Student learning in these situations will be assessed individually using the HS Grade Descriptors.

Grades

11, 12

Physics (Honors)

Subject Area

Science

Credits 1

Prerequisites

Completion of Biology or Chemistry (B+ or above),
Advanced Algebra (with a B+ or above)

Home Learning Moderate

Course Description

Honors Physics is an introductory physics course that explores the topics motion, forces, momentum, energy, gravitational and electric fields, electric current, magnetic fields, waves and information. Student capacity for independent problem-solving, mathematical reasoning and higher-level critical thinking is expected. Students will be expected to exhibit independence and perseverance in their study habits and to have a genuine interest in physics. The scope of this course includes Next Generation Science Standards (NGSS) HS-PS2-1 to HS-PS2-6, HS-PS3-1 to HS-PS3-4, HS-PS3-5, HS-PS4-1 to HS-PS4-5 and include deeper extension of topics at a faster pace.

Learning Outcomes

Students will:

- Develop an appreciation of the role of physics in everyday life.
- Make observations, design investigations or solutions, analyze and interpret data, and present scientific arguments based on experimental results.
- Demonstrate an understanding of the mathematical relationships in physics and apply them to everyday situations.

Assessment

The course will include core unit formative/summative assessments. Understanding of concepts will be developed through collaborative lab experiences, tests and projects. Student learning in these situations will be assessed individually using the HS Grade Descriptors.

Grades

10, 11, 12

PreCalculus

Subject Area

Mathematics

Credits 1

Prerequisites

Successful completion of Advanced Algebra (B+ or better)

Home Learning Moderate

Course Description

The PreCalculus course provides a strong foundation of concepts including transformations, polynomials, trigonometry, logarithms, and problem-solving strategies.

Learning Outcomes

The PreCalculus course will enable the student to:

- Work with a variety of functions and their inverses, with specific attention to the following function types: polynomial, exponential, logarithmic, and trigonometric functions.
- Understand functions from numerical, graphical, analytical, and verbal standpoints.
- Use technology as a tool to facilitate learning and to communicate mathematical ideas effectively.
- Model real-world phenomena using the functions studied.

Assessment

A variety of ongoing and frequent assessments, both formative and summative, will be used to develop students' ability to communicate and apply their understanding of topics being studied.

PreCalculus (Honors)

Subject Area

Mathematics

Credits 1

Prerequisites

B+ or higher in Advanced Algebra (Honors), or A in Advanced Algebra and department recommendation

Home Learning Heavy

Course Description

The Honors PreCalculus course provides a rigorous foundation of the concepts and skills necessary for success in AP Calculus BC. The main focus of the course is a rigorous examination of the function concept, through verbal descriptions, algebraic formulae, numerical values, and graphs. As well, we will look at how functions are used in modeling both mathematical and dynamical real-world phenomena.

Learning Outcomes

This course will enable the student to:

- Work with a variety of functions and their inverses, with specific attention to the following function types: polynomial, exponential, logarithmic, trigonometric, parametric, polar, implicit, sequences, series, and vector functions.
- Understand functions from numerical, graphical, analytical, and verbal perspectives.
- Use technology as a tool to facilitate learning and to communicate mathematical ideas effectively.
- Model real-world phenomena using the functions studied.

Assessment

A variety of ongoing and frequent assessments, both formative and summative, will be used to develop students' ability to communicate, apply their understanding of topics being studied, and to transfer their knowledge in a variety of novel situations.

Product Design

Subject Area

Art & Design

Credits 0.5

Prerequisites

None

Home Learning Light

Course Description

During the process, the students will validate their ideas with sketches, models and investigate solutions to critical issues with mock-up models. Throughout the course, students will investigate solutions with the aid of the design process and make intelligent decisions based on reason and taking an empathetic approach. Projects themes could include furniture design, lighting and body adornment. Students will develop their manufacturing skills to fulfill design briefs, producing quality models and prototypes, using traditional and modern techniques.

Learning Outcomes

Students will:

- Generate and modify ideas through ongoing and sequential development, which are reviewed and refined through dialogue and personal reflection. Following the HKIS design cycle, students will develop skills to ideate, research and communicate products as well as develop their manufacturing skills to create functioning prototypes.
- With guidance, explain how designers have contributed to the Arts and make connections to their own work where appropriate.
- Develop the ability to express themselves through the use of appropriate artistic terminology.
- Using a wide range of materials and techniques, with CAD/CAM being an essential element in the design and manufacturing processes of functioning prototypes which fulfill a design brief.

Assessment

The assessment of student achievement is based on:

- Finished and functioning prototypes and products,
- Visual design journal & digital portfolio,
- Peer and self-critiques.

Grades

9, 10, 11, 12

Research

Subject Area

Cross Curricular Courses

Credits 1

Prerequisites

Humanities II and department recommendation

Home Learning Moderate

Course Description

In this course, students will learn the skills needed to conduct independent research and inquiry in order to produce and defend an academic research paper. Students will design, plan, and implement a yearlong investigation to address a research question of their choice. Specific skills will include how to conduct a literature review, identify a research gap, design a study, collect and analyze data ethically, and use conventions of academic writing. The culminating project will be a 3,000-word research paper and an oral presentation. This is a course that will be taught in tandem with AP Research and may be suitable for students exiting AP Seminar that do not want Research at the AP level, or any grade 11 and 12 students that would like some more practice in research prior to going to university. Note: For the 2023-2024 year, Humanities will be the focus of the research topics.

Grades

11, 12

Robotics

Subject Area

Art & Design

Credits 0.5

Prerequisites

None

Home Learning Light

Course Description

This course provides students with hands-on practical experience in the rapidly evolving field of Robotics, spanning topics such as electronics, sensors, Computer Aided Design, fabrication and programming. Each student will build their own microcontroller-based robot from a combination of off-the-shelf components and components that they must design and fabricate themselves. Working both individually and in teams, students will tailor their robots to autonomously address increasingly complex real-world challenges such as those present in disaster response and rescue situations.

Learning Outcomes

Students will:

- Explore the properties of electricity, circuits and electronic components through practical activities.
- Program Arduino-based microcontrollers to perform physical tasks via actuators such as servos and DC motors.
- Program logic that uses sensors to detect and then respond intelligently to changes in the surrounding environment.
- Use software to design physical structures and mechanisms tailored to a specific task such as lifting an object or holding a component in place.
- Manufacture the components they design using computer aided fabrication techniques such as 3D printing, laser cutting and CNC routing.
- Apply the design cycle to break down complex open-ended challenges such as disaster response into solvable steps.
- Maintain a portfolio of their work.

Assessment

Grades will be determined by a series of portfolio pieces, produced both in groups and individually, as

well as feedback throughout the different stages of production. The final grade will be based on the finished portfolio.

Grades

9, 10, 11, 12

Searching for Self

Subject Area

Spiritual Exploration and Religion

Credits 0.5

Home Learning Light

Course Description

This junior-senior religion elective aims to enable students to gain a better sense of life direction through a holistic exploration of their bodies, minds, and hearts. The starting point of this journey is the assumption that each aspect of the self - body, mind, and heart - has its own unique intelligence that it brings to bear in addressing the question of purpose in life. The class, then, consists in teaching about and training of each intelligence to bring it into greater sympathetic resonance with other aspects of the self. The training of the body asks students to find ways to improve their physical health; the training of the mind helps them to identify and understand their personality type; and training of the heart uses various spiritual practices to cultivate a more open, grateful, and empathic disposition. It is hoped that this intensive self-exploration will enable students to be more at ease with themselves and help them to better understand how they can lead a life of purpose and service to society.

Learning Outcomes

Students will:

- Enhance their nutritional intake and physical health.
- Discover their personality type and learn how to rebalance it through a variety of different practices and meditations.
- Observe their emotional reactions and learn how to respond more positively with acceptance and gratitude.
- Create their own personalized wellbeing practice.
- Apply learning about their bodies, minds, and hearts to a consideration of their university, career, and future life choices.

Assessment

Major summative assessments include a nutrition project, a spiritual practices project, and a final paper summarizing students' learning from the semester.

- Nutrition and Intention Project.
- Personality Type and Spiritual Practices Project.

- DIY Wellness Project.
- Final paper.

Grades

10, 11, 12

Grading Scheme

Pass/Fail

Semester Science Internship

Subject Area

Science

Credits 0.5

Prerequisites

Students who wish to enroll in the internship course should submit an application and reservation enrollment form to the STEM Internship Coordinator before the course registration period. Projects available will vary based on our host partners' needs and there may be more eligible students than opportunities. Alternatively, students may choose to self-solicit external agencies and provide project details for approval from the STEM Internship Coordinator before registration.

Course Description

Internships can extend and enrich your classroom learning by applying it to hands-on, real-life situations that are relevant to your future career goals. This internship course offers self-motivated students an opportunity to gain research and work experience in a wide variety of scientific organizations while earning academic credit. Internship projects may be completed remotely, in-person or both as needed. Flexibility for in-person tasks is needed as students may work for 1-2 days a week for a semester or intensively for a few weeks during school breaks on-site.

Assessment

This course is taken on a pass/fail basis and no letter grade will be given. Assessment will be based upon meaningful participation, completion of internship responsibilities and thoughtful reflection assignments.

Grades

11, 12

Senior English: Journey Across Cultures

Subject Area

English

Credits 1

Home Learning Moderate

Course Description

Students will explore literature, writing, and the 'Asian experience', seeking to understand their own lives in the 21st century Hong Kong and beyond. Students will build competence, independence, and confidence in reading, writing, and speaking in a variety of genres and forms, and for a variety of audiences and purposes. The course focuses on the idea of 'place', and how it identifies, shapes, and changes literature, experiences, and the self. Students begin the year with personal narrative, and then move on to explore novels, film, short prose, drama, and non-fiction, always recognizing the connection between reading and writing and between strong personal writing and academic writing.

Learning Outcomes

Students will:

- Become independent users of the writing process.
- Comprehend, interpret, evaluate and appreciate texts.
- Develop a variety of reading strategies.
- Make use of a range of spoken, written and visual language to communicate effectively.
- Apply knowledge of genre, language structure, language conventions (spelling and punctuation), literary devices and media techniques to create, critique and discuss print and non-print texts.
- Participate as informed, reflective, creative and critical members of their community.
- Develop the capacity for active listening.
- Become sensitive, expressive readers.
- Connect literature to life.
- Develop an understanding of the power of writing to transform human experience.

Assessment

Student assessments may include:

- Journal responses.
- Timed writing.
- Processed written assignments.

- Graphic interpretation of text.
- Shared inquires.
- Found poems.
- Teacher/peer/self-assessments.
- Presentations and projects (individual and group).

Senior English: Non-Fiction

Subject Area

English

Credits 1

Home Learning Moderate

Course Description

This course engages students in the careful reading and critical analysis of contemporary and historical non-fiction literature and is designed with two primary goals in mind: firstly, to engage students in becoming highly skilled writers who compose for a variety of purposes; secondly, to enrich their understanding of how we use language to communicate. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements such as the use of logical fallacies, figurative language, imagery, symbolism and tone.

Learning Outcomes

Students will:

- Immerse themselves in a wide range of works extensively with the purpose of mastering and reading through understanding of the structure and purpose of the writing.
- Explore the evolution of thought on contemporary, social, economic, political and scientific issues.
- Deepen their understanding of current issues in the form of written mediums such as newspapers and magazines.
- Understanding and analyze the classical appeals of ethos, pathos, and logos in a variety of written mediums. Additionally, students will be expected to incorporate these appeals in their own persuasive writing.
- Develop and recognize their individual voice as a writer. Students will write insightfully, intelligently, and critically in a variety of genres, with an emphasis on expository, analytical, and argumentative writing.
- Improve meta-cognitive thinking skills so as to respond to readings through thoughtful inquiry, articulate class discussions in the form of the Socratic Seminar, better test performance, and incisive writing.

- Learn to present arguments of their own that includes both the analysis and synthesis of ideas from an array of sources.

Assessment

Student assessments may include:

- Reading assignments for class discussion.
- Written responses to class readings.
- Media Research Project.
- Analytical Essays.
- Persuasive Essays.
- Campaign Commercial Project.

Senior English: The Individual & Society

Subject Area

English

Credits 1

Home Learning Moderate

Course Description

Students will build competence, confidence, and independence in reading, writing, and speaking in a variety of genres and forms. They will understand the power of writing and images to make sense of and transform human experiences and connect literature to their lives in order to evaluate their own experiences and understanding. Texts include *Yo!* by Julia Alvarez, *Hamlet* by William Shakespeare, *Fun Home* by Alyson Bechdel, *Bluebird*, *Bluebird* by Attica Locke, *The Painted Veil* by Somerset Maugham, and assorted essays, short stories, films, and poetry.

Learning Outcomes

Students will:

- Become independent users of the writing process.
- Comprehend, interpret, evaluate and appreciate texts.
- Develop a variety of reading strategies.
- Make use of a range of spoken, written and visual language to communicate effectively.
- Apply knowledge of genre, language structure, language conventions (spelling and punctuation), literary devices and media techniques to create, critique and discuss print and non-print texts.
- Participate as informed, reflective, creative and critical members of their community.
- Develop the capacity for active listening.
- Become sensitive, expressive readers.
- Connect literature to life.
- Develop an understanding of the power of writing to transform human experience.

Assessment

Student assessments may include:

- Journal responses.
- Timed writing.
- Processed written assignments.
- Graphic interpretation of text.
- Shared inquires.
- Found poems.

- Teacher/peer/self-assessments.
- Presentations and projects (individual and group).

Shixi: [Internships]

Subject Area

Flexible Studies

Credits 0.5-1

Prerequisites

grade 11 or 12 standing

Course Description

HKIS has a NEW student internship program: 实习 (Shixi). It is a 0.5 or 1.0 credit experiential learning opportunity that is offered in semester 1, semester 2, and/or summer session. Students can pick from a variety of different types of internships. The program provides an opportunity for students to engage with a mentor in a field of interest and receive on-the-job training in an industry outside of HKIS. Students will gain unique experiences, reflect on those experiences, and apply their learning to influence future decisions and actions in various aspects of their lives.

Types of Internships

- Summer Science Internships.
- Semester STEM Internships.
- Semester Business and Leadership Internships (not in 2023-2024).

Spanish Advanced

Subject Area

Spanish

Credits 1

Prerequisites

Successful completion of Spanish Intermediate 4 and department recommendation

Home Learning

Moderate to Heavy

Course Description

In Spanish Advanced and AP Spanish Culture and Language courses, students will explore the following units of study: Families in Different Societies, The Influence of Language and Culture on Identity, the Influence of Beauty and Art, How Science and Technology Affect our Lives, Factors that Impact the Quality of Life, and Environmental, Political, and Societal Challenges. Students will develop language skills toward Advanced Low level of proficiency by interpreting authentic resources, communicating interpersonal[^], and presenting orally and in written format. They will apply new vocabulary and language functions in conversations, presentations, and group activities in a variety of real-life related tasks. Students in AP Spanish Culture and Language course must sit for the AP exam in May of the year in which they receive AP designation on their transcripts.

Learning Outcomes

Students will:

- Discuss families in different societies.
- Understand the influence of language on culture and identity.
- Comprehend the influences of beauty and art.
- Analyze how science and technology affect our lives.
- Contrast the factors that impact the quality of life.
- Describe environmental, political and societal challenges.
- Write well-constructed grammatically correct emails and persuasive essays based on sources.
- Review grammar to improve accuracy in written and oral assessments.
- Express ideas in both the oral and written mode with accuracy and fluency.
- Be able to have a simulated conversation in Spanish.

- Compare cultural or social artifacts in the student's own community with artifacts in Spain or in a Spanish speaking country.

Assessment

A variety of assessments including process writing, essays, listening/speaking activities, projects, presentations and home learning will be used. Emphasis is placed on evaluation according to the standards set forth by the College Board for this level of instruction. Students will have the opportunity to conduct peer review and self-assess. For Advanced students, assessments will be differentiated and assessed by modified versions of the Advanced Placement rubrics designated by the College Board. All students will have the opportunity to practice their skills during the year by taking a mock AP Exam.

Grades

10, 11, 12

Spanish Intermediate 1

Subject Area

Spanish

Credits 1

Prerequisites

Completion and meeting standards of Spanish Novice and department recommendation

Home Learning Moderate

Course Description

In the Spanish Intermediate 1 and Intermediate 2 course, students will explore the Spanish language and culture that delves into themes of identity, traditions, and perspectives on contemporary lifestyles. Students develop their interpretive, presentation, and interpersonal skills through a variety of activities that reinforce vocabulary, grammar, and the application of time frames to acquire complex language skills and functions. To expand their cultural and intercultural understanding, students will read and compare texts and media in Spanish across a variety of thematic units. The goal is for students to develop a deeper understanding and passion through the exploration of authentic materials and experiences that reflect their lives as global citizens.

Learning Outcomes

Students will be able to:

- Engage in conversations to provide and obtain information as well as express feelings and emotions.
- Develop strategies to be able to individually increase their vocabulary and language comprehension skills.
- Understand and interpret written and spoken language on a variety of topics.
- Demonstrate an understanding of Hispanic cultures and being able to compare them to their own experiences.

Assessment

A variety of assessments including process writing, listening/ speaking activities, projects, presentations and home learning will be used. Emphasis is placed on proficiency-based assessments. Students develop cultural awareness through interpretative tasks based on authentic materials from Spain and the Hispanic world.

Grades

Spanish Intermediate 2

Subject Area

Spanish

Credits 1

Prerequisites

Completion of Spanish Intermediate 1 and department recommendation

Home Learning Moderate

Course Description

In the Spanish Intermediate 1 and Intermediate 2 course, students will explore the Spanish language and culture that delves into themes of identity, traditions, and perspectives on contemporary lifestyles. Students develop their interpretive, presentation, and interpersonal skills through a variety of activities that reinforce vocabulary, grammar, and the application of time frames to acquire complex language skills and functions. To expand their cultural and intercultural understanding, students will read and compare texts and media in Spanish across a variety of thematic units. The goal is for students to develop a deeper understanding and passion through the exploration of authentic materials and experiences that reflect their lives as global citizens.

Learning Outcomes

Students will be able to:

- Engage in conversations to provide and obtain information as well as express feelings and emotions.
- Develop strategies to be able to individually increase their vocabulary and language comprehension skills.
- Understand and interpret written and spoken language on a variety of topics.
- Demonstrate an understanding of Hispanic cultures and being able to compare them to their own experiences.

Assessment

A variety of assessments including process writing, listening/ speaking activities, projects, presentations and home learning will be used. Emphasis is placed on proficiency-based assessments. Students develop cultural awareness through interpretative tasks based on authentic materials from Spain and the Hispanic world.

Grades

Spanish Intermediate 3

Subject Area

Spanish

Credits 1

Prerequisites

Completion and meeting standards of Spanish Intermediate 1 achieving B+ or higher or completion of Spanish Intermediate 2 and department recommendation

Home Learning Moderate

Course Description

In the Spanish Intermediate 3 Course students will explore their daily life, their community, the history of some Spanish-speaking countries, as well as the environment, through the following units of study: Personal Relationships, Historical Events, The Future and Environment, and A Hypothetical Case. The students will continue developing their language skills by interpreting authentic resources, communicating interpersonal[^], and presenting orally and in written format. They will apply new vocabulary and language functions in conversations, presentations, and group activities in a variety of real-life related tasks.

Learning Outcomes

Students will be able to:

- Talk about past events.
- Describe people's personality and appearance.
- State likes and dislikes.
- Discuss and give opinions, express feelings and communicate agreement or disagreement.
- Talk about a variety of issues, such as health and the human body, diet, professions, holidays, traveling and hobbies.
- Talk about plans for the future and make predictions.
- Analyze Hispanic culture and compare it with their own.
- Research historical events and present them to the class.
- Express probability and formulate hypotheses.

Assessment

A variety of assessments including process writing, listening/speaking activities, projects and home learning will be used. Emphasis is placed on proficiency based assessments. Students develop

cultural awareness through interpretative tasks based on authentic materials from Spain and the Hispanic world.

Grades

9, 10, 11, 12

Spanish Intermediate 4

Subject Area

Spanish

Credits 1

Prerequisites

Completion and meeting standards of Spanish Intermediate 3 and department recommendation

Home Learning Moderate to Heavy

Course Description

In the High School Spanish Intermediate 4 Course, students will explore personal relationships, education and professions, health challenges, arts and aesthetics, and science and technology, through the following units of study, Who is right? Education and Professions. Health and Challenges, Art without Frontiers, and The Origin of Food. Students will continue develop language skills by interpreting authentic resources, communicating interpersonal^, and presenting orally and in written format. They will apply new vocabulary and language functions in conversations, presentations, group activities in a variety of real-life related tasks.

Learning Outcomes

Students will be able to:

- Exchange opinions, research and compare different types of social media and advertisements.
- Understand and think about issues surrounding the environment and climate change, life in the city and in the countryside.
- Understand social and cultural issues in Spain and the Spanish speaking world.
- Discuss teenage and young adult issues associated with mental and physical wellbeing.
- Compare different types of leisure activities.
- Develop a broader vocabulary through the discussion of current events and global issues in Spain and in the Spanish speaking world.
- Develop writing skills through process writing.
- Develop creativity and collaborative skills to solve problems and find solutions.

Assessment

A variety of assessments including process writing, graded listening/speaking activities, both group and individual projects learning will be used. Emphasis is placed on proficiency-based assessments. Students will

develop cultural awareness through interpretative tasks based on authentic materials from Spain and the Hispanic world.

Grades

9, 10, 11, 12

Spanish Novice

Subject Area

Spanish

Credits 1

Prerequisites

None

Home Learning Light

Course Description

In the Spanish Novice 1 course, students explore the Spanish language and culture which introduces them to the fundamentals while exposing students to different cultures through art, song, dance, culture, and geography. Students develop their interpretive, presentation, and interpersonal skills through a variety of activities that reinforce vocabulary, grammar, and the application of time frames to acquire more complex language skills. To expand their cultural and intercultural understanding, students read and compare texts and media in Spanish across a variety of topics: identity, food culture, the school setting, life at home, travel, and work. The goal is for students to develop a curiosity for learning a new language and a passion for Spanish that focuses on real-life situations through the exploration of authentic materials and experiences.

Learning Outcomes

Students will be able to:

- Acquire vocabulary for greetings, introductions, expressing courtesy.
- Learn vocabulary for telling time, weather, days and dates.
- Describe and discuss their free-time activities and talk about a typical week.
- Relate information about their school life, classes, supplies and school- related activities.
- Talk about their family and family life, comparing this information with life in Spanish-speaking countries.
- Acquire the vocabulary needed to describe themselves and others and to talk about their likes and dislikes.
- Discuss clothing and shopping, identifying colors, sizes and prices.
- Describe food and drink in Spanish-speaking countries and acquire the vocabulary needed to order a meal in a restaurant.

Assessment

A variety of assessments including process writing, listening/ speaking activities, projects and home learning will be used. Emphasis is placed on proficiency-based assessments. Students develop cultural awareness through interpretative tasks based on authentic materials from Spain and the Hispanic world.

Grades

9, 10, 11, 12

Spiritual Community

Subject Area

Spiritual Exploration and Religion

Credits 0.5-1

Home Learning Light

Course Description

Credits: 0.5 or 1 Spiritual Leadership will be engaged in creating a mission-driven community through a strengths based approach to servant leadership and event planning. Our class will work to enrich and enliven school culture, design spiritually-focused Community Gatherings, and plan other events to build a sense of belonging and purpose in our school.

Learning Outcomes

Students will understand:

- Why mission-driven organizations engage in community practices.
- How to use their strengths to lead by serving others.
- How to nurture a connected community and shared culture in an individualistic and pluralistic society.

Assessment

Students will be expected to...

- Complete assigned readings, participate in class discussion, attend field trips, and engage respectfully in spiritual practices.
- Assess their strengths and serve the school community through event planning and participation.
- Organize and lead Community Gatherings that fulfill our mission and spiritually encourage our community.

Grades

11, 12

Grading Scheme

Pass/Fail

Spiritual Exploration 10

Subject Area

Spiritual Exploration and Religion

Credits 1

Grades

10

Spiritual Exploration 11

Subject Area

Spiritual Exploration and Religion

Credits 1

Grades

11

Spiritual Exploration 12

Subject Area

Spiritual Exploration and Religion

Credits 1

Grades

12

Spiritual Exploration 9

Subject Area

Spiritual Exploration and Religion

Credits 1

Grades

9

Spiritual Explorations 9, 10, 11 and 12

Subject Area

Spiritual Exploration and Religion

Credits 0.25

Home Learning Light

Course Description

Spiritual Explorations is the foundation for a student's spiritual development in high school at HKIS. Through this course, students will have the opportunity to develop their own sense of spiritual identity and find meaningful ways to express it. Students will explore how the Christian faith inspires well-being at HKIS while drawing upon the spiritual resources and heritage of all the major world religions. This course is an integrated component of the Wellbeing Block which seeks to support a student's physical, mental, and spiritual well-being.

Learning Outcomes

Upon completion of this course, students will:

- Develop an appreciation for the spiritual heart of Christianity and other major world religions.
- Demonstrate respect and understanding for people on different spiritual journeys.
- Begin examining the history, selected texts, and cultural and ethical systems of different faiths and worldviews.
- Identify the ultimate questions of selfhood, human relationships, and the quest for meaningful existence as addressed by these spiritual traditions.
- Participate in spiritual practices that are personally meaningful.

Assessment

Assessment will be based upon meaningful participation in class activities and discussions, completion of spiritual practice projects, and thoughtful composition of research and reflection assignments.

Grades

9, 10, 11, 12

Stagecraft

Subject Area

Performing Arts

Credits 0.5

Prerequisites

None

Home Learning Light

Course Description

Do you love working with your hands? Do you love building things? Do you love watching your designs come to life? Are you open to the idea of working with tools? Then this class is for you! This course is intended for students who enjoy working to create theatrical sets and theatrical props for our main stage theatrical productions in the Fall or Spring Semester. This course may be taken more than once, as every semester students in the class are working on a different play or musical. Students begin as apprentices, to the journeyman level and ultimately to the master level.

Learning Outcomes

Students will:

- Demonstrate their knowledge of Stagecraft Scene Shop Tool Safety.
- Design and construct theatrical play scenic pieces and theatrical properties.
- List and apply techniques to be effective collaborators.
- Explore and create areas of Theatre Design the student is most interested in.

Assessment

Assessment activities include video submissions, constructing set pieces, constructing theatrical properties, tool safety, photo submissions, projects and self assessments.

Grades

9, 10, 11, 12

Strategies for Self-Advocacy

Subject Area

Learning Strategies

Credits 0.25

Home Learning Light

Course Description

This course is a transition-planning course for students with special learning needs. The emphasis is on understanding the rights and responsibilities for students with disabilities in college and university settings and learning about the support services that are available. Activities include small group discussions, viewing case studies, reading and research activities, teacher-student conferences, role-play activities and reflective writing.

Special Requirements

Permission of the instructor

Learning Outcomes

Students will:

- Develop an understanding of the laws and rights that apply to students with disabilities.
- Learn about the support services available at college and university and understand how to access these services.
- Be guided in reading and understanding their educational assessment reports so that they can explain what this means for their own learning.
- Understand the specific accommodations and learning strategies that will be helpful for success in a college setting.

Assessment

Students will be assessed on their participation in class discussions and practical activities.

Grades

12

Grading Scheme

Pass/Fail

Street Art

Subject Area

Art & Design

Credits 0.5

Prerequisites

None

Home Learning Light

Course Description

The style of graffiti is not just for the streets, it's mediums and techniques are being brought into the museums and are used widely in advertising and marketing of music, apparel, sports equipment and getting a message across loud and clear. This style of work is young, energetic and can be politically driven. From canvas, to walls this course will experiment in learning the styles and techniques many famous urban artists are using while looking to the past to see how it all began. Students will gain an appreciation for the longest running Art Movement in the world and develop skills in the mediums and styles of this contemporary art form through a variety of creative projects.

Learning Outcomes

Students will:

- Use studio process and the design cycle to generate, analyze and implement ideas for their own work.
- Research and analyze the work of graffiti artists from a wide range of cultural and social contexts.
- Understand and apply a variety of graffiti skills, media, techniques and processes.
- Experiment, take risks and problem solve in the studio to make informed decisions about media and techniques.
- Reflect on their work and the work of others through critique, written reflections and presentations.

Assessment

- Student Projects.
- Sketchbooks (research, development of ideas, reflections, written assignments).
- Class Critiques.
- Presentations, Exhibitions & Displaying of personal work.

Grades

9, 10, 11, 12

String Ensemble

Subject Area

Performing Arts

Credits 1

Home Learning Moderate

Course Description

This course is intended for those students who always wanted to learn to play a string instrument, but never had the opportunity. The course also gives students the opportunity to change from one string instrument to another. It's never too late to learn to play an instrument! In addition, students who play for a short amount of time, or haven't played for a while and want to brush up their skill are welcome to join. The course provides instruction on proper playing techniques, basic music notation and string performance. Students will also be given opportunities throughout the year to perform for the public on their own or along with Chamber Strings and Orchestra.

Learning Outcomes

Students will:

- Demonstrate proper playing habits on their chosen band instrument.
- Understand basic musical notation.
- Perform in an ensemble of sufficient quality to provide satisfaction and enjoyment for the performers and musical listening pleasure for an audience.
- Demonstrate an appreciation for a variety of musical styles by performing with good attention to the technical and expressive elements contained in the music.
- Organize and manage their individual practice time to ensure that group rehearsals are productive and enjoyable and to demonstrate that students understand the importance of individual preparation to team success.

Assessment

Students will have regular playing quizzes and teachers will provide feedback to help students improve and inform future learning activities. After assignment is learned, students will perform summative tests to provide a signpost on their progress towards outlined standards.

Grades

9, 10, 11, 12

Summer Science Internship

Subject Area

Science

Credits 0.5

Prerequisites

To be eligible, students need to apply for and be selected for the Summer Science Internship Program. Selection is based on academic performance, CV and science teacher recommendation. As part of the application process, students will need to successfully interview and secure a placement for the summer with our partner organisations. Students are expected to complete internships of a minimum of 4 weeks (full-time) or 6 weeks (part-time) on-site. Contact the STEM Internship Coordinator.

Course Description

Summer Science Internships enhance and enrich the learning process by integrating academic theory and skill with practical work experience. They provide students with the opportunity to explore Science career interests, develop real-world skills and gain a sense of membership in the scientific professional community. This summer internship program offers students an opportunity to gain in-depth research experience in a wide variety of scientific fields or companies while earning academic credit. As an intern, you will work as part of a team in university research labs or companies under the supervision of scientists. Attachment opportunities vary based on our industry partners' needs and may include:

- Biotechnology
- Electrochemistry
- Material Science
- Robotics and electrical engineering
- Virology
- Agrobiology
- Epidemiology
- Bioinformatics
- Epigenetics
- Diagnostics
- Genomics
- Veterinary medicine
- Hydroponics & urban farming

Assessment

This course is taken on a pass/fail basis and no letter grade will be given. Assessment will be based upon meaningful participation, completion of internship responsibilities and thoughtful reflection assignments.

Grades

11, 12

Summer Science Internships

Subject Area

Summer Academic Term

Credits 0.5-1

Prerequisites

Open to students entering grades 10-12

Course Description

Credits: 0.5 or 1 Summer Science Internships enhance and enrich the learning process by integrating academic theory and skill with practical work experience. They provide students with the opportunity to explore STEM career interests, develop real-world skills and gain a sense of membership in the scientific professional community. This summer internship program offers students an opportunity to gain in-depth research experience in a wide variety of scientific fields or companies while earning academic credit. As an intern, you will work as part of a team in university research labs or companies under the supervision of scientists. Attachment opportunities vary based on our industry partners' needs and may include:

- Biotechnology
- Electrochemistry
- Material Science
- Robotics and electrical engineering
- Virology
- Agrobiology
- Epidemiology
- Bioinformatics
- Epigenetics
- Diagnostics
- Genomics
- Veterinary medicine
- Hydroponics & urban farming

To be eligible, students need to apply for and be selected for the Summer Science Internship Program. Selection is based on academic performance, CV and science teacher recommendation. As part of the application process, students will need to successfully interview and secure a placement for the summer with our partner organisations. Students are expected to complete internships of a minimum of 4 weeks (full-time) or 6 weeks (part-time) on-site.

Symphonic Band: Brass

Subject Area

Performing Arts

Credits 1

Prerequisites

Students must play a wind or percussion instrument at the equivalent of a third-year level. Students must supply their own instruments, although some large and expensive instruments will be available from the music department.

Home Learning Moderate

Course Description

This course is designed to help students develop the skills required to move from an intermediate to an advanced level of musicianship. Students will receive significant individualized attention to ensure that they are developing the requisite skills. Repertoire will be chosen from a variety of eras and styles and will be studied and performed in order to help students develop their appreciation for a variety of musical styles. Students will also understand that performing artistic music requires discipline and teamwork, and that this pursuit of quality naturally leads not only to better performances, but to greater appreciation and understanding of the elements that shape beautiful music. Students should select the appropriate section for their chosen instruments:

- Brass Section I.
- Or Woodwind Section II
- Or Percussion Section III.

*Students who are already enrolled may have the option of joining the leadership team. Students must gain the teachers approval to enter this distinctive program. Students who wish to take on this leadership opportunity will be expected to follow an additional curriculum for the course which will require some extra time commitments outside of class. Topics covered include servant leadership, forming a mission statement, setting goals for the year, organising events, communicating effectively, and leading sectional rehearsals. These students will be recognised for their leadership role with the addition of "with leadership" to the course on the transcript.

Learning Outcomes

Students will:

- Demonstrate an appreciation for a variety of musical styles by performing with good attention to the technical and expressive elements contained in the music.
- Perform quality music at a standard that provides enjoyment for both the listener and the performer.
- Independently prepare the parts of music given to them; learn to practice effectively through the use of specific strategies and reflection.
- Organize and manage their individual practice time to ensure that group rehearsals are productive and enjoyable; demonstrate that students understand the importance of individual preparation to ensemble success.

Assessment

Students will have regular playing quizzes and teachers will provide feedback to help students improve and inform future learning activities. After repertoire is learned, students will perform summative tests to provide a signpost on their progress towards outlined standards. Students will also have periodic written assignments and receive ensemble skills grades. The latter are designed to provide regular feedback to students about the learning habits they display regularly in class. Occasional rehearsals take place outside of class time. Attendance at evening performances is expected.

Grades

9, 10, 11, 12

Symphonic Band: Percussion

Subject Area

Performing Arts

Credits 1

Prerequisites

Students must play a wind or percussion instrument at the equivalent of a third-year level. Students must supply their own instruments, although some large and expensive instruments will be available from the music department.

Home Learning Moderate

Course Description

This course is designed to help students develop the skills required to move from an intermediate to an advanced level of musicianship. Students will receive significant individualized attention to ensure that they are developing the requisite skills. Repertoire will be chosen from a variety of eras and styles and will be studied and performed in order to help students develop their appreciation for a variety of musical styles. Students will also understand that performing artistic music requires discipline and teamwork, and that this pursuit of quality naturally leads not only to better performances, but to greater appreciation and understanding of the elements that shape beautiful music. Students should select the appropriate section for their chosen instruments:

- Brass Section I.
- Or Woodwind Section II
- Or Percussion Section III.

*Students who are already enrolled may have the option of joining the leadership team. Students must gain the teachers approval to enter this distinctive program. Students who wish to take on this leadership opportunity will be expected to follow an additional curriculum for the course which will require some extra time commitments outside of class. Topics covered include servant leadership, forming a mission statement, setting goals for the year, organising events, communicating effectively, and leading sectional rehearsals. These students will be recognised for their leadership role with the addition of "with leadership" to the course on the transcript.

Learning Outcomes

Students will:

- Demonstrate an appreciation for a variety of musical styles by performing with good attention to the technical and expressive elements contained in the music.
- Perform quality music at a standard that provides enjoyment for both the listener and the performer.
- Independently prepare the parts of music given to them; learn to practice effectively through the use of specific strategies and reflection.
- Organize and manage their individual practice time to ensure that group rehearsals are productive and enjoyable; demonstrate that students understand the importance of individual preparation to ensemble success.

Assessment

Students will have regular playing quizzes and teachers will provide feedback to help students improve and inform future learning activities. After repertoire is learned, students will perform summative tests to provide a signpost on their progress towards outlined standards. Students will also have periodic written assignments and receive ensemble skills grades. The latter are designed to provide regular feedback to students about the learning habits they display regularly in class. Occasional rehearsals take place outside of class time. Attendance at evening performances is expected.

Grades

9, 10, 11, 12

Symphonic Band: Woodwinds

Subject Area

Performing Arts

Credits 1

Prerequisites

Students must play a wind or percussion instrument at the equivalent of a third-year level. Students must supply their own instruments, although some large and expensive instruments will be available from the music department.

Home Learning Moderate

Course Description

This course is designed to help students develop the skills required to move from an intermediate to an advanced level of musicianship. Students will receive significant individualized attention to ensure that they are developing the requisite skills. Repertoire will be chosen from a variety of eras and styles and will be studied and performed in order to help students develop their appreciation for a variety of musical styles. Students will also understand that performing artistic music requires discipline and teamwork, and that this pursuit of quality naturally leads not only to better performances, but to greater appreciation and understanding of the elements that shape beautiful music. Students should select the appropriate section for their chosen instruments:

- Brass Section I.
- Or Woodwind Section II
- Or Percussion Section III.

*Students who are already enrolled may have the option of joining the leadership team. Students must gain the teachers approval to enter this distinctive program. Students who wish to take on this leadership opportunity will be expected to follow an additional curriculum for the course which will require some extra time commitments outside of class. Topics covered include servant leadership, forming a mission statement, setting goals for the year, organising events, communicating effectively, and leading sectional rehearsals. These students will be recognised for their leadership role with the addition of "with leadership" to the course on the transcript.

Learning Outcomes

Students will:

- Demonstrate an appreciation for a variety of musical styles by performing with good attention to the technical and expressive elements contained in the music.
- Perform quality music at a standard that provides enjoyment for both the listener and the performer.
- Independently prepare the parts of music given to them; learn to practice effectively through the use of specific strategies and reflection.
- Organize and manage their individual practice time to ensure that group rehearsals are productive and enjoyable; demonstrate that students understand the importance of individual preparation to ensemble success.

Assessment

Students will have regular playing quizzes and teachers will provide feedback to help students improve and inform future learning activities. After repertoire is learned, students will perform summative tests to provide a signpost on their progress towards outlined standards. Students will also have periodic written assignments and receive ensemble skills grades. The latter are designed to provide regular feedback to students about the learning habits they display regularly in class. Occasional rehearsals take place outside of class time. Attendance at evening performances is expected.

Grades

9, 10, 11, 12

Teaching Assistant (TA)

Subject Area

Flexible Studies

Credits 0.5

Prerequisites

A previous grade of A or A- in the course the TA is requesting

Home Learning Light-Moderate

Course Description

The Teaching Assistant role offers students an opportunity to support the learning of peers, gain experience in presenting in an academic environment, encounter teaching and learning from a different perspective, and gain valuable experience in the field. The TA role is student-driven and self-directed, and often based on students' own interest and growing expertise in a skill or content area they want to nurture further. Students have the opportunity to gain a new perspective by entering the teaching-learning process from the teacher's viewpoint, developing an appreciation for others who may learn differently while deepening their understanding within the discipline.

Transcript Coding

Independent Study: TA

TA Expectations

TAs are expected to be in class a minimum of 50% of the time and could be asked to engage with any of the following activities:

- Prepare formative learning opportunities for the students
- Prepare extension material for students able and motivated to go above and beyond the basic course requirements
- Create study packets
- Design a learning experience for a class or small group
- Serve as a mentor for individual students
- Give individual feedback to students
- Collect data
- Direct before and after school sessions
- Create classroom bulletin boards
- Assist with other teaching duties as required
- Meet with supervising teacher on a regular basis

- Meet with other TAs to collaborate and share experiences

Selection Criteria

- The student must have been taught by the supervising teacher in a prior class.
- The student will have earned an A or A- in the course or discipline they will TA in.
- The student must obtain the recommendation from their counselor and the teacher they would like to work with.

Selection Process

- The student will most commonly be self-identified, although a teacher may approach a student with the option if they think the student would benefit from such an experience.
- Interested students will speak to their counselor and request a TA Application Form.
- Application forms will be submitted to the Associate Principal for Academics
- Assistant Principal of Academics will work with sponsoring teachers to finalize a list of qualified candidates.
- Once classes are confirmed (how many classes are running / class block), the Associate Principal will match the TAs to the course and teacher.
 - Not all approved students will become TAs. It depends on scheduling and number of courses.
 - 1 TA per class
- The Teaching Assistant List will be announced for next year at the end of May.

Assessment

- **Learning Goals** will be established in partnership with the TA teacher advisor. The supervising teacher will give regular feedback on these learning goals.
- **Reflection:** Every TA will make arrangements to reflect on their experience a minimum of once a week, either through a blog, shared document, or other suitable means. The audience of these reflections will be the sponsoring teacher and the Associate Principal of Academics.
- **Final assessment:** Reflective paper/ video that highlights personal experience, development, and assessment of teaching culture in their experience as a student and a TA.

*Students can use this document to support their reflection process.

Grades

11, 12

Grading Scheme

Pass/Fail

Wind Ensemble: Brass

Subject Area

Performing Arts

Credits 1

Prerequisites

Students must have the ability to play a wind or percussion instrument at the equivalent of a fourth-year level or above. The ability to read music and prepare one's individual part is essential. Students must audition for admission to this class. Previous experience in an instrumental ensemble is also required. Students should select to be in the appropriate section for their chosen instruments: Brass, Woodwind or Percussion. Students must supply their own instruments, although some large and very expensive instruments will be available from the music department.

Home Learning Moderate

Course Description

This course is designed to offer experienced musicians the opportunity to perform quality literature in an advanced level ensemble. Students will receive individualized attention as needed, but the ability to learn one's part independently is expected. Repertoire from a variety of eras and styles will be studied and performed in order to help students to express themselves effectively and to develop their appreciation for a variety of musical styles. Students will also develop an understanding that performing artistic music requires discipline and teamwork, and that this pursuit of quality naturally leads not only to better performances, but to greater appreciation and understanding of the elements that shape beautiful music. *Students who are already enrolled may have the option of joining the leadership team. Students must gain the teachers approval to enter this distinctive program. Students who wish to take on this leadership opportunity will be expected to follow an additional curriculum for the course which will require some extra time commitments outside of class. Topics covered include servant leadership, forming a mission statement, setting goals for the year, organising events, communicating effectively, and leading sectional rehearsals. These students will be recognised for their leadership role with the addition of "with leadership" to the course on the transcript.

Learning Outcomes

Students will:

- Demonstrate an appreciation for a variety of musical styles by performing with good attention to the technical and expressive elements contained in the music.
- Perform advanced high school band literature at a standard that provides enjoyment for both the listener and the performer by attending to ensemble balance, blend, intonation, precision and the expressive elements of music.
- Independently prepare the parts of music given to them; learn to practice effectively through the use of specific strategies and reflection.
- Perform in both large and chamber ensembles in concerts and other public performances.
- Organize and manage their individual practice time to ensure that group rehearsals are productive and enjoyable, demonstrate that students understand the importance of individual preparation to ensemble success.

Assessment

Students will have regular playing quizzes and teachers will provide feedback to help students improve and inform future learning activities. After repertoire is learned, students will perform summative tests to provide a signpost on their progress towards outlined standards. Students will also have periodic written assignments and receive ensemble skills grades. The latter are designed to provide regular feedback to students about the learning habits they display regularly in class. Occasional rehearsals take place outside of class time. Attendance at evening performances is expected. Occasional rehearsals take place outside of class time. Attendance at evening performances is expected.

Grades

9, 10, 11, 12

Wind Ensemble: Percussion

Subject Area

Performing Arts

Credits 1

Prerequisites

Students must have the ability to play a wind or percussion instrument at the equivalent of a fourth-year level or above. The ability to read music and prepare one's individual part is essential. Students must audition for admission to this class. Previous experience in an instrumental ensemble is also required. Students should select to be in the appropriate section for their chosen instruments: Brass, Woodwind or Percussion. Students must supply their own instruments, although some large and very expensive instruments will be available from the music department.

Home Learning Moderate

Course Description

This course is designed to offer experienced musicians the opportunity to perform quality literature in an advanced level ensemble. Students will receive individualized attention as needed, but the ability to learn one's part independently is expected. Repertoire from a variety of eras and styles will be studied and performed in order to help students to express themselves effectively and to develop their appreciation for a variety of musical styles. Students will also develop an understanding that performing artistic music requires discipline and teamwork, and that this pursuit of quality naturally leads not only to better performances, but to greater appreciation and understanding of the elements that shape beautiful music. *Students who are already enrolled may have the option of joining the leadership team. Students must gain the teachers approval to enter this distinctive program. Students who wish to take on this leadership opportunity will be expected to follow an additional curriculum for the course which will require some extra time commitments outside of class. Topics covered include servant leadership, forming a mission statement, setting goals for the year, organising events, communicating effectively, and leading sectional rehearsals. These students will be recognised for their leadership role with the addition of "with leadership" to the course on the transcript.

Learning Outcomes

Students will:

- Demonstrate an appreciation for a variety of musical styles by performing with good attention to the technical and expressive elements contained in the music.
- Perform advanced high school band literature at a standard that provides enjoyment for both the listener and the performer by attending to ensemble balance, blend, intonation, precision and the expressive elements of music.
- Independently prepare the parts of music given to them; learn to practice effectively through the use of specific strategies and reflection.
- Perform in both large and chamber ensembles in concerts and other public performances.
- Organize and manage their individual practice time to ensure that group rehearsals are productive and enjoyable, demonstrate that students understand the importance of individual preparation to ensemble success.

Assessment

Students will have regular playing quizzes and teachers will provide feedback to help students improve and inform future learning activities. After repertoire is learned, students will perform summative tests to provide a signpost on their progress towards outlined standards. Students will also have periodic written assignments and receive ensemble skills grades. The latter are designed to provide regular feedback to students about the learning habits they display regularly in class. Occasional rehearsals take place outside of class time. Attendance at evening performances is expected. Occasional rehearsals take place outside of class time. Attendance at evening performances is expected.

Grades

9, 10, 11, 12

Wind Ensemble: Woodwinds

Subject Area

Performing Arts

Credits 1

Prerequisites

Students must have the ability to play a wind or percussion instrument at the equivalent of a fourth-year level or above. The ability to read music and prepare one's individual part is essential. Students must audition for admission to this class. Previous experience in an instrumental ensemble is also required. Students should select to be in the appropriate section for their chosen instruments: Brass, Woodwind or Percussion. Students must supply their own instruments, although some large and very expensive instruments will be available from the music department.

Home Learning Moderate

Course Description

This course is designed to offer experienced musicians the opportunity to perform quality literature in an advanced level ensemble. Students will receive individualized attention as needed, but the ability to learn one's part independently is expected. Repertoire from a variety of eras and styles will be studied and performed in order to help students to express themselves effectively and to develop their appreciation for a variety of musical styles. Students will also develop an understanding that performing artistic music requires discipline and teamwork, and that this pursuit of quality naturally leads not only to better performances, but to greater appreciation and understanding of the elements that shape beautiful music. *Students who are already enrolled may have the option of joining the leadership team. Students must gain the teachers approval to enter this distinctive program. Students who wish to take on this leadership opportunity will be expected to follow an additional curriculum for the course which will require some extra time commitments outside of class. Topics covered include servant leadership, forming a mission statement, setting goals for the year, organising events, communicating effectively, and leading sectional rehearsals. These students will be recognised for their leadership role with the addition of "with leadership" to the course on the transcript.

Learning Outcomes

Students will:

- Demonstrate an appreciation for a variety of musical styles by performing with good attention to the technical and expressive elements contained in the music.
- Perform advanced high school band literature at a standard that provides enjoyment for both the listener and the performer by attending to ensemble balance, blend, intonation, precision and the expressive elements of music.
- Independently prepare the parts of music given to them; learn to practice effectively through the use of specific strategies and reflection.
- Perform in both large and chamber ensembles in concerts and other public performances.
- Organize and manage their individual practice time to ensure that group rehearsals are productive and enjoyable, demonstrate that students understand the importance of individual preparation to ensemble success.

Assessment

Students will have regular playing quizzes and teachers will provide feedback to help students improve and inform future learning activities. After repertoire is learned, students will perform summative tests to provide a signpost on their progress towards outlined standards. Students will also have periodic written assignments and receive ensemble skills grades. The latter are designed to provide regular feedback to students about the learning habits they display regularly in class. Occasional rehearsals take place outside of class time. Attendance at evening performances is expected. Occasional rehearsals take place outside of class time. Attendance at evening performances is expected.

Grades

9, 10, 11, 12

Women's Choir

Subject Area

Performing Arts

Credits 1

Prerequisites

0.5 credit of Choir or equivalent and audition

Home Learning Light

Course Description

This course is designed to develop the vocal technique and skills needed to advance a student from an intermediate to an advanced level of performance. Students will be expected to read music, sight-sing using solfege syllables, and have a basic understanding of music theory by the end of the course. Students will develop confidence in applying healthy vocal technique throughout their soprano and alto ranges. *Students who are already enrolled may have the option of joining the leadership team. Students must gain the teachers approval to enter this distinctive program. Students who wish to take on this leadership opportunity will be expected to follow an additional curriculum for the course which will require some extra time commitments outside of class. Topics covered include servant leadership, forming a mission statement, setting goals for the year, organising events, communicating effectively, and leading sectional rehearsals. These students will be recognised for their leadership role with the addition of "with leadership" to the course on the transcript.

Learning Outcomes

Students will:

- Study and perform intermediate high school choral literature in three and four parts as well as other formats.
- Prepare music independently and develop personal performance and musicality skills to a higher level.
- Concentrate on the aspects of musicianship necessary for quality vocal performances such as listening, watching, vocal technique, ensemble blend, balance, etc.
- Perform in both large and small ensembles in concerts, festivals, recitals and other service-related events.

Assessment

Students will be assessed according to their individual progress in vocal technique. Students will also be assessed according to how dependable they are to the ensemble in terms of preparation of music, participation in rehearsals and performances, and punctuality at rehearsals and concerts. Written work, reflection, observation of performance standards, and ensemble skills form the basis for assessment.

Grades

9, 10, 11, 12

ADVANCED PLACEMENT PHILOSOPHY AND PROGRAM

As with all courses in the high school, the primary goal we have for our students is to provide opportunities that stimulate self-motivated learning, respect and responsibility and collaboration. Advanced Placement (AP) courses extend these opportunities by providing rigorous, college-level courses for students with a high level of motivation and a deep passion for learning. We believe that any student who is motivated to take on this level of challenge should have the opportunity to take AP courses providing course prerequisites and/or teacher recommendations have been met.

HKIS AP Policies

- Students in grade 10 may take up to 1.0 AP credit in an academic year.
- Students in Grades 11 and 12 may take up to 3.0 AP credits in a academic year. In some cases grade 12 students can apply for up to 4 AP credits IF the course is the next logical step in a sequence.
- All students enrolled in an AP course must take the associated AP Exam in May.
- If we offer the course at HKIS, a student may take an AP Exam even if not enrolled in the course.
- There are limited seats for AP Chinese due to technology requirements. Priority is given to students enrolled in the course at HKIS and grade 11 or 12 students. If we reach capacity we recommend students take the exam at HKEAA.
- Students must pay for each AP exam they take. Families are billed in November for each AP course taken. The billing price changes each year but the approximate price is 1200 HKD per exam.

Benefits of the AP Program

<https://apstudent.collegeboard.org/exploreap> (AP site for students/parents)

- The opportunity to take college-level courses in high school adds rigor in your high school program.

- AP courses are modeled upon comparable college courses. College and university faculty play a vital role in ensuring that AP courses align with college level standards. Each AP course concludes with a college-level exam developed and scored by college and university faculty members as well as experienced AP teachers.
- A high degree of choice with 29 AP courses currently being offered at HKIS.
 - Capstone Program
 - Seminar, Research Project
 - English
 - English Language & Composition, English Literature & Composition
 - Math
 - Calculus AB, Calculus BC, Statistics
 - Modern Languages
 - French Language & Culture, Spanish Language & Culture, Chinese Language & Culture
 - Science
 - Biology, Chemistry, Environmental Science, Physics 2, Physics C: Electricity and Magnetism, Physics C: Mechanics
 - Social Sciences
 - Art History, Comparative Government & Politics, European History, Human Geography, Macroeconomics, Microeconomics, Psychology, US History, US Government & Politics, World History: Modern
 - Technology
 - Computer Science Principles, Computer Science A
 - Visual Art
 - Studio Art: Drawing, 2D Design, 3D Design
- Hard work in the class and success on the exams can lead to recognition both in high school and in college or university.
 - In more than 90% of US four-year colleges, as well as many institutions in more than 60 other countries, an AP Exam score of 3 or higher often results in credit, advanced placement or both. Each college and university makes its own decisions about awarding credit and placement. Most have a written policy spelling out things like the

minimum required score to earn credit for a given AP Exam, the amount of credit awarded and how credits are applied.

AP Scholar Awards

The AP Program offers several Scholar Awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams. In addition to receiving an award certificate, the student's achievement is acknowledged on any grade report that they send to college/universities the following fall.

- **AP Scholar:** Granted to students who receive grades of 3 or higher on three or more AP Exams.
- **AP Scholar with Honor:** Granted to students who receive an average grade of at least 3.25 on all AP Exams taken, and grades of 3 or higher on four or more of these exams.
- **AP Scholar with Distinction:** Granted to students who receive an average grade of at least 3.5 on all AP Exams taken, and grades of 3 or higher on five or more of these.
- **AP International Diploma:** Granted to students who receive a 3 or higher on 5 or more exams. Courses must include a global perspective including a world language and culture course, one global perspective course, one math/science course and one other from a non-English course. See more details below.
- **AP Seminar and Research Certificate:** Granted to students who earn scores of 3 or higher in both AP Seminar and AP Research.
- **AP Capstone Diploma:** Granted to students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing. See more details below.

Notes about AP Scholar Awards

- There are two steps to calculating the awards:
 - The student's average AP score is determined based on all exams taken this year and in previous years.
 - The student's exam scores are checked to see which ones count toward the various AP Scholar Awards.
- A student must meet all criteria to be eligible. For example, a student who has a 3.25 AP score average but only received a 3 or higher on three

exams will not receive the AP Scholar with Honor Award because the minimum requirement is a score of 3 or higher on four or more exams.

- Exams taken multiple times only count once; the highest score will be used for the award calculation.
- The Calculus AB subscore, Music Theory aural subscore, and Music Theory nonaural subscore are not used in the AP Scholar Award calculations.
- The AP Scholar Awards are academic distinctions that students may cite among their credentials on applications, resumes, and so on. Students do not receive any monetary award from the College Board.

Advanced Placement International Diploma Details

The Advanced Placement International Diploma (APID) is a globally recognized certificate for students with an international outlook. The APID challenges a student to display exceptional achievement on AP Exams across several disciplines. Universities worldwide utilize the APID in admissions. The APID is not a substitute for a High School diploma, but rather provides additional certification of outstanding academic excellence.

To be awarded an Advanced Placement International Diploma, a student must earn grades of 3 or higher on at least five AP exams in specified areas: examinations in two languages from area one; one examination from area two or area three; one examination from area four; and one examination from any other area of choice except languages.

- **Area One – Languages:** Chinese, English, French, German, Japanese, Spanish.
- **Area Two – Sciences:** Biology, Chemistry, Environmental Science, Physics.
- **Area Three – Mathematics:** Calculus, Statistics, AP Computer Science A, AP Computer Science Principles.
- **Area Four – Global Perspective:** Comparative Government and Politics, Human Geography, World History.
- **Area Five – History and Social Sciences:** Comparative Government and Politics, European History, Human Geography, Macroeconomics, Microeconomics, Psychology, United States Government and Politics, United States History, World History.

- **Area Six – Arts:** History of Art, Music Theory, Studio Art (Drawing, 2D, 3D).

Upon successful completion of all APID examination criteria, the College Board automatically awards the AP International Diploma to students attending secondary schools outside of the United States.

Advanced Placement Capstone Program Details

AP Capstone™ is a College Board program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions.

AP Capstone is comprised of two AP courses — **AP Seminar and AP Research** — and is designed to complement and enhance the discipline-specific study in other AP courses. The AP Capstone program provides unique research opportunities for current AP students, or to expand access to AP by encouraging students to master the argument-based writing skills that the AP Capstone program develops. (The College Board)

Students who earn scores of 3 or higher in both the AP Capstone Seminar and the AP Capstone Research courses and on four additional AP exams of their choosing will receive the AP Capstone Diploma. Those students who earn scores of 3 or higher in both of the AP Capstone courses but not on the four additional AP exams will receive the AP Capstone Certificate.

See the course descriptions under “Humanities”.

HKIS ACADEMIC POLICIES

1. Part-time or postgraduate students are not normally enrolled.
2. A student entering HKIS in Grade 12 must attend the entire 12th Grade year at HKIS to receive the HKIS diploma.

3. **Grade 9 Course Load**

Yearly course load for students in Grade 9 is between 6.75 and 7.75 credits. The high school recommends Grade 9 students have a free block in their schedule during one semester of the year to help them transition well and balance the academic workload of high school.

Grade 10, 11, 12 Course Load

Yearly course load for students in Grades 10-12 is between 6.25 and 7.75 credits. Variation from the four-year academic requirement would result from a counseling process in which the following factors would be considered:

- Compelling reasons for a shortened High School career.
- Intellectual development and social maturity of the student.
- Uniqueness of the overseas setting.
- Satisfactory alternative plans or programs for the balance of the normal term.
- The school reserves the right to make the final decision.

4. **AP Course Maximum**

Grade 10 – 1 AP credit

Grade 11 – 3 AP credits

Grade 12 – 3 AP credits

* in some cases Grade 12 students can apply for up to 4 AP credits IF the course is the next logical step in a sequence.

5. **AP Designation**

To receive AP designation on the transcript, a student must complete the AP curriculum by fulfilling the requirements of the course and sitting for the College Board exam in May.

6. **Adding a Course**

Normally, a student may not enter a new course after the first cycle (8 days) of class periods.

7. **Dropping and Withdraws**

Dropping for any reason prior to the end of the first quarter of a course would not result in a W (withdraw) designation on the transcript.

Withdrawing a course after the first quarter of a class results in a W mark on the transcript. Withdrawing is intended to be for exceptional cases (e.g., hospitalization and may require a recommendation from the Student Support Team). Approval from the high school Associate Principal for Academics will be needed to withdraw from a course beyond the quarter.

Note: Yearlong courses represent a commitment on the part of teacher and student to develop skills over the long term. They may not normally be dropped after one semester.

8. **Student School Withdrawals**

If a student withdraws from HKIS prior to the end of the term, HKIS will award a grade upon withdrawal only if the student has completed over half the course; the decision regarding acceptance of transfer credit rests with the receiving school.

9. **Student Course Selection**

- For returning students, the course registration process for the next academic year begins in late January and ends in late February.
- The High School administration, in consultation with Teacher Leaders, determines the program of courses to be offered for the following academic year.
- If a student in grades 10-12 desires to challenge a course placement recommended by the school, they must complete a Course Override process with the Associate Principal for Academic Programs. (See more information in Prerequisites below.)
- Major factors in determining course offerings are student interest as well as faculty availability and expertise.

- Students needing additional assistance with course selection are encouraged to consult with their community counselors.
- Students new to HKIS will have schedules created once enrolled. If enrolled over a vacation, schedules will be created once faculty return to campus.

10. **Academic Warning and Probation**

Students experiencing academic difficulties may be placed on academic warning or probation. A student's continued enrolment at HKIS is determined by the High School administration in consultation with classroom teachers, counselor, homeroom teacher and parents. See the HS Student Handbook for policy specifics.

11. **Attendance and Summative Assessments**

Students are expected to be present for all summative assessments in a course. Absence for any summative assessment must have a compelling reason in order to be excused and contingency plans arranged with the teacher. Excessive absences for summative assessments will be referred to administration.

12. **Pass/Fail Courses**

Some of our courses are graded on a Pass/Fail basis. If it is determined that course standards have been met at an "Exhibiting" level, a "PASS" (P) mark will be recorded and credit toward HKIS graduation requirements will be granted. A "PASS" (P) is not factored into the overall GPA calculation. If course standards have not been met and/or all summatives not taken, an "F" will be recorded and credit will not be granted. An "F" is factored into the overall GPA calculation.

13. **Repeating Classes**

Only a student who earns a D or F in a course (or who is required to retake a sequential course in math or languages) may repeat it. A record of the first course remains on the transcript with a "NC" (no credit) replacing the previous grade. Only the grade earned in the repeated course is factored into the GPA.

Prerequisites

Many of our courses have prerequisites. Prerequisites are set based on years of course data and teacher

experience in working with students. They ensure that a student has the content knowledge and skills necessary to meet the demands of the next level course. Students must meet the previous course grade requirement.

Students not meeting the prerequisites will not be able to take the next level course unless there are extenuating circumstances. In these cases, the student must meet with the Associate Principal for Academics and apply for a Course Override. The final decision on course placement is made by the school.

Grading and Assessment Practice

Definitions

Assessment, grading and reporting are elements of a feedback cycle that supports learning. ASSESSMENT is the ongoing process of gathering a variety of evidence of student learning, and is embedded within the cycles of teaching and learning. Evidence may be collected through a range of developmentally appropriate methods, for example observation, conversation with students, and reviews of student work and performances. GRADING is the process of evaluating student evidence against a set of standards/criteria in order to provide feedback to students about their progress toward the intended learning. REPORTING is the communication of learning progress, growth, and achievement to students, parents and the wider community.

Evidence of Learning

All learning assessments are considered "evidence of learning". HKIS uses a standards-based approach to teaching and learning. All learning provides a story of a student's learning journey over time. Whether the learning tasks are small or large in nature, all learning tasks give students the opportunity to show what they know and can do. The learning feedback is always tied to standards and over time students can see how they are performing on certain groups of standards (which we call Measurement Topics) in each class.

Language of Feedback

We give feedback on assessments using the General Academic Scale.

Emerging	Developing	Exhibiting	Exhibiting Depth		Learning Target
The student demonstrates emerging proficiency in the standard.	The student demonstrates developing proficiency in the standard.	The student exhibits proficiency in the standard.	The student exhibits depth in the standard.		Learning Target
	The student demonstrates the foundational knowledge and skills required to exhibit the standard but is not yet exhibiting proficiency in the standard.				Learning Goal #2.3 (Target Knowledge and Skills)
The student is beginning to demonstrate foundational knowledge and skills.		The student demonstrates the targeted understanding of knowledge and skills.		Measurement Topic #3	Learning Goal #3.1 (Target Knowledge and Skills)
					Learning Target

Final Grades

The final grade for the course (at the end of a semester for semester classes, or the end of the year for yearlong classes) will be determined by considering the student's body of learning evidence over the duration of the course. Students will be given an overall proficiency indicator for each Measurement Topic (a group of standards) and then an overall proficiency for each Reporting Category (a larger bucket of skills and knowledge standards that is communicated on the report card).

In Schoology (our learning management system and online grade book), students will see an overall proficiency score for Measurement Topics and Reporting Categories. Learning Goals and Learning Targets are used in class lessons.

Reporting Category	Measurement Topic #1	Learning Goal #1.1 (Target Knowledge and Skills)	Learning Target
	Measurement Topic #1	Learning Goal #1.1 (Target Knowledge and Skills)	Learning Target
			Learning Target
		Learning Goal #1.2 (Target Knowledge and Skills)	Learning Target
			Learning Target
	Measurement Topic #2	Learning Goal #2.1 (Target Knowledge and Skills)	Learning Target
			Learning Target
	Learning Goal #2.2 (Target Knowledge and Skills)	Learning Target	

All learning evidence is stored in Schoology. Schoology uses 'averaging' as a way to determine an overall proficiency Indicator. Teachers may dismiss early learning from the average if there is evidence that the student has progressed in knowledge and skills. By dismissing early work the overall proficiency will be based on the most recent and/or most consistent performance and will be an accurate reflection of student learning.

A student's participation, effort, behavior and attendance will not inform the achievement grade. Those aspects will be measured using the Approaches to Learning reported quarterly. Performing Arts and PE use different learning habits criteria.

Approaches to Learning (ATLs)

Learning at HKIS is communicated with proficiency indicators and letter grades but also in our Approaches to Learning. The Approaches to Learning descriptors highlight a student's ability within the class to actively engage in the learning experience and fulfill their potential as self-motivated, lifelong learners. They are behaviours that facilitate, broaden, or extend learning. "These may be things that enable learning, such as performance on formative assessments, homework, and class participation. They also may reflect extended learning goals related to noncognitive social-emotional learning skills such as collaboration, goal setting, perseverance, habits of mind, or citizenship" (Guskey, 2020). At HKIS, our Approaches to Learning measure a student's ability to demonstrate **Self Motivation**, **Collaboration**, and **Respect and Responsibility**. These learning habits are given on report cards, quarterly, with ratings of "consistently", "inconsistently", and "rarely".

Report Card and Transcript Grades

Letter Grades are determined by using the Letter Grade Translation Table. The table translates the overall proficiency scores for each Reporting Category

into one overall letter grade. The letter grade a student receives must be backed up by learning evidence and must clearly link to our Grade Descriptors.

Grade Point Average (GPA)

A student's Grade Point Average is calculated each semester, only taking into account completed courses. Yearlong courses will be calculated into the GPA only at the end of the school year. (The student's YEARLY and CUMULATIVE GPA is recorded on the Report Card and includes HKIS grades only.)

The GPA is calculated using an algorithm based on the following grade scale. Note that a semester-long course is . the value of a full-year course. To determine GPA, add all the course GPA points at the end of the year, and divide by the total credits gained. Ask a counselor if you have questions about the GPA.

Letter Grades and Grade Point Average (GPA)

Letter Grade	GPA Equivalent for 1 Credit	GPA Equivalent for 0.5 Credit
A	4.0	2
A-	3.67	1.835
B+	3.33	1.665
B	3.0	1.5
B-	2.67	1.335
C+	2.33	1.165
C	2.0	1.0
D	1.0	0.50
F	0	0
IE (insufficient evidence)	0	0
W (Withdraw)	-	-
WMED (Medical Withdrawal)	-	-
IP (In Progress)	-	-
P (Pass; credit granted, no GPA value)	-	-
SC (Successful Completion; no credit granted, no GPA value)	-	-
NC (No credit granted)	-	-
AD (audit - no credit granted)	-	-

AWARDS AND SPECIAL RECOGNITION

Students who achieve excellence in various areas of school life are recognized each year. A student receives a personal letter of acknowledgement from the Principal.

Honor Roll

Determined each year using the final course grades. This award requires that a student has no D or F grades and GPA that year of between 3.5 - 3.99. A minimum of five letter grades is necessary to qualify for recognition.

Head of School Commendation

Determined each year using the final course grades. This award requires a GPA that year of 4.0. A minimum of five letter grades is necessary to qualify for recognition.