



High School Academic Handbook

2023-24

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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.

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.
- **Religion** – 0.5 credits: Students will take a 1 semester religion course of their choosing in addition to Spiritual Explorations in either grade 10, 11, or 12.
- **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 credits: These courses are part of the “Wellbeing Block” and include Spiritual Explorations (1/4 credit each year), Physical Education (1.5 credits), Health (1/2 credit in grade 11), and grade-level Counseling Seminars (each year).
- **Interim** – Successful completion of Interim each year at HKIS.
- **Senior Project** – Senior Project is an opportunity for students in their last year 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 student, the student will submit a written explanation as to why the requirement cannot be met. The written explanation will also include, when appropriate, where the student may have met the requirement in their past school or co-curricular setting. This written explanation will be submitted to the student's counselor 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 at any level

Learning Service in Action: 1/2 credit

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 student, 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 counselor 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, it is recommended when planning for admission to a selective college for students 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 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.

Grading Schemes

Courses are one of two types of grading schemes: Standards-Based or Experience-Based

1. **Standards-Based** courses are characterized by the following:
 1. Set of external published standards
 2. Clearly defined assessments
 3. Reporting Categories
 4. Measurement Topics
 5. Credit-bearing - *Letter Grade and Proficiency Scale*
 6. **Report Card Designation:** Proficiency score by reporting category and a letter grade at the semester and end of the year
2. **Experience-Based** courses are characterized by the following:
 1. Set of experiences
 2. Assessments are more informal in nature and often include extensive reflection and are graded on the completion scale.
 3. Clear outcomes
 4. Credit-bearing - *Completion*

5. **Report Card Designation:** Successful Completion or Incomplete (not part of GPA)

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 - 1	Performing Arts or Art & Design
1/2	Physical Education 9
1/4	Spiritual Exploration 9
	Grade 9 Seminar

Grade 10

Credit	Course
2	Interdisciplinary Humanities II or II in Action (English/History)
1	Mathematics
1	Science
1	Modern Language
1/2 - 1	Performing Arts or Art & Design
1/2	Physical Education 10
1/4	Spiritual Exploration 10
	Grade 10 Seminar

Grade 11

Credit	Course
1	Junior English or AP English Language & Composition
1	Mathematics
1	Science
1	Modern Language
1	Social Studies
1/2	Performing Arts or Art & Design (may also be deferred to grade 12)
1/2	Health
1/4	Spiritual Exploration 11
1/2	Religion (may be completed in grades 11 or 12)
	Grade 11 Seminar

Credit	Course
1/2	Physical Education (may be completed in grades 11 or 12)

Grade 12

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

Suggested Guidelines for Standardized Testing for College Entrance

- **Grade 9**
 - Normally none recommended (Check with counselor for extenuating circumstances)
- **Grade 10**
 - October: PSAT
- **Grade 11**
 - October: PSAT
 - March/May/June: SAT
 - February/April/June/July: ACT
 - TOEFL/IELTS – English language proficiency tests, as needed
- **Grade 12**
 - August/October/December: SAT
 - September/October/December: ACT
 - 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 or ACT before the junior year unless there is a specific recommendation from an HKIS counselor.
- **SAT** is offered at HKIS for our students except in March because of Interim. Instructions for registering can be found on Dragonnet.
- **ACT** is hosted through the HKEAA

For further information, please contact a counselor and visit the [Counseling DragonNet Site](#).

COURSE MAPPING

COURSES PROJECTED FOR ACADEMIC YEAR 2023-24

Advanced Algebra

Subject Area

Mathematics

Credits 1

Prerequisite Courses

Geometry

Home Learning Moderate

Course Description

Advanced Algebra is a comprehensive course covering quadratic functions and equations, exponential and logarithmic functions, patterns and sequences, triangle trigonometry, trigonometric functions, and function transformations. Throughout the course, students will develop strong analytical and problem-solving skills by analyzing and interpreting graphs, making connections between the four different representations of mathematics—verbal, numerical, algebraic, and graphical—applying transformations, identifying and extending patterns, and using mathematical reasoning to solve complex problems. The course aims to provide students with a solid foundation in advanced algebraic concepts and equip them with the skills necessary for success in higher-level mathematics.

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.

Grades

10, 11

Grading Scheme

Standards-based Course

The Student Experience

"I went into this year skeptical about Advanced Algebra as I have always had a hard time with math but I am glad to say I am thriving. Through the help of my teacher, my classmates, and the math department I feel like I have done very well in this class. My favorite thing about taking this class, aside from the support, was the math projects. I have trouble taking tests so having the opportunity to showcase my knowledge in a different way has been eye-opening and really boosted my confidence in my maths abilities. All I had to do was keep an open mind and communicate with the people around me."

- Anonymous

"I found Advanced Algebra extremely manageable and a great course for Grade 10 to take. Going into office hours and completing all of the homework is key in this class. Make sure to take good notes during class. I thought it was a very fun class."

- Kate Nielsen (Class of 2023)

Advanced Algebra (Honors)

Subject Area

Mathematics

Credits 1

Prerequisites

B+ or higher in Geometry (Honors) or A in Geometry.

Prerequisite Courses

Geometry (Honors)

Geometry

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.

Grades

10, 11

Grading Scheme

Standards-based Course

The Student Experience

"Succeeding in Honors Advanced Algebra requires a lot of dedication and hard work, so be true to yourself and take this class only if you are passionate about math. With that said, the challenging nature of this class makes it so rewarding. Make sure to complete all the homework and actively reach out for help outside of class. A positive attitude toward learning and problem-solving will take you very far!"

- Kristy Luk (Class of 2025)

"Honors Advanced Algebra was one of my favorite classes! This course is designed to challenge and develop not only your mathematical knowledge but also your problem-solving skills. I especially loved the projects that we had as the summatives in Honors Advanced Algebra, although they required me to stay up late for some days! I found that Honors Advanced Algebra helped me to approach math in a different creative lens. With that said, to succeed in Honors Advanced Algebra, you have to have a lot of self-motivation. My biggest tip to do well in Honors Advanced Algebra is to not hesitate to go to office hours and to solve a wide array of difficult problems to prepare for the summatives. Good luck!"

- Ariane Lee, Class of 2025

"Honors Advanced Algebra is one of my favorite classes this year. The course will definitely challenge you, but it will teach you to think at a deeper level, and you'll also learn a lot about problem-solving. Overall, I really enjoy the way the courses and units are designed, as we sometimes have written exams or projects for summative. However, Honors Advanced Algebra can also be quite difficult at times, so I would only recommend taking this course if you truly love

math and want to push yourself. Overall, I've really enjoyed Honors Advanced Algebra and I think it's a great course to take."

- Vivian Kahm (Class of 2025)

"Honors Advanced Algebra requires a lot of critical thinking but that is its charm and to succeed in this class I recommend you do all the homework that is given to practice your critical thinking skills."

- Ethan Jin (Class of 2025)

Advanced Computer Science Studio

Subject Area

Art & Design

Credits 1

Prerequisites

1.0 Credit of Coding Experience (equivalent to 1 year). This experience may be obtained by completing any two-semester courses or one full-year course.

Prerequisite Courses

Robotics

Coding in Action

Mobile App Development

Mobile Games Development

AP Computer Science Principles

AI & Machine Learning

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, websites 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 solutions using technologies such as web apps with databases, IoT, augmented reality and AI and machine learning.

Learning Outcomes

Students will:

- Develop mobile applications with the Swift programming language.
- Create solutions in a range of languages such as Javascript and Python.
- Create client-server based systems that communicate over networks including the Internet.
- Explore practical applications for technologies such as augmented reality, cloud computing and machine learning.
- 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

Grading Scheme

Standards-based Course

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 portfolio in which they record their ideas, experiments, research, and self-reflection. Areas of assessment will include:

- Studio Projects
- Image Composition + Camera Mechanics
- Critiques + Class Discussions
- Written Reflections
- Research + Analysis

- Presentations

Grades

10, 11, 12

Grading Scheme

Standards-based Course

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 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 Projects
- Digital portfolios (idea generation, experimentation, reflection and analysis)
- Sketchbooks (research, development of ideas, reflections, written assignments)
- Research
- Critiques + Class Discussions
- Presentations

Grades

9, 10, 11, 12

Grading Scheme

Standards-based Course

Advanced Research

Subject Area

Cross Curricular Courses

Credits 1

Prerequisites

Humanities II and department recommendation.

Prerequisite Courses

English/History 10: Humanities II in Action

English/History 10: Humanities II

Home Learning Moderate

Course Description

In this course, students will learn the skills needed to conduct independent inquiry in order to produce 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 scholarly 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 who do not want Research at the AP level, or any grade 11 and 12 students who would like more practice in research prior to going to university.

Grades

11, 12

Grading Scheme

Standards-based Course

The Student Experience

"Advanced Research was one of the most useful, engaging, and essential class to my high school career. In the classroom, Advanced Research takers follow the same curriculum as AP Capstone Research students, and learn how to conduct primary research, speak in front of the Institutional Review Board, etc. It is a class where you can take ownership of your own interests and investigate it to the fullest extent, whether that be criminology, sociology, or cultural studies. You will learn how to become a highly skilled researcher and writer, which equips you for the heavy level of research and theses you have to write in college. I strongly recommend taking this course!"

- Ariane Lee (Class of 2025)

Advanced Studio

Subject Area

Art & Design

Credits 0.5

Prerequisites

In addition to Drawing and Painting students need at least 1 other Art & Design course.

Prerequisite Courses

Drawing & Painting

Home Learning Moderate

Course Description

This is an advanced 2D course that allows students to continue to build on existing skills in a variety of media. The course will include a range of projects that focus on exploration of materials and concepts as well as working from direct observation.

Further into the course, students will have more flexibility with developing their projects and can begin to explore independent areas of interest - both through concept and media choices. Throughout the semester, students will be expected to complete self-directed research into the work of artists whose work directly relates to their own art-making. All students will keep a sketchbook and to create an ongoing portfolio of their artwork.

This course is especially good for portfolio development and is recommended for students who plan to take the AP Studio Art course as well as those who are considering attending an art or design program at university.

Learning Outcomes

Students will:

- Use the design cycle and studio process to generate, analyze and implement ideas for their studio work.
- 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.

Grades

10, 11, 12

Grading Scheme

Standards-based Course

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

Grading Scheme

Standards-based Course

AI & Machine Learning

Subject Area

Art & Design

Credits 1

Prerequisites

1.0 Credit of Coding Experience (equivalent to 1 year). This experience may be obtained by completing a full year course or 2 semester courses.

Prerequisite Courses

- Robotics
- Coding in Action
- Mobile App Development
- Mobile Games Development
- AP Computer Science Principles
- Advanced Computer Science Studio

Home Learning Moderate

Course Description

AI & Machine Learning 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

Grading Scheme

Standards-based Course

Algebra 1

Subject Area

Mathematics

Credits 1**Prerequisites**

Successful completion of Math 8

Home Learning Moderate**Course Description**

In Algebra 1, students study the foundations of algebra and learn the tools to approach and solve problems logically. Students use various approaches to support their learning, including individual and group work, investigations, discussion, and technology integration whenever appropriate.

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.

Grades

9

Grading Scheme

Standards-based Course

AP Art History

Subject Area

Art & Design

Credits 1

Prerequisites

This course runs every other year. It will not be offered in 2026-2027.

Prerequisite Courses

English/History 9: Humanities I

English/History 9: Humanities I in Action

Home Learning Heavy

Course Description

Explore the World of Art: A Journey Through Time and Culture!

Join us in AP Art History, a dynamic course that invites you to discover the rich tapestry of artistic expression from ancient times to the contemporary era. This course is designed for students eager to delve into the stories, cultural significance, and diverse forms of art that have shaped our world.

Course Highlights:

- **Chronological Exploration:** Study a curated selection of 250 significant artworks, starting with Paleolithic art and concluding with Post-Modernism. We'll focus especially on the Renaissance through the 21st century, while also exploring global arts from Africa, the Americas, Asia, the Near East, Oceania, and Islamic traditions.
- **Essential Questions:** Guided by key questions such as "What is art and how is it made?" and "How do our perceptions of art evolve?" you'll engage in critical discussions that deepen your understanding of artistic practices.
- **Hands-On Experiences:** Participate in stimulating activities including artwork analysis, independent research, and visits to galleries and museums, where you'll connect with art in a tangible way.
- **Skill Development:** Learn to contextualize and analyze artworks using advanced terminology, develop visual and comparative analysis skills, and communicate your insights at a post-secondary level.

- **Creativity in Action:** Experience the creative process firsthand through various art-making activities that complement your studies.

Why Choose AP Art History?

By the end of the course, you will not only gain a profound appreciation for the beauty surrounding us but also develop the analytical skills necessary to interpret and discuss art meaningfully. Unleash your curiosity and embark on this exciting adventure through art history!

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 on 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

Grading Scheme

Standards-based Course

AP Biology

Subject Area

Science

Credits 1

Prerequisites

Grade of B or higher in Biology Honors and Chemistry Honors, B+ or higher in Biology and Chemistry

10th Grade Entry: Biology Honors. Those who have not taken Chemistry Honors will need to register for Chemistry Honors concurrently.

Prerequisite Courses

Biology (Honors)

Chemistry (Honors)

Biology

Chemistry

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. There is an emphasis on experimental design and the analysis and interpretation of data.

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

Grading Scheme

Standards-based Course

The Student Experience

“AP Biology is definitely challenging - the course is fast-paced, and a lot of textbook reading is involved. However, AP Biology is extremely rewarding and goes far beyond just sitting in a classroom listening to a lecture. The course has lots of lab opportunities, so you'll also be able to experiment and learn how to write lab reports. The class sizes are also generally smaller, so you're able to form a closer-knit bond with your classmates and teacher”

- Lauren Tse (Class of 2025)

“AP Biology is most definitely a difficult yet immensely rewarding course—one in which you have a strong passion for biology, research, lab work, and peer collaboration is definitely important! My biggest tip in choosing this course is to be honest with yourself—heavy, heavy reading, consistent practice outside of school, dropping in for office hours at least once a week, and most of all spending hours digesting the very in-depth and extensive learning targets there are to learn—will be a major portion of taking this class. Having said that, go for it! AP Bio is one of those classes that's made me fall in love with the subject even more, and you're ensured lots of “ooh” and “ahh” moments that will deepen your passion for biology!”

- Laura (Class of 2025)

“AP Biology can be best described by one word: 'heavy'. You will be learning nearly everything there is to know about biology (except anatomy) in one year! This course also teaches valuable lab techniques that are used in research, as well as how to write up the lab report afterward. There is a lot of reading and homework to do after classes, and one way that I was able to understand the topics better was by going to office hours. Expect many summative assessments and lab reports, but as long as you study hard, you can definitely succeed in this course. This course will give you a strong head start for college biology.”

- Arthur Zhang (Class of 2024)

AP Calculus AB

Subject Area

Mathematics

Credits 1

Prerequisites

B+ or higher in PreCalculus or B or higher in PreCalculus Honors.

Prerequisite Courses

Precalculus (Honors)

Precalculus

Home Learning Heavy

Course Description

AP Calculus AB is an introductory college-level calculus course. Students develop an understanding of the mathematics of change through their study of limits, derivatives, and integrals. Students approach applications and real-world problems involving differentiation and integration numerically, graphically, analytically, and verbally.

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 AP Calculus AB, including investigations, assignments,

presentations of problem solutions (both written and oral), as well as more traditional tests and quizzes. An end-of-year project follows the AP exam in May.

Grades

11, 12

Grading Scheme

Standards-based Course

The Student Experience

"AP Calculus AB might seem like an easy class at first as it isn't as intimidating, fast-paced, or challenging as AP Calculus BC but that does not mean you should take it that lightly. There are still many complex topics covered that are similar to BC and if you procrastinate, you will fall behind. Do the textbook, Albert.io, and ap classroom questions as that will help you succeed. In short, the course will take you through a journey from applying limits to defining definite integrals and how the Fundamental Theorem connects integration and differentiation. And what could make it seem difficult is that it is a last stepping stone from all the prerequisite topics you have covered from algebra to geometry, and to precalc. Hopefully, you find this course as exhilarating and interesting as I did. Good luck and have fun!"

- Anonymous

"AP Calculus AB is definitely a challenging course and was a huge jump from Pre-Calculus. I'm taking Calculus AB concurrently with other Advanced Placement courses that are known to be rigorous and it often becomes hard to juggle both. But despite the challenge, it is a great course that will prepare you for any future in STEM. Best of luck!"

- Anonymous

AP Calculus BC

Subject Area

Mathematics

Credits 1

Prerequisites

B+ or higher in PreCalculus Honors.

Prerequisite Courses

Precalculus (Honors)

Home Learning Heavy

Course Description

AP Calculus BC is an introductory college-level calculus course. Students develop an understanding of the mathematics of change through their study of limits, derivatives, and integrals. Students approach applications and real-world problems involving differentiation and integration numerically, graphically, analytically, and verbally. The content of the AP Calculus BC course extends one college-level semester beyond that of AP 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. Investigations into further mathematical topics follow the AP exam in May.

Grades

11, 12

Grading Scheme

Standards-based Course

The Student Experience

"AP Calculus BC builds on a lot of concepts from Honors Advanced Algebra and Honors Pre-Calculus. You won't have any time to relearn anything from prior years so I highly recommend you feel comfortable with all concepts of the previous classes. If you enjoy critically thinking about mathematical concepts and challenging your underlying beliefs, AP Calculus BC will be a great match for you. As long as you do the money sheet and keep up in class, I'm sure that you will do fantastic!"

- **Brennan Lee (Class of 2023)**

"Congratulations! You've made it to the top of the High School math curriculum. AP Calculus BC can definitely be tough at times, but with the foundation you've presumably built up with Honors Pre-Calculus and Honors Advanced Algebra, AP Calculus BC will certainly be doable. AP Calculus BC has definitely been my favorite math course of high school, and I wish anyone who takes this class well to enjoy it!"

- **Marcus Fong (Class of 2023)**

"Don't be daunted if you haven't taken Honors Pre-Calculus. As a Humanities student, I was on the honors math track until junior year, when I dropped to regular Pre-Calculus because of my workload. This year, I was scared I'd be miles behind everyone else, but it was manageable and pretty fun. As long as you commit hours to the course and pace yourself well, it's a beneficial step in your mathematical journey."

- **Chelsea (Class of 2023)**

AP Capstone Research

Subject Area

Cross Curricular Courses

Credits 1

Prerequisite Courses

AP Capstone Seminar

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 AP 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

Grading Scheme

Standards-based Course

The Student Experience

“AP Capstone Seminar is an amazing course for anyone interested in research, as it gives students the freedom to investigate any field they are passionate about. You also have many opportunities to collaborate with your peers, which is something I really enjoyed. I took this course as a sophomore, and it was incredibly helpful with regard to improving my academic writing and presentation skills, which I have continued to employ in subsequent courses. My best advice for students taking this class would be to get as much feedback as possible – from your teachers, peers, and anyone who will help – and to familiarise yourself with the College Board rubrics.”

- Asha Gill (Class of 2023)

“AP Capstone has been an amazing course, unlike any class I have previously taken at HKIS. For someone who loves research, writing, public speaking, or wants to excel in any of those skills, I would highly recommend the AP Capstone Program. There is an extremely wide variety of topics covered for the papers and projects, and you have the ability to collaborate with other students as well as individually.”

- Nayla Hifri (Class of 2023)

AP Capstone Seminar

Subject Area

Cross Curricular Courses

Credits 1

Prerequisites

Grade 9: Must an A- in Humanities I or Humanities I in Action

Grade 10: Must take Humanities II or Humanities II in Action concurrently with this course

Grade 11: Must have a B+ in Humanities II or Humanities II in Action

Grade 12: Must have a B+ in AP Language and Composition or Junior English

Prerequisite Courses

English/History 9: Humanities I

English/History 9: Humanities I in Action

English/History 10: Humanities II

English/History 10: Humanities II in Action

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 current global topics. Students analyze the complexity of an issue to better understand multiple perspectives and gain an awareness of the cultural, economic, political, and social factors. Individual ability to transfer skills and make connections between disciplines is greatly enhanced. Students articulate their learning through writing, discussion, presentation, and reflection. Collaboration is a critical component as students complete a team research project as part of the overall course assessment.

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 assessments in the first semester mirror the live assessments completed in the second semester for the College Board. Summative assessments in the second semester 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.

Grades

10, 11, 12

Grading Scheme

Standards-based Course

The Student Experience

"AP Capstone Seminar is an amazing course for anyone interested in research, as it gives students the freedom to investigate any field they are passionate about. You also have many opportunities to collaborate with your peers, which is something I really enjoyed. I took this course as a sophomore, and it was incredibly helpful with regard to improving my academic writing and presentation skills, which I have continued to employ in subsequent courses. My best advice for students taking this class would be to get as much feedback as possible – from your teachers, peers, and anyone who will help – and to familiarise yourself with the College Board rubrics."

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and projects, and you have the ability to collaborate with other students as well as individually.”

- Nayla Hifri (Class of 2023)

AP Chemistry

Subject Area

Science

Credits 1

Prerequisites

Grade of B+ in Chemistry Honors or a grade of A- in Chemistry, or department recommendation.

Ability in math will be a consideration in the recommendation of this course.

Note for tenth-grade entry: Honors Chemistry. Those who have not taken Biology will need to register for Biology Honors concurrently in the same year.

Prerequisite Courses

Chemistry (Honors)

Chemistry

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

Grading Scheme

Standards-based Course

The Student Experience

“Personally, AP Chemistry is one of my all-time favorite classes. Each concept leads into the next with smooth logical transitions. Everything in AP Chemistry definitely just felt connected. Of course, there was also a strong problem-solving aspect that lends itself to view during this course. Each question may seem labyrinthine at first, but the answer always seems to be staring you in the face. Take the course if you love a challenging mind puzzle. You never know, AP Chemistry might just be one of your favorite classes.”

- Angelina Wang (Class of 2024)

“AP Chemistry is a stressful but rewarding course. It is very fast-paced and covers all topics of chemistry--- from kinetics to electrochemistry. The courseload is very heavy and homework can take more than an hour per day to complete. Both teachers are highly passionate in their work and are great at explaining any questions you may have. However, this is a course where as long as you put in the effort and work hard, you will definitely succeed. I highly recommend AP Chem to students who are interested in Chemistry or want to go into STEM in the future!”

- Arthur Zhang (Class of 2024)

“AP Chemistry is my favorite class from high school so far. As [teacher] says, homework is proportional to how well you do on summatives, so make sure you get all the practice in that you can, and this course will be really fun. There are a lot of really cool labs, lots of practice for homework, and many problem-solving opportunities. Good luck!”

- Catherine Suo, Class of 2025

AP Chinese Language & Culture

Subject Area

Mandarin

Credits 1

Prerequisites

Completion of Intermediate 5 with a B+ or higher

Entry Proficiency Level: Intermediate High

End of Course Targeting Proficiency Level: Pre-Advanced

Prerequisite Courses

MSL Chinese Intermediate 5

Home Learning Moderate

Course Description

AP Chinese Language & Culture class is 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.

Note: If AP Chinese is the next logical sequence in a student's language study, a student may receive special permission to take an additional AP credit in grades 10 or 11. Students must apply for this additional AP credit with their counselor and final approval is given by the Associate Principal for Academics.

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 a 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 situations using connected sentences to form a cohesive paragraph.
- Interprets a variety of authentic or modified authentic sources and follows the messages in various time frames.
- Describe the product, practice, and perspectives of Chinese culture and make a comparison to that of their own culture.

Grades

10, 11, 12

Grading Scheme

Standards-based Course

AP Computer Science Principles

Subject Area

Art & Design

Credits 1

Prerequisites

Students must need some experience in coding to be eligible for this course. Please talk to the computer science teacher if you are unsure about the level of your experience.

Home Learning Heavy

Course Description

AP Computer Science Principles introduces students to the foundational concepts of computer science through a multidisciplinary approach and compels them to explore the profound impact that computing and technology has on the world. With a focus on creative problem solving and developing real-world applications, AP Computer Science Principles will give students the foundational knowledge, skills and confidence required to take on CS related college courses or to pursue a career in the industry.

Learning Outcomes

Students will:

- Develop apps for iOS in the Swift programming language to explore and apply the fundamental principles of computing including: algorithms, abstraction, data representation and analysis, the Internet, cybersecurity, and the impact of computing society and the world.
- Hone their computational thinking skills.
- Find creative computational solutions to problems.
- Create a portfolio of apps demonstrating the progression of their ability.
- Develop communication and collaboration skills.

Assessment

Students taking this course will have their content knowledge assessed through regular theory tests and demonstrate progression of their coding skills through app development projects. Each project will have an associated written component in which students must articulate their understanding of their work. In addition, students enrolled in this course are required to take the final AP exam and to complete the AP Digital Portfolio project.

Grades

10, 11, 12

Grading Scheme

Standards-based Course

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.

B or B+ in the current math course is also suggested.

Prerequisite Courses

English/History 10: Humanities II in Action

English/History 10: Humanities II

AP English Language & Composition

Junior English

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

Grades

11, 12

Grading Scheme

Standards-based Course

The Student Experience

"This course is extremely interactive since [teacher] (my teacher) has us practice drawing graphs and answering questions. Self motivated learning is an important characteristic to have for this class, since there are many modules and quizzes that aren't required but are extremely helpful to one's understanding of the unit. As long as you complete such tasks, you will understand everything that's on the test – however, make sure not to make any errors, as even a single point off can make a big difference!"

- Daniel Zhang (Class of 2024)

"This class is extremely practical and useful for any kind of student. I had [teacher] (aligned with [teacher's] course), but outside of class it's great to have an external source for easy review of concepts and important topics (Jacob Clifford's videos were a godsend). Econ is probably the best class I've taken in my high school career, (marginal utility for this course is definitely increasing). It's not intensely stressful as long as you listen in class and take notes."

- Chelsea (Class of 2023)

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

Grades

11, 12

Grading Scheme

Standards-based Course

The Student Experience

“AP English Language & Composition is definitely for those who want to challenge themselves in the humanities. In this course, you will learn critical thinking and creative thinking skills that help you think outside the box—fast. Remaining within the confines of the AP course is something that can be especially challenging. However, if you hope to really unearth your innate writing potential, this is the class for you.”

- Angelina Wang (Class of 2024)

“AP English Language & Composition is a useful and interesting course for those interested in the Humanities and English, as well as those wanting to improve their language skills in general. While reading isn't heavy, there is a good amount of both in-class and out-of-class writing, and the assignments definitely push you out of your comfort zone. Make sure to go in for feedback as it will definitely be useful as you'll most likely be writing similar essays throughout the course.”

- Jaslyne Tam (Class of 2024)

“I'm currently taking AP English Language & Composition, and I've already learned so much. The writing assignments, timed essays, and speeches have really helped me improve my communication skills as a whole. This has helped me in other humanities classes that I'm taking, so I would definitely recommend this course.”

- Yonsu Park (Class of 2024)

AP English Literature & Composition

Subject Area

English

Credits 1**Prerequisites**

B+ in AP Language and Composition or Junior English

Prerequisite Courses

AP English Language & Composition

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.

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

Grades

12

Grading Scheme

Standards-based Course

The Student Experience

"AP English Literature & Composition is the other half of the coin to AP English Language & Composition. Instead of focusing on writing, this course is largely focused on reading. In this class, you will read plenty of books and learn to read between the lines. Using your understanding of the passages, you will write essays to back up your claims. If you love reading or just want a chill AP class, AP English Literature & Composition is a fantastic option!"

- Brennan Lee (Class of 2023)

"AP English Literature & Composition is a course focused on reading interesting novels/poems/short stories and analyzing how different parts of the story work together to enhance the meaning. I would recommend this course for anyone that enjoys reading and digging deeper into books."

- Leah Gillette (Class of 2023)

"What are the makings of a good novel, short story, or poem? What can fiction teach us about ourselves? These are the questions AP English Literature & Composition seeks to answer as you deconstruct classic literary canons to reveal the substance underneath. You'll explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works. You'll also learn about how historical and cultural context shapes such pieces, as well as how stories can in turn transform our society for years to come."

- Mark Gikas (Class of 2023)

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 a B or higher and those who have not taken Chemistry will need to register for Chemistry or Chemistry Honors concurrently in the same year.

Prerequisite Courses

Biology

Biology (Honors)

Chemistry

Chemistry (Honors)

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

Grading Scheme

Standards-based Course

The Student Experience

"AP Environmental Science is definitely a challenging course that you have to stay on track with and cannot

procrastinate. This is a very good course for those who want to learn a lot more about environmental/global warming. There is textbook reading, additional homework (sometimes) as well as studying between classes. I would recommend using Albert.io for review. For every unit, there were AP style tests (FRQ and MCQ) and sometimes projects too. I took this course with only 6 others in my class (a very underrated class), so the environment was very conducive to learning and the coursework felt very manageable. I felt that I learned not only environmental science but myself as a learner. I would highly recommend this class."

- **Kate Nielsen (Class of 2023)**

AP European History

Subject Area

Social Studies

Credits 1

Prerequisites

Grade 9 students need an A- in Humanities I or Humanities I in Action.

Grade 10 students must take Humanities II or Humanities II in Action concurrently with this course.

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.

Prerequisite Courses

English/History 9: Humanities I

English/History 9: Humanities I in Action

English/History 10: Humanities II

English/History 10: Humanities II in Action

AP English Language & Composition

Junior English

Home Learning Heavy

Course Description

This course focuses on the major themes of European History from the High Renaissance (1450) through the 21st Century. 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

Grades

10, 11, 12

Grading Scheme

Standards-based Course

The Student Experience

“This is a really fun and interesting course especially if you have a strong interest in history. Compared to AP World History, this course goes a lot more in-depth into each historical event. Similarly to other history classes, there is a lot of dense textbook reading assigned. It’s super important to stay on top of everything because of how fast-paced this class is. Prepare yourself for a year-long of reading, essay-writing, and critical analysis.”

- Ariel Yu (Class of 2024)

“AP European History is a fast-paced and extremely fact-packed course where you delve deep into European culture, historical events, art, people, politics, religion, etc. Due to the pace and standards of the class, you will automatically be trained to study at a faster and more effective pace (which in foresight may help with other Advanced Placement courses in the future). Utilize friends, office hours, slides, upperclassmen, the Barron’s book, Quizlet, mind maps, past online exams, and your teacher. Always read the Barron’s book before you read the textbook, so you get a brief overview of the unit, or you might get lost in a random event in 1789 when reading the textbook.”

- Milla Cheung (Class of 2024)

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.

Prerequisite Courses

English/History 10: Humanities II

English/History 10: Humanities II in Action

AP English Language & Composition

Junior English

Home Learning Heavy

Course Description

AP Government and Politics is a yearlong course that braids together the course content, concepts, and skills practiced in both the AP U.S. Government and Politics course and the AP Comparative Government and Politics course. The course, therefore, results in two separate AP exams, and participation in both the U.S. and Comparative AP exams in May is expected. Students will analyze the political institutions and systems of the United States and six other case-study countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom, representing a range of authoritarian to liberal democratic regimes. The course will familiarize students with the theoretical frameworks of political science and civics education, including topics such as how best to balance liberty and order, sources of power and authority, the roles and responsibilities of citizens, the impacts of globalization, and the economic and social development of states. Many students credit the course with preparing them for future studies in public policy, law, and international relations.

Learning Outcomes

Students will learn:

- The structures of political systems and institutions
- The difference between democratic and authoritarian practices
- The unique political challenges of developing countries

- The governments and political identities of seven case-study countries
- Electoral systems and political participation
- Ways citizens interact with government and its branches

Assessment

- Concept understanding and application
- Argument
- Quantitative (Data) Analysis
- Comparative Analysis
- Shared Inquiry and Structured Discussions and Debates
- Individual and Group Presentations
- Simulations and Roleplaying
- Text Analysis (Foundational Documents, U.S. Supreme Court Cases)
- Reflections and Self-assessments

Students are required to take both the AP U.S. Government and Politics exam and the AP Comparative Government and Politics exam in May.

Grades

11, 12

Grading Scheme

Standards-based Course

The Student Experience

"This course is fast-paced, fun, and light. If you know nothing about American politics, don't stress. The course eases you in and is quite flexible. If you have a solid understanding of American history/politics, you're set from the beginning. Basically, every homework assignment is a 'Mastery Opportunity' (summative) which is a savior for getting grades up. As long as you manage your time well, this class will quickly become your favorite."

- Darcy Lin (Class of 2023)

"Similar to AP Comparative Government and Politics, the course is fast-paced but easy to keep up with given that you check in and finish all of your work. Participation and being good with deadlines and doing a little bit each day will save your grade in the course. If you're interested in the news, this course won't feel like a class at all."

- Erika Hornmark (Class of 2023)

"AP US Government & Politics is a really fun and interesting course that will challenge you in different ways than other Advanced Placement (AP) courses do."

Because of the unique mastery system of grading, you may feel more pressure as there are a greater number of assessments, however, because of this, you also have more chances to improve and more grade points to look at when determining grades. You will leave this course with substantial knowledge in US Government and Politics, as well as various skills in writing, analyzing texts and data, and debating, and the course is a great choice for those who wish to challenge themselves."

- Jaslyne Tam (Class of 2024)

AP Human Geography

Subject Area

Social Studies

Credits 1

Prerequisites

Grade 9 students need an A- in Humanities I or Humanities I in Action

Grade 10 students must take Humanities II or Humanities II in Action concurrently with this course.

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.

Prerequisite Courses

English/History 9: Humanities I

English/History 9: Humanities I in Action

English/History 10: Humanities II

English/History 10: Humanities II in Action

AP English Language & Composition

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

Grades

10, 11, 12

Grading Scheme

Standards-based Course

The Student Experience

"Definitely keep up with your notes because it piles up really quickly -- some of the chapters are quite long. Most of the content is covered in class through lectures, so always make sure to take notes and listen. Using all the resources in Schoology will help you be successful in the course, as well as reviewing answers on AP Classroom. My best textbook/workbook recommendation for the AP exam is Princeton Review."

- Andrea Kim (Class of 2023)

"Success in AP Human Geography has much to do with memorizing key terms and historical examples of each one. This way, you can grasp a much deeper understanding of class concepts. A lot of students benefited from using Quizlet as a tool for memorization."

- Anonymous

AP Physics 1

Subject Area

Science

Credits 1

Prerequisites

For 10th grade entry: A minimum grade of B+ or higher in Biology Honors or Chemistry Honors and concurrent enrollment in Advanced Algebra Honors.

For 11/12th grade entry: A minimum grade of B+ in Physics or B in Chemistry Honors and B in Advanced Algebra Honors or B+ in Advanced Algebra.

Prerequisite Courses

Biology (Honors)
Chemistry (Honors)
Physics
Advanced Algebra
Advanced Algebra (Honors)

Home Learning Heavy

Course Description

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, and fluids.

Learning Outcomes

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

Assessment

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

Grades

10, 11, 12

Grading Scheme

Standards-based Course

AP Physics 2

Subject Area

Science

Credits 1

Prerequisites

A minimum grade of B in Physics Honors, B+ in Physics

Prerequisite Courses

Physics
Physics (Honors) - NO LONGER ON OFFER SINCE 2025-26

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

Grading Scheme

Standards-based Course

The Student Experience

"AP Physics 2 is a challenging course that demands that you stay on top of your work, for good reason. While it does not involve much calculus or as difficult math as AP Physics C does, it still requires a relatively

strong foundation of mathematics skills. Furthermore, there is a sizeable amount of homework after each class that is expected to be completed and submitted in a timely manner. [teacher] does hold students accountable for their homework and preparation. My biggest piece of advice for this class would be to practice time management when it comes to completing your homework, whether that be banging it out the day that it has been given or spreading it out over two days - don't procrastinate!"

- Kaira Sheth (Class of 2023)

"AP Physics 2 is a rigorous course that requires both a strong mathematical foundation and the ability to clearly explain and apply physics concepts. Class lectures and AP Classroom are extremely helpful resources to help solidify your understanding of the topics, and I highly recommend staying on top of all the assigned homework because otherwise, it will build up over time. Be sure to ask questions and come in for extra help whenever you need it, and you will have a very worthwhile experience in this course!"

- Asha Gill (Class of 2023)

"AP Physics 2 is a course requiring lots of at-home practice. The physics concepts can be difficult to fully grasp even without the added element of calculus. I recommend this for anyone interested in digging deeper into physics through experiments and lots of group work, but is also willing to put in effort outside of class." - **Leah Gillette (Class of 2023)**

AP Physics C

Subject Area

Science

Credits 1

Prerequisites

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

Prerequisite Courses

Physics (Honors) - NO LONGER ON OFFER SINCE 2025-26

AP Physics 2

AP Calculus AB

AP Calculus 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

Grading Scheme

Standards-based Course

The Student Experience

"AP Physics C is a rigorous and fast-paced course, so you should take it if you're up for a challenge. While some topics in Physics 2 and Physics C are the same, Physics C involves applications of calculus and more complex questions. The marking for this course follows the AP rubric, so it's easy to get points off for minor errors, even units and general equations (don't forget to write these down). I also recommend going to office hours if you're struggling with certain topics, as it shows that you are advocating for your own learning. Overall, this is an interesting course that will allow you to develop your problem-solving skills! Good luck."

- Andrea Kim (Class of 2023)

"AP Physics C doesn't have a crazy amount of homework but it does have a lot and it moves quickly so as long as you can stay on top of it you'll be ok. It goes really in-depth so if you're interested in physics it's really fun!"

- Anonymous

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.

Prerequisite Courses

Biology

Biology (Honors)

English/History 10: Humanities II

English/History 10: Humanities II in Action

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)

Grades

11, 12

Grading Scheme

Standards-based Course

The Student Experience

"This was an amazing course that includes discussions of nature vs. nurture, how people learn and develop, and the way people interact with others. It can be a

textbook-heavy course if that helps you, but I also found online videos/resources extremely helpful to study. I recommend this for anyone interested in learning more about the way people grow, make judgments, and mental disorders/illnesses."

- Leah Gillette (Class of 2023)

"AP Psychology is among the most interesting and practical AP courses that are offered at our school. In AP Psychology, you'll learn about the fundamental forces and processes which drive human behavior, from our subconscious thoughts and experiences to our physiology and biology. Regardless of whether you're thinking of entering the field of psychology or not, AP Psychology covers a wide range of topics and concepts which are applicable to daily life. This class requires a significant amount of memorization, so it's imperative that you start preparing for your tests well before the actual date. Aside from that, make sure you do all the homework, pay attention in class, and ask your teacher for help if needed. Good luck! "

- Ryan How (Class of 2023)

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).

Prerequisite Courses

Advanced Algebra
Advanced Algebra (Honors)
Foundations of Precalculus
Precalculus
Precalculus (Honors)
AP Calculus AB
AP Calculus BC

Home Learning Moderate

Course Description

AP Statistics students explore four themes throughout the year: exploring data; sampling and experimentation; anticipating patterns; and statistical inference. Skills emphasized in the course include reading and understanding statistical content, communicating their understanding in writing, and using graphing calculators with fluency. These skills will help them learn to think and act like statisticians.

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. An extended project using multiple forms of data analysis will be required following the AP exam.

Grades

10, 11, 12

Grading Scheme

Standards-based Course

The Student Experience

"If you like math and social studies, this interdisciplinary course is great for you. Once you understand the "pattern" of a concept, application and deeper understanding are intuitive. Make use of resources such as StatsMedic and your calculator. Write out in-depth descriptions and make sure you fully understand when to apply procedures."

- Anonymous (2022)

"AP Statistics is unlike any other math course at the high school and it was one of my favorite classes last year. It is very detail-oriented, with a lot of writing involved and a number of procedures you will need to memorize, but with enough practice, you will be able to apply the content to real-world scenarios you're interested in. Statistics is very much an interdisciplinary subject, so some of you may even be able to apply what you learn here to other courses you take in High School or university! The workload outside of class is manageable, but I highly recommend going in for extra help if you're confused because a lot of the inferential statistics concepts build on each other."

- Asha Gill (Class of 2023)

"AP Statistics may seem like a math-heavy class, but excelling at math isn't necessary to do well in this class. The topics are usually social studies based and do include numbers, but mostly everything has a specific formula that's provided to you. At the end of the day, a lot of it is just memorizing procedure steps and writing some of the same stuff over and over, so as long as those are solid, you're in good shape."

- Anonymous

AP Studio Art

Subject Area

Art & Design

Credits 1

Prerequisites

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, digital illustration, fashion design, sculpture 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 (students are encouraged to select a new portfolio type - Drawing, 2D, 3D). Students may also 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

Grading Scheme

Standards-based Course

AP US 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.

Prerequisite Courses

English/History 10: Humanities II
English/History 10: Humanities II in Action
AP English Language & Composition
Junior English

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

Grades

11, 12

Grading Scheme

Standards-based Course

The Student Experience

"AP US History takes you through the story of how an unassuming settlement on the American seaboard transformed into the dominant world superpower we know today. It's very important to do the homework/reading before each class as most of class time is dedicated to discussions and various other activities which are centered around the reading. Aside from doing your homework and paying attention in class, I'd recommend taking APWH before you take APUSH as it eases you into the workload and allows you to develop your approach and strategy to the SAQ (short answer question), DBQ (document-based question), and LEQ (long essay question). Good luck!"

- Ryan How (Class of 2023)

"AP US History is one of the most fascinating courses I've had the pleasure of taking at HKIS. I believe the appeal comes from how each chapter is covered and each extra detail provided by your teacher in class weaves into a larger narrative that tells the story of a young nation struggling to live up to its own ideals. The workload is heavy, with most of your hours of preparation likely devoted to reading the textbook (which is highly recommended). However, what you'll gain from AP US History in addition to familiarizing yourself with some of the most famous (or infamous depending on your point of view) people, places, and events in Western history, are the analytical and argumentative skills needed to understand the cultural, economic, political, and social developments that have shaped the United States. TLDR: Interesting course, lots of reading, fun if you've watched Hamilton."

- Mark Gikas (Class of 2023)

AP World History: Modern

Subject Area

Social Studies

Credits 1

Prerequisites

Grade 9 students need an A- in Humanities I or Humanities I in Action.

Grade 10 students must take Humanities II or Humanities II in Action concurrently with this course.

Grade 11 students need a B+ in Humanities II or Humanities II in Action or a B+ in AP Language and Composition or Junior English.

Prerequisite Courses

English/History 9: Humanities I

English/History 9: Humanities I in Action

English/History 10: Humanities II

English/History 10: Humanities II in Action

AP English Language & Composition

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.

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

Grades

10, 11, 12

Grading Scheme

Standards-based Course

The Student Experience

"AP World History is hard (especially for a Grade 10 taking the course without any prior knowledge) but definitely still manageable. The content itself is interesting and [teacher] is honestly the best teacher I have ever had - his explanations and 'teaching skills' are unparalleled. You should be prepared to do quite a lot of reading and notetaking. Another thing to note is that the summatives in this class are far more difficult to score well on than the actual exam."

- Chris Yin (Class of 2024)

"For a student who excels in or enjoys the Humanities, AP World History: Modern is an excellent class to take in your sophomore year. The course covers world history from 1200 to the present and gives students a unique perspective on the world. Know that this course involves a lot of reading. Typically, one textbook chapter (approximately forty pages) will be split up as homework over two classes. Still, for someone who finds the content interesting, it won't be hard to get through. This class also improves your writing skills with document-based questions (DBQ), long-essay questions (LEQ), and short-answer questions (SAQ). My advice for students taking this course is to understand the general trends of what was going on in each area of the world during each time period. Do not try and memorize everything! This course is more about patterns and significant developments. Lastly, keep on top of the reading (maybe even stay a chapter ahead?)."

There is a lot of content, and this is not a class where you want to fall behind. Use chapter outlines, online videos, and AP Classroom only as supplements to the textbook.”

- James Ellis (Class of 2025)

Applied Practices of Mindfulness

Subject Area

Humanities

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, there may be a nominal fee for 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

Standards-based Course

The Student Experience

"Applied Practices of MindfulnessM is a very relaxing course since workloads are low and you have opportunities to experience various things like Shinrin Yoku walks and Float Co. meditations. This course is centered on the idea of spirituality, yoga, and the state of mind, teaching students how to clear their mind and release tension and stress, both physically and mentally."

- Daniel Zhang (Class of 2024)

Applied Statistics

Subject Area

Mathematics

Credits 0.5

Prerequisite Courses

Precalculus (Honors)

Precalculus

Foundations of Precalculus

Advanced Algebra (Honors)

Advanced Algebra

Home Learning Moderate

Course Description

In Applied Statistics, students build statistical understanding through inquiry and student-driven, project-based methods. Students will make connections across curricular topics, including criminal justice, public health, and climate change. Students will be able to learn skills and vocabulary to support their analysis of that data. The course will encourage collaboration and communication as a means to both learn and share 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.

Grades

11, 12

Grading Scheme

Standards-based Course

The Student Experience

“A good intro class to statistics that is not very math heavy at all. Not too fast-paced and not much homework so as long as you do the work you’ll do well.”

- **Anonymous**

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®, and other modelling materials and tools. Instruction will be given in the following areas: measurement and spatial reasoning, scale and proportion, design aesthetic, technical drafting, computer-aided design (SketchUpPro) and augmented reality (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

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

Grading Scheme

Standards-based Course

Biblical Explorations

Subject Area

Humanities

Credits 0.5

Home Learning Light

Course Description

Biblical Explorations is an engaging introduction to the Bible as religious literature and as a faith document for Christians. Various biblical stories and characters will be explored both in their original historical and cultural context as well as in their relationship to the overarching metanarrative of the Bible. 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:

- Explore the origins of the biblical text
- Critically read biblical text in its original historical context
- Examine the diverse genres of the biblical text
- Analyze characters and stories as they relate to the biblical metanarrative
- Understand the historicity of Jesus and early development of Christianity
- Reflect upon key questions that relate to spiritual identity and the search for meaning

Assessment

Assessment will be based on meaningful participation in class, thoughtful completion of all assignments, and articulating a personal understanding of the Bible's purpose and message.

Grades

10, 11, 12

Grading Scheme

Standards-based Course

The Student Experience

"I took this class in the Summer course with [teacher], and it was great! It was not hyper-focused on solely the physical Bible texts, but also other avenues of exploring Christianity's roots and lessons. As a non-Christian, it was such an insightful course and I felt it

contributed greatly to my understanding of religion and spirituality.”

- **Anonymous**

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

Grading Scheme

Standards-based Course

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

Grading Scheme

Standards-based Course

The Student Experience

*"Honors Biology was my absolute favorite class in freshman year, and I truly think everyone who takes it has the potential to succeed. It is a course heavy with reading assignments, although I will say they are definitely manageable and will only take extended periods of time if you take unnecessary amounts of notes (only note down what is most important!). Both teachers are really fantastic and truly want you to succeed. You may receive a grade lower than you would like at the beginning, but there's a lot of emphasis on the fact that you are on a learning **journey**, and Honors Biology is a genuinely interesting course that I'd recommend all to take!"*

- Laura Leal (Class of 2025)

"I took Honors Biology as a freshman, and it was one of my favorite courses that I took. Although it was difficult and a big jump from the workload from middle school, it was still enjoyable and rewarding. The broad course curriculum allows you to explore topics ranging from microscopic DNA to macroevolutionary processes. One tip is to pay attention in class because it can really reduce the amount of work you need to put in outside of it"

- Lauren Tse, Class of 2025

"Honors Biology is truly an eye-opening class - the content is so interesting, and the class is lots of fun. There is definitely a lot of reading and memorizing, but it all pays off because these skills are very useful in High School and beyond. However, especially for freshmen, it is one of the most content-heavy classes, so make sure to reach out to teachers during office hours once you have questions and don't let things pile up. It's a very rewarding experience, and I highly recommend it."

- Kristy Luk (Class of 2025)

Business Leadership

Subject Area

Social Studies

Credits 0.5

Home Learning Light

Course Description

This course uses business as a context for the development of leadership skills. 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

Grading Scheme

Standards-based Course

Calculus

Subject Area

Mathematics

Credits 1

Prerequisites

Successful completion of Precalculus OR Foundations of Precalculus (C+ or higher)

Prerequisite Courses

Foundations of Precalculus

Precalculus

Home Learning Moderate

Course Description

This Calculus course aims to give students a comprehensive understanding of differential and integral calculus principles. Through a combination of theory, practical exercises, and problem-solving techniques, students will develop a deep appreciation for the foundational concepts of calculus. They will explore limits and derivatives, learning to solve mathematical problems involving change rates, optimization, and function analysis. Additionally, the course focuses on integral calculus, covering antiderivatives, definite integrals, and integration techniques. With a strong emphasis on practical applications in fields such as physics, economics, and engineering, students will be able to apply their knowledge to real-world problems. Students use technology to solve problems and draw conclusions. The course uses a multi-representative approach to calculus, with concepts and problems expressed numerically, graphically, verbally, and analytically to enhance the learning experience for students.

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.
- 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.

Grades

12

Grading Scheme

Standards-based Course

Ceramics

Subject Area

Art & Design

Credits 0.5

Prerequisites

None

Home Learning Light

Course Description

This course allows students who 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 that can be both functional or sculptural. This course is a great way to express your creativity and have fun with clay!

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

Grading Scheme

Standards-based Course

Ceramics Advanced

Subject Area

Art & Design

Credits 0.5

Prerequisite Courses

Ceramics

Home Learning Light

Course Description

In this course, students will build on the skills they learned in level 1, such as working with slabs and coils and using the pottery wheel. They will also create more advanced forms and experiment with different glazing methods. Students will look at the work of various ceramic artists and the techniques they use to make ceramics. They will also visit a studio in the New Territories where they will try raku firing, a special way of firing clay.

Learning Outcomes

Students will:

Learning Outcomes for Second Stage Ceramics Course:

1. Generate and Conceptualize Artistic Ideas and Work:

- Develop creative ideas and translate them into ceramic artworks.

2. Explore and Refine Artistic Technique and Work:

- Experiment with various ceramics techniques and improve craftsmanship.

3. Understand and Apply a Variety of Skills, Media, Techniques, and Processes:

- Gain knowledge of diverse ceramics skills, materials, and processes.

4. Apply Criteria to Evaluate Artistic Work:

- Assess and critique ceramic artworks and processes based on specific criteria.

5. Relate Artistic Ideas and Works to Societal, Cultural, and Historical Context:

- Understand the cultural and historical significance of ceramics in relation to artistic expression.

Assessment

The assessment of student achievement is based on:

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

Grades

10, 11, 12

Grading Scheme

Standards-based Course

Chamber Strings

Subject Area

Performing Arts

Credits 1

Prerequisites

2-3 years of prior instruction on a string instrument.

*Students must provide their own instruments.

Home Learning Moderate

Course Description

This ensemble is for students with experience playing and performing a string instrument. Repertoire will be differentiated according to individual needs and ability level. Members will develop the knowledge, skills and techniques needed to progress from intermediate to advanced string ensembles. They will be exposed to a wide range of music to promote creativity and foster an unending appreciation for string orchestra music and experiences. Students will be able to engage in personal musical expression, and find joy in working harmoniously with others to create, play and perform music together.

Learning Outcomes

Students will:

1. Cultivate a lifelong passion for music and forever find joy in creating and listening to music from the Western Classical Tradition and from around the globe.
2. Work independently and as an ensemble, striving together towards the creation of something beautiful to be shared with others.
3. Develop an understanding of the characteristics of a successful ensemble and contribute positively to the group's success.
4. Sharpen critical thinking capability with regard to music literacy, music theory, and aural skills.
5. Establish correct instrumental technique with proper posture and bow hold.
6. Play, practice and perform in time and in tune with critical listening ears for ensemble and musicianship, tone quality, intonation and articulation.
7. Reflect upon a musical composition and use musical terminology to interpret the intentions of the composer.

8. Independently tune their instruments and prepare their parts with accurate notes, rhythms, and musical markings.
9. Perceive aesthetic qualities of human expression that are unique to the listening to the creation of and the performing of music.
10. Develop an appreciation for and perform music from a variety of cultures, historical periods and genres.
11. Explore spiritual connections made through music and let their light shine!

Assessment

Students will be assessed on technical and musical skills on a daily basis during class. Students will also have quarterly individual assessments to promote performance practice skills and to check in on learning goals with the instructor. Students will submit a variety of assessments including practice process/strategy outline videos, polished performance videos, and individual goal journals. Occasional rehearsals take place outside of class time. Attendance at evening performances and dress rehearsals is mandatory according to the course requirements.

Grades

9, 10, 11, 12

Grading Scheme

Standards-based Course

Chemistry

Subject Area

Science

Credits 1

Prerequisites

Students should have completed Geometry or Geometry Honors before taking Chemistry.

Prerequisite Courses

Geometry

Geometry (Honors)

Home Learning Light

Course Description

Chemistry is an introductory course that explores bulk properties of matter, 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

Grading Scheme

Standards-based Course

The Student Experience

“Chemistry was one of my favorite classes as a sophomore. With someone who came into the class without any prior knowledge, I found chemistry to be very interesting and the teachers very helpful! The thing I loved most about the class was how you tested out many different types of experiments during the course. To anybody who is nervous to take this class, my advice would be to make sure you complete the anchor guides thoroughly as they come in handy when preparing for the tests.”

- **Anonymous**

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.

Prerequisite Courses

Geometry

Geometry (Honors)

Biology

Biology (Honors)

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.

Grades

9, 10, 11, 12

Grading Scheme

Standards-based Course

The Student Experience

“Depending on what areas of STEM you enjoy, Honors Chemistry might just become one of your favorite classes in the year. Although the first few weeks may be rough, with rapid exposure to unfamiliar chemistry topics, you may just find yourself loving the course towards the end. Honors Chemistry is for students that love logic and puzzle-solving. There is always a right answer at the end of the tunnel.”

- Angelina Wang (Class of 2024)

“Honors Chemistry was my absolute favorite class when I was a freshman. For those who have quite a solid background in math, it has the potential to come easily and naturally to you, so this would be a good class to take in 9th grade to ease into the high academic demands of high school. Also, a good background in chemistry will give you a headstart in Honors Biology and other related courses. Highly recommend this class!”

- Kristy Luk (Class of 2025)

“Honors Chemistry can seem daunting at first. The first few weeks can be challenging in learning new concepts (electron shells, periodic trends, Coulomb’s Law). However, for a student who prefers application-based learning as opposed to memorization, Honors Chemistry may be the course for you. There is no textbook, only anchor guides, and every test is somewhat cumulative. So, once you understand the earlier concepts, it’s just a matter of building on this foundational knowledge. My main advice for those taking HChem is to practice a lot. Make use of practice worksheets and other resources!”

- James Ellis (Class of 2025)

Christian Apologetics

Subject Area

Humanities

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

Standards-based Course

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 or 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 entrepreneurial lens.

Learning Outcomes

Students will:

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

Assessment

Grades will be determined by a series of projects in which prototypes are tested, evaluated, and reflected upon through individual and class participation.

Grades

9, 10, 11, 12

Grading Scheme

Standards-based Course

Community Leadership

Subject Area

Experiential Leadership

Credits 0.5

-1

Prerequisites

All students who have a leadership position on the Senate are required to take this course and have priority for enrollment.

Registration to take the course for 0.5 credit requires approval from the Senate Faculty Advisor. See your counselor for more details.

Home Learning Light

Course Description

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.

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

Experience-based Course

The Student Experience

"I went into this class not knowing what the heck it was supposed to be, and entered into a group of absolutely amazing, motivated, fun, thoughtful people who were all genuinely armed with the desire to make the school community a better place. Whether you want to work on existing leadership positions or get involved more with the school, I super highly recommend this course as a way to amplify what you do with new leadership strategies, build connections with other (very qualified and full of collaboration opportunities) classmates while also having the strongest supporting community I could ever ask for in a class."

- Matthew Lee (Class of 2023)

"I signed up for this class on the assumption it was work time for your leadership shenanigans. While that's true, community leadership is so much more. In this class, you learn the aspects of solid leadership, but more importantly, learn to improve your own abilities by working with others on projects as big as community gatherings and as small as creating applications for leadership, etc. If you have the time, I'd totally recommend this class to anyone who wants to save themselves time working through leadership-related tasks."

- Marcus Fong (Class of 2023)

"This is probably the most applicable and relevant class I have ever taken. Whether you already hold a formal leadership position or are just interested in developing your leadership skills, this class will push you to reflect on the kind of leader you are. It will teach you to set measurable goals, refine your vision, effectively plan events, and collaborate with diverse people to create a well-functioning team. I highly recommend this class to individuals looking to grow alongside a group of students all sharing the same drive to improve our community."

- Jodie Eilers (Class of 2023)

Comparative Religions

Subject Area

Humanities

Credits 0.5

Home Learning Light

Course Description

Comparative Religions explores both major and minor world religions through a series of inquiries and investigation in big questions such as: What is religion? How are religions born? Why do religions change or die? Is religion more violent or peaceful? Are all religions basically the same? Do religions subvert or codify power? What is the future of religion? 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:

- Understand the complexity of defining religion
- Analyze how religions begin, change, and disappear from society
- Learn about religious heroes and villains in history and contemporary times
- Demonstrate respect and understanding for people of faith
- Read sacred texts from a variety of world religions
- Explore the role of religion in society
- Reflect upon key questions that relate to spiritual identity and the search for meaning

Assessment

Assessment will be based on meaningful participation in class, thoughtful completion of all assignments, and articulating a personal understanding of their own spirituality.

Grades

10, 11, 12

Grading Scheme

Standards-based Course

Concert Choir

Subject Area

Performing Arts

Credits 0.5

-1

Prerequisites

None

Home Learning Light

Course Description

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.

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

Grading Scheme

Standards-based Course

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

Grading Scheme

Standards-based Course

Drama Production: Musical**Subject Area**

Performing Arts

Credits 0.5

Prerequisites

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.

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:

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

Grades

9, 10, 11, 12

Grading Scheme

Experience-based Course

Drama Production: Play

Subject Area

Performing Arts

Credits 0.5

Prerequisites

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.

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

Grading Scheme

Experience-based Course

Drama Workshop Ensemble

Subject Area

Performing Arts

Credits 0.5

Prerequisites

None

Home Learning Light

Course Description

Dive into the world of theatre where collaboration brings a new adventure. This course is your gateway to developing the essential skills of creating and connecting as a unified ensemble of performers. Through a series of group exercises and activities, you'll bond with your fellow students and transform into a cohesive performance group.

Get ready to unleash your creativity with and become an ensemble through **Improvisation** (Think on your feet and let your imagination run wild), **Scene Work** (Dive deep into characters and stories) and **Devising Theatre** (Collaborate to create original, captivating performances).

Whether you're a seasoned actor or a curious beginner, this course promises a journey of artistic growth and performance magic. Come be a part of something extraordinary.

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

Grading Scheme

Standards-based Course

Drama Workshop Performance

Subject Area

Performing Arts

Credits 0.5

Prerequisites

Successful completion of Drama Workshop I

Home Learning Light

Course Description

Step into the spotlight with our dynamic theater course, designed to elevate your performance skills through a variety of performance activities. This course is your gateway to developing the essential skills of creating and connecting as a performer. Whether you're performing solo or as part of an ensemble, this course will help you shine on stage.

Get ready to unleash your creativity with **Monologues** (Master the art of solo performance and captivate your audience), **World Theatre Traditions** (Explore global theatre practices, including puppetry), **Scripted Performances** (Bring stories to life, including special performances for elementary students), **Physical Theatre / Mask Work** (Use your body and masks to create powerful, expressive performances).

This class will take you on a transformative journey where you'll develop your craft, explore diverse theater traditions, and create unforgettable performances. Whether you're a seasoned performer or new to the stage, this course offers a thrilling opportunity to perform and express yourself.

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

Grading Scheme

Standards-based Course

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

Grading Scheme

Standards-based Course

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 projects. Student learning in these situations will be assessed individually using the HS Grade Descriptors.

Grades

10, 11, 12

Grading Scheme

Standards-based Course

The Student Experience

"This class explored various aspects of our planet and the vast universe, providing a comprehensive understanding of Earth's processes and the mysteries of space. The course content was extensive and covered a wide range of topics. This foundation gave us a solid understanding of the forces shaping our planet. One of the course's highlights was the weather and climate section. We explored atmospheric processes, including the water cycle, weather patterns, and climate change. This topic was particularly relevant and allowed us to understand the impact of human activities on our environment. The assignments on climate change were eye-opening and made me more aware of the importance of sustainable practices."

- May Wong (Class of 2025)

"ESS is a project based class which I enjoyed very much. It does not require as much memorization as some of the other classes. This class goes through topics such as stars, the universe, the history of the Earth, weather and climate, as well as environmental sustainability. It contained topics I was very passionate to learn about where we would first learn about a topic, then we would complete labs or look at real life applications about that topic, which we would then complete a project which usually requires design and research about the topic. I would recommend this class who has an interest in science or the world around us."

- Nathan Hon (Class of 2025)

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

Grading Scheme

Standards-based Course

Elementary Teaching Assistant

Subject Area

Flexible Studies

Credits 2

Prerequisites

This program is offered to those students who are interested in entering the field of education in university. All students in the program will need to create a schedule that gives them the flexibility to work at the Lower Primary every other day. This means that a student will only have classes on campus on an Odd Day or an Even Day. The other day can be spent in the internship. Students will need to work with their counselor to see how this might be possible while still maintaining graduation credits and eligibility for university.

All students must complete an application form and submit it to the Associate Principal for Academics. All approved applications will then be interviewed by the principal in the Lower Primary.

[Elementary Teaching Assistant Application Form](#)

Home Learning

Heavy

Course Description

The Teaching Internship Program offers high school students, interested in pursuing an Elementary Education degree, an opportunity to gain teaching experience in the Lower Primary as an assistant to the classroom teacher.

Teaching Assistant Expectations

- Teaching assistants are expected to be in class all day every other day from 7:50- 2:50. (If High school has a special day, such as Dragon Day or an Interim preparation day, then students will work with their supervising teacher to attend HS on these days.)
- Prepare formative learning opportunities for the students
- Design a learning experience for a class or small group
- Serve as a mentor for individual students
- Give individual feedback to students
- Create classroom bulletin boards

- Grade level meetings
- Supervisory duties as assigned
- Assist with other teaching duties as required
- Assist with classroom preparation and cleanup
- Meet with the supervising teacher on a regular basis

Supervising Teacher Expectations

- Give feedback to the intern one time each quarter
- Provide opportunities for teaching experience
- Report to the HS Associate Principal with any concerns
- Read the student reflection journal and provide feedback as necessary

Assessment

- Reflection: Every teacher assistant 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 teaching assistant.

Grades

12

Grading Scheme

Experience-based Course

English/History 10: Humanities II

Subject Area

Humanities

Credits 2

Prerequisites

Humanities I OR Humanities I in Action

Note: Students may take Humanities II regardless of which 9th grade Humanities course they took.

Prerequisite Courses

English/History 9: Humanities I

English/History 9: Humanities I in Action

Home Learning Moderate

Course Description

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

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:

- Connect American history, culture, and literature to people's lives.
- Recognize the interplay of continuity and change, and cause and effect.
- Develop the ability to read and analyze a variety of texts.
- Develop an understanding of historical perspective and bias.
- Develop an ability to explain and defend a point of view, substantiating ideas with accurate and relevant detail.
- Develop an understanding of the power of writing and images to transform human experience.

- Establish a personal voice through the writing process.
- Produce persuasive, narrative, descriptive, and analytical writing.
- Develop and use research strategies for presentations and papers.
- Contribute to and learn from class and group discussions.
- Speak articulately and confidently to an audience.

Assessment

Student assessments may include:

- Processed writing
- Socratic seminar / shared inquiry
- Research process
- Individual and group presentations and projects
- Discussions and class activities

Grades

10

Grading Scheme

Standards-based Course

The Student Experience

"I loved Humanities II so much because in this class, we were able to discover so much, not only about American history, but also about peers and myself. The course is so intriguing because it is centered around the multi-faceted question - 'What it means to be American?' Along the way, students have the opportunity to read brilliantly-written books, plays, and other works. There is a fair amount of coursework, but as long as you stay on top of assignments and actively seek help outside of class, you should be fine. I would highly recommend this class because it is very helpful in developing the literary skills needed to succeed in many AP Humanities courses. It's also lots of fun!"

- Kristy Luk (Class of 2025)

"Humanities II is not only fun and interactive, but also really educational. Through this course, you'll learn about the realities of American ideals and what life in America really looks like depending on your race, gender, and ethnicity. Although the course is fast-paced and packed with summatives, as long as you make sure to do your homework and stay active in class discussions, you'll be able to succeed."

- Lauren Tse (Class of 2025)

"Humanities II builds perfectly on Humanities I and takes a look at American identity. This course covers

everything from colonial America to the Constitution and the American Dream. A step up from Humanities I, Humanities II involves DBQs, memoir circles, and presentations. This course is also very complementary to AP Humanities courses, such as AP World History or AP Seminar, working on similar argumentation and writing skills. Remember to stay on top of your homework and reach out to your teacher if you don't know how to approach an assignment."

- James Ellis (Class of 2025)

English/History 10: Humanities II in Action

Subject Area

Humanities

Credits 2

Prerequisites

Humanities I OR Humanities I in Action

Note: Students may take Humanities II in Action regardless of which 9th grade Humanities course they took.

Prerequisite Courses

English/History 9: Humanities I

English/History 9: Humanities I in Action

Home Learning Moderate

Course Description

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

Humanities II in Action expands on students' developing worldview, asking them to bring those concepts inward. How does 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.

Grades

10

Grading Scheme

Standards-based Course

The Student Experience

"While Humanities I in Action explores your worldview, Humanities II in Action explores the world around us and how we fit into it. It's a great next step from Humanities I in Action, and does an excellent job of mixing your reflective thoughts with learning historical events. We focus a lot on injustices in this class,

learning topics like the civil rights movement, being an ally, the Holocaust, and more. We have a range of summatives, many of which allow you to express your ideas in your own unique way, whether that be through drawing, speaking, writing, or more. The workload is very manageable, and you tend to work a lot in groups or partners. I'd recommend this class to anyone who is more creative, is willing to discuss darker topics, and is curious about how they fit into the world around us."

- Christine Lam (Class of 2024)

"Humanities II in Action is a great class to take after Humanities I in Action. While Humanities II in Action is all about each individual's place in society, Humanities I in Action is about each individual's role in society. The class is taught by kind, passionate teachers, who assign fun, creative projects. Throughout the year, you'll learn about how to be an ally, the civil rights movement, genocide, activism, etc. I would recommend this course to anybody who is passionate about making the world a safer, more inclusive place."

- Yonsu Park (Class of 2024)

"Humanities II in Action is such a great class as it is diverse in not only the topics but also the way in which you get to express your ideas. Ranging from artwork, and presentations, all the way to service trips, you'll learn so much. There is a lot of free choice to express creativity in this course, and I recommend taking advantage of it."

- Catherine Suo (Class of 2025)

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

Grades

9

Grading Scheme

Standards-based Course

The Student Experience

"Humanities I is a friendly introduction to the High School Humanities program. It's paced comfortably, and absolutely no background knowledge is required. It's an exciting journey, where students have the opportunity to learn more about the modern history of China, India, Africa, and the Middle East. Make sure to make good use of office hours, etc, to solidify your text analysis, academic writing, and other skills. A strong foundation in this class will benefit you hugely in the courses beyond. I highly recommend this course because it trains you well in the skills that are demanded in higher-level Humanities courses."

- Kristy Luk (Class of 2025)

"Humanities I is a course that I definitely enjoyed in Grade 9. The course isn't too difficult and is the perfect course to teach you the necessary skills you need throughout your high school career (learning how to write a DBQ or literary analysis etc). Through this course, you'll also be able to learn about countries you aren't familiar with and analyze the impacts of historical events on current-day issues."

- Lauren Tse (Class of 2025)

"Humanities I is a fun introductory humanities course. Instead of learning about western history and society, this course focuses on China, India, Africa, and the Middle East. You will be exposed to incredible literary works by Aravind Adiga, Chinua Achebe, and Chimamanda Ngozi Adichie. Assessments include the Grade 9 research paper (FRP), literary analysis essays,

and timed writing. Completing this class will set you up well for Humanities II and, possibly, Humanities AP classes. One thing to remember is that Hum I merges English and social studies and counts for two credits.”

- James Ellis (Class of 2025)

English/History 9: Humanities I in Action

Subject Area

Humanities

Credits 2

Home Learning Moderate

Course Description

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

Humanities I in Action is an interdisciplinary course that aims to develop students’ social conscience concerning major social issues of our time. Through literary, philosophical, psychological, and indigenous perspectives, students identify their own worldview assumptions and beliefs. Students consider, for example, our fundamental human nature, whether society is progressing or declining, and our future relationship with the natural world. In addition, numerous outings in Hong Kong, including two camping trips, offer additional reflection on course themes. In the spring, students also carry out an independent community service project. This journey of social conscience helps students contemplate and enact a life committed to the common good.

Note: Students in Humanities I in Action are expected to participate in all the experiential learning activities on a number of Saturdays, including the two camping trips, and to spend time outside of class implementing their service project. An additional course fee (approx. \$5500 HKD) is needed to cover the costs of these experiences.

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

Grades

9

Grading Scheme

Standards-based Course

The Student Experience

"Humanities I in Action is one of the most memorable and intriguing classes I've taken. It is a fascinating course that made me question my worldview and brought me new insight into many global and societal issues. This course is filled with creative projects, writing assignments, presentations, field trips, and so much action-based learning. It's paced comfortably, with no prior knowledge needed. I recommend staying on top of participation, where class discussions will help you dive deeper into your thinking. This course helped build my questioning, research, and creative skills, which I will cherish for the rest of high school."

- Catherine Suo, Class of 2025

"As a Grade 11, Humanities I in Action is still the most inspiring and engaging course that I've ever taken. It covers various studies such as sociology, philosophy, english, psychology, etc. We have many different projects throughout the year, including essays, speeches, and creative projects. One of the overarching themes of the course is human nature, which we explore by reading various texts like Lord of the Flies and Left to Tell. We also do various activities that push us to reflect on who we are, and our place in society. Overall, this course genuinely changed my life, and I could not recommend it enough."

- Yonsu Park (Class of 2024)

Exercise Science in Action

Subject Area

Wellbeing: Physical Education

Credits 0.5

Prerequisite Courses

Physical Education 10

Home Learning Moderate

Course Description

Dive into the fascinating world of exercise science with this hands-on physical education course designed to enhance your understanding of movement and fitness principles. Students will explore the foundational concepts of competency, autonomy, self-respect, and curiosity in a safe, inclusive, and accessible environment that supports individual growth. Through engaging activities, students will apply exercise science concepts such as overload, intensity, training zones, balance, and specificity to their own movement practices. Whether working on personal fitness goals or experimenting with new forms of physical activity, students will learn how to design effective and sustainable workout strategies that promote lifelong health and well-being. By the end of the course, students will not only deepen their understanding of the science behind exercise but also develop the confidence and motivation to take control of their movement journeys.

Grades

11, 12

Grading Scheme

Standards-based Course

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 their passion for 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 to adapt commercial sewing pattern, along with refining manufacturing skills for functioning prototypes, culminating in a mini fashion show and a digital portfolio.

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 designers and designers.
- Explain how the choices of artists and designers show references to historical, contemporary, and cultural influences in their work and their own.
- Demonstrate the 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, the development of ideas, evaluations, critiques, reviews, handouts, and written assignments.
- Peer and self-critique.

Grades

9, 10, 11, 12

Grading Scheme

Standards-based Course

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.

Prerequisite Courses

Biology

Biology (Honors)

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

10, 11, 12

Grading Scheme

Standards-based Course

The Student Experience

"This class is extremely fun and involves lots of experiments and hands-on work. You learn about blood, DNA, fingerprints, hair, and generally how people can use forensic science to solve crimes. I recommend this for anyone looking for a fun, science-based course."

- Leah Gillette (Class of 2023)

"Forensics Science is a fun and incredibly cool science elective to take. Even though it was a little more rigorous than what was stated in the academic handbook (it says it's a 1 dragon course but I think it's more of a 2 dragon course), the content was super fun to learn. You learn how to create+solve a crime scene, how to match fingerprints/hair samples, how to distinguish blood splatters, and more! There's also a little bit of biotech involved so if that also sparks you, take this course!"

- Anonymous

Foundations of Precalculus

Subject Area

Mathematics

Credits 1**Prerequisites**

Successful completion of Advanced Algebra with a C or higher

Prerequisite Courses

Advanced Algebra

Home Learning Moderate**Course Description**

The Foundations of Precalculus course further develops students' proficiency and conceptual understanding of functions, algebra, probability, and statistics. This course is for students intending to study the arts, humanities, business, or 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 can take AP Statistics, Precalculus, Applied Statistics, or any other math elective after completing this course.

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

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.

Grades

11, 12

Grading Scheme

Standards-based Course

French Advanced/AP French Language & Culture

Subject Area

French

Credits 1

Prerequisites

French Advanced: Completion of French Intermediate 4

AP French Language & Culture: B+ or higher in French Advanced

Prerequisite Courses

French Intermediate 4

French Advanced/AP French Language & Culture

Home Learning

Moderate to Heavy

Course Description

In the Advanced French and AP French Language and Culture course, students will continue and broaden their exploration of the French language and culture, delving deeper into the themes of Contemporary Life, Families and Communities, Global Challenges, Personal Identities, Science and Technology, and Beauty and Aesthetics. Students continue to develop their interpretive, presentational, and interpersonal communication 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 French across a variety of thematic units. The goal is for students to develop a deeper understanding of, and passion for, Francophone cultures and the French language through the exploration of authentic materials and experiences that reflect their lives as global citizens. Students in AP French will prepare for and practice the specific tasks of the AP French Language and Culture exam, which they will be required to sit for in May.

Note: If AP French is the next logical sequence in a student's language study, a student may receive special permission to take an additional AP credit in grades 10 or 11. Students must apply for this additional AP credit with their counselor and final approval is given by the Associate Principal for Academics.

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.

Grades

10, 11, 12

Grading Scheme

Standards-based Course

French Intermediate 1

Subject Area

French

Credits 1

Prerequisite Courses

French Novice

Home Learning Moderate

Course Description

In the French Intermediate 1 course, students explore the French 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 more complex language skills. To expand their cultural and intercultural understanding, students read and compare texts and media in French 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, emotions, and personal preferences
- Develop strategies to individually increase vocabulary and language comprehension skills
- Understand and interpret written and spoken language on familiar topics
- Demonstrate an understanding of the Francophone cultures and be able to compare them to their own experiences

Grades

9, 10, 11, 12

Grading Scheme

Standards-based Course

French Intermediate 2/3

Subject Area

French

Credits 1

Prerequisites

French Intermediate 2: Completion of French Intermediate 1

French Intermediate 3: Completion of French Intermediate 2

Prerequisite Courses

French Intermediate 1

Home Learning Moderate

Course Description

In the French Intermediate 2 and Intermediate 3 courses, students explore the French language and culture that delves into themes of Contemporary Life, Families and Communities, Global Challenges, Personal Identities, Science and Technology, and Beauty and Aesthetics. Students continue to develop their interpretive, presentational, and interpersonal communication 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 French across a variety of thematic units. The goal is for students to develop a deeper understanding of, and passion for, Francophone cultures and the French language through the exploration of authentic materials and experiences that reflect their lives as global citizens. Intermediate 2 and 3 provide students an opportunity to fully develop their communication skills to the level of Intermediate-Mid according to ACTFL standards in a period of two years if needed. They will be awarded 1 credit for the successful completion of a one-year study.

Learning Outcomes

Students will be able to:

- Engage in conversations to provide and obtain information, as well as to express feelings, emotions, and personal preferences
- Develop strategies to individually increase vocabulary and language comprehension skills
- Understand and interpret written and spoken language on a variety of topics

- Demonstrate an understanding of Hispanic cultures and be able to compare them to their own experiences
- Present on familiar topics in multiple time frames (present, past, future)
- Develop language skills toward the Intermediate Mid level of proficiency according to the ACTFL standards.

Grades

9, 10, 11, 12

Grading Scheme

Standards-based Course

French Intermediate 4

Subject Area

French

Credits 1

Prerequisites

Completion of French Intermediate 3 **or** A in French Intermediate 2

Prerequisite Courses

French Intermediate 2/3

Home Learning Moderate

Course Description

In the French Intermediate 4 course, students will explore the French language and culture, delving into the themes of Contemporary Life, Families and Communities, Global Challenges, Personal Identities, Science and Technology, and Beauty and Aesthetics. Students continue to develop their interpretive, presentational, and interpersonal communication 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 French across a variety of thematic units. The goal is for students to develop a deeper understanding of, and passion for, Francophone cultures and the French language through the exploration of authentic materials and experiences that reflect their lives as global citizens. This course will prepare students for the AP French Language and Culture course.

Learning Outcomes

Students will be able to:

- Engage in conversations to provide and obtain information, as well as to express feelings, emotions, and personal preferences
- Develop strategies to individually increase vocabulary and language comprehension skills
- Understand and interpret written and spoken language on a variety of topics
- Demonstrate an understanding of Hispanic cultures and be able to compare them to their own experiences
- Present on familiar and unfamiliar topics in multiple time frames (present, past, future), utilizing increasingly advanced language (vocabulary and grammar)

- Develop language skills toward the Intermediate High level of proficiency according to the ACTFL standards.

Grades

9, 10, 11, 12

Grading Scheme

Standards-based Course

French Novice

Subject Area

French

Credits 1**Prerequisites**

None

Home Learning Light**Course Description**

In the French Novice course, students explore the French language and culture which introduces them to the fundamentals while exposing students to different cultures through art, song, celebration, 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 French across a variety of topics: identity, family & community, food & culture, the school setting, life at home and travel. The goal is for students to develop a curiosity for learning a new language and a passion for French that focuses on real-life situations through the exploration of authentic materials and experiences.

Learning Outcomes

Students will be able to:

- Engage in short and simple conversations to provide and obtain information, as well as express feelings, emotions, and personal preferences
- Develop strategies to individually increase vocabulary and language comprehension skills
- Understand and interpret written and spoken language on familiar topics
- Demonstrate an understanding of the Francophone cultures and be able to compare them to their own experiences

Grades

9, 10, 11, 12

Grading Scheme

Standards-based Course

Geometry

Subject Area

Mathematics

Credits

1

Prerequisites

Completion of Algebra 1 or Math 8 teacher recommendation

Prerequisite Courses

Algebra 1

Home Learning

Moderate

Course Description

In Geometry, students study a variety of geometrical investigations, problems, patterns, and relationships of Geometry. This course also strengthens students' algebra skills while developing new algebraic understandings required for future math courses. Reasoning and justifying conclusions are central to proof and 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
- Solve linear equations and systems of linear equations
- Model real world phenomena with linear and quadratic equations

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.

Grades

9

Grading Scheme

Standards-based Course

The Student Experience

"For us non-math enthusiasts, this class can feel a bit like a necessary evil. Even so, I think it's made enjoyable by the classmates and the teachers, and the content is important for math in later years, so do pay attention, even if it's not particularly hardcore. In a scenario where you have to pick between this class or honors, you shouldn't feel ashamed choosing this path; the knowledge is just as valuable. Who knows, you may even start to enjoy math."

- Zahra Brady (Class of 2025)

"As someone who doesn't enjoy maths normally and has had some pretty bad experiences at my old school, Geometry was amazing. I genuinely enjoyed what I was learning and felt like I had connected with the material by the end of the course and was able to relate it to my life."

- Anonymous

Geometry (Honors)

Subject Area

Mathematics

Credits

1

Prerequisites

A in Algebra 1 or 9th grade entry with teacher recommendation

Prerequisite Courses

Algebra 1

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.

Grades

9

Grading Scheme

Standards-based Course

The Student Experience

"As someone who's never been particularly gifted in terms of math, I'd definitely recommend Geometry Honors for students (especially those in 9th grade) to try out and get a gauge of whether math is really "your thing" or not. As you move further up in high school, honors math will become a huge time commitment if you choose to stick to it, so this course is a great way to test whether you're really passionate about the subject! Most importantly, however, this course is full of interesting topics, passionate teachers, and new geometric concepts (with dives into other topics, such as matrices) that broaden your mathematical

perspective—but make sure you're really up for it, and willing to come in for office hours and do all that you can to succeed! As a last tip, don't be discouraged by a "bad" grade. You are only competing against yourself, but don't feel pressured to take this class just because all your friends are doing it, trust me, and spend more time doing things that you love!"

- Laura Leal (Class of 2025)

"I strongly recommend anyone who is even remotely interested in math to try taking Honors Geometry in their freshman year. This is a perfect introductory course to high school mathematics and can help you figure out whether the honors track is for you.

Depending on your background in math, this course may be quite easy or relatively challenging. The class moves quickly but is manageable. I would suggest keeping up with the readings, doing homework practice questions, and going out of your way to dig deeper into the content. This course also entails a cumulative assessment at the end of both semesters, so review as you go along."

- James Ellis (Class of 2025)

"Honors Geometry is a course that requires creative thinking and for students to be successful I recommend they do all the coursework and research if they have any questions."

- Ethan Jin (Class of 2025)

Global Online Academy

Subject Area

Flexible Studies

Credits 0.5

-1

Prerequisites

[GOA Application Form](#)

Course Description

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 at <https://globalonlineacademy.org/student-program/student-courses>.

Note: Students who pursue a Pathway Certification from GOA learn deeply about their own interests, preparing them to declare a college major or explore careers they might want to pursue in the future. These students are further able to distinguish themselves and create opportunities for sharing their unique learning journey in the college admissions process. GOA's eight pathways are: ART, MEDIA & DESIGN COMPUTER SCIENCE & ENGINEERING BUSINESS, ECONOMICS & FINANCE GLOBAL STUDIES HEALTH SCIENCES JUSTICE, ETHICS & HUMAN RIGHTS MATHEMATICS & QUANTITATIVE REASONING PSYCHOLOGY &

NEUROSCIENCE. You can find more details on their website. (<https://globalonlineacademy.org/student-program/learning-pathway>)

Each semester course costs approximately \$750 USD. Families are billed by HKIS for semester courses and pay GOA directly for summer courses.

Grades

10, 11, 12

Grading Scheme

GOA: gives a percentage that HKIS translates into a letter grade

The Student Experience

Interested students can check out these [two-minute student-made videos](#) that highlight some of the courses.

GOA Summer Courses

Subject Area

Summer Academic Term

Credits 0.5

-1

Prerequisites

Students can enrol with GOA directly for all summer school courses.

Course Description

Summer GOA offers some of their most popular courses in an intensive 7-week format. Please see their offerings and registration details: <https://globalonlineacademy.org/student-program/student-courses>.

All GOA courses are part of the HKIS transcript and GPA but students can opt out of HKIS credit for the summer program. This decision must be made with the HS Associate Principal prior to the course being taken.

Grades

10, 11, 12

Grading Scheme

GOA: gives a percentage that HKIS translates into a letter grade

Grade 10 Seminar

Subject Area

Wellbeing: 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 and careers 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 that 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 Successful Completion designation on their transcript contingent on attendance, personal reflections, structured learning activities, a career research project, and discussions.

Grades

10

Grading Scheme

Experience-based Course

Grade 11 Seminar

Subject Area

Wellbeing: 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 for college research, planning, and applications.
- 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 receive a Successful Completion designation on their transcript contingent on attendance, reflections, structured learning activities, and discussions.

Grades

11

Grading Scheme

Experience-based Course

Grade 12 Seminar

Subject Area

Wellbeing: 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

Grading Scheme

Experience-based Course

Grade 9 Seminar

Subject Area

Wellbeing: 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, establishing habits, and setting 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, building rapport with teachers, 4-year course and extracurricular planning.
- 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 Successful Completion designation on their transcript contingent on attendance, reflections, structured learning activities, and discussions.

Grades

9

Grading Scheme

Experience-based Course

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

Grading Scheme

Standards-based Course

Group Dynamics in Movement

Subject Area

Wellbeing: Physical Education

Credits 0.5

Prerequisite Courses

Physical Education 10

Home Learning Moderate

Course Description

This innovative physical education course is designed to develop students' skills in teamwork, collaboration, and leadership through engaging group activities. With a focus on fostering competency, autonomy, self-respect, and curiosity, the course creates a safe, inclusive, and accessible environment where every student can thrive. Students will explore the principles of group dynamics through team sports, novel games, cooperative challenges, and movement-based activities. These experiences will help build physical skills, enhance communication, and strengthen problem-solving abilities. Emphasis will be placed on creating mutual respect, empowering individual contributions, and cultivating a curiosity for trying new activities and working with diverse groups. By the end of the course, students will gain confidence in their ability to lead and contribute meaningfully within a team, develop a deeper understanding of their own strengths, and appreciate the value of collective effort.

Grades

11, 12

Grading Scheme

Standards-based Course

Health

Subject Area

Wellbeing: Health

Credits 0.5

Home Learning Light

Course Description

Grade 11 Health at HKIS is designed to empower students with the knowledge and skills necessary to make informed decisions about their health and wellbeing. Guided by the skills-based National Health Education Standards, we will explore a broad spectrum of topics with a focus on holistic wellness, including physical, mental, emotional, and social dimensions.

Learning Outcomes

Students will:

- Build the health literacy skills needed to thrive in our rapidly changing world
- Develop practical tools to manage stress, improve mental health, and build resilience
- Learn about maintaining a balanced lifestyle with nutrition, sleep and other health enhancing behaviors
- Engage in discussions about healthy relationships, communication skills, and emotional intelligence
- Understand the impact of substance abuse and learn strategies for prevention and intervention
- Analyze the influence of media, community and environmental health on their overall wellbeing

Assessment

Our approach is interactive and student-centered, with activities such as group projects, peer-led discussions, and hands-on exercises. By the end of the course, students will be equipped with the tools to lead healthier, more fulfilling lives and be proactive advocates for wellness in their communities.

Grades

11

Grading Scheme

Experience-based Course

Hong Kong National Sport

Subject Area

Flexible Studies

Credits 0.5

Prerequisites

[Application Form](#): submit to the HS Associate Principal for Academics.

Course Description

Eligible candidates may elect to apply for 0.5 credit for the year.

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., 0.25 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

Grading Scheme

Experience-based Course

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

Prerequisite Courses

Biology

Biology (Honors)

Home Learning Light

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

Grading Scheme

Standards-based Course

The Student Experience

“For someone interested in sports, or the human body as a whole, Human Biology, Health & Sport is an engaging, interesting bite-sized intro to anatomy and sports science. You can expect numerous labs, and mainly hands-on learning, with some fun projects to support your learning.”

- Nayla Hifri (Class of 2023)

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 Projects
- Portfolios + Process Work (research, development of ideas, reflections, media experimentation)
- Critiques + Class Discussions
- Presentations

Grades

10, 11, 12

Grading Scheme

Standards-based Course

Independent Study

Subject Area

Flexible Studies

Credits 0.5

-1

Prerequisites

[Independent Study Proposal/Application Form](#)

Course Description

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. This course 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. All students must complete a proposal and submit it to the Associate Principal for Academics for final approval.

To earn 1/2 credit, 60 clock hours of time are needed. All students will need an HKIS teacher mentor throughout the study.

Grades

11, 12

Grading Scheme

Experience-based Course

Individual Pursuits

Subject Area

Wellbeing: Physical Education

Credits 0.5

Prerequisite Courses

Physical Education 10

Home Learning Moderate

Course Description

This physical education course focuses on personal growth and self-discovery through individual activities and challenges. Students will explore concepts of competency, autonomy, self-respect, and curiosity in a safe, inclusive, and accessible environment, encouraging them to develop their unique skills and interests. Activities may include racquet sports, table tennis, paddle boarding, climbing, golf, and other individual pursuits that emphasize personal achievement and self-improvement. Students will have the opportunity to set personal goals, build physical and mental resilience, and cultivate a sense of self-determination while enjoying a variety of engaging activities. By the end of the course, students will develop a deeper understanding of their personal capabilities, discover new interests, and gain confidence in pursuing lifelong fitness and wellness independently.

Grades

11, 12

Grading Scheme

Standards-based Course

Internship

Subject Area

Flexible Studies

Credits 0.5

-1

Prerequisites

Selection is highly competitive. All students must apply and be interviewed as part of the application process. Students should speak to their counselor or the Associate Principal for Academics if they are interested in any of the two internship types we offer. All applications are to be emailed to the contacts below. Final selections will be made prior to the course selection deadline.

[Internship Application Form](#)

Timeline:

- **January 22- February 7:** Applications Open
- **February 14:** Final students selected
- **February 17:** Internship added to Course Selection Screens for successful candidates

Marketing Applications: email tloo@hkis.edu.hk

Library Applications: email mslaby@hkis.edu.hk

Course Description

Internship is an experiential learning opportunity that is offered in semester 1, semester 2, or yearlong. Students can pick from a variety of different types of internships and these may vary from year to year. The program provides an opportunity for students to engage with a mentor in a field of interest and receive on-the-job training in a specific industry. 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

- HKIS Marketing (up to 7 students)
 - Gain an introduction to marketing, brand management, PR and communications
 - Contribute to multimedia content creation (eg. photography, videos, articles, podcasts)
 - Assist with ad-hoc projects for Alumni Relations, school events, external vendors and more

- Experience working in the Advancement Office of a top international school
- Sharpen existing skills and interests
- HKIS Library (up to 2 students)
 - Learn the basics of librarianship by becoming a library intern! Libraries consist of collections, space, and expertise. Each domain has its own set of skills, and you'll learn a bit of all of them.
 - *Collection development* involves choosing books that support curriculum, reflect our community, and expand our understanding and empathy.
 - *Curating* those collections includes designing themed displays to tempt readers (both digitally and in the physical library space).
 - Arranging the *library space* makes it inviting and attractive, maintaining its welcoming vibe, and keeping it orderly.
 - *Promoting reading and information literacy skills* can be done through activities, incentives, and marketing.
 - Helping to run the library involves shadowing the librarian when she teaches, and guiding student volunteers in the Library Council.
 - You will design a project that will improve the library and implement it from start to finish.
 - You'll also have opportunities to visit the middle and primary school libraries in HKIS to learn about librarianship for younger students, depending on your interest.

Grades

10, 11, 12

Grading Scheme

Experience-based Course

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.

Prerequisite Courses

Biology

Biology (Honors)

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

Grading Scheme

Standards-based Course

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

Prerequisite Courses

Chemistry

Chemistry (Honors)

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, mass and heat transfer, fluid mechanics, 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

Grading Scheme

Standards-based Course

The Student Experience

"Introduction to Chemical Engineering is an exciting elective. Through the course, you learn about different chemical concepts like flux while making coffee. The course allows for a lot of freedom in picking projects you want to research and conducting your own investigations. However, Intro to Chemical Engineering is ultimately a lab-based course, so be ready to write many lab reports!"

- Lauren Tse (Class of 2025)

Intro to Chemical Engineering allowed me to learn about the applications of chemistry in the process of harvesting, roasting, and brewing coffee. At the end of the semester, you get to design your own coffee brew as well, competing with other student groups to create the best-tasting coffee, which is really fun. Overall, this course helped me with my lab writing and data analysis skills.

- Andrea Kim (Class of 2023)

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, materials, 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 textile 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 in 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 garment that is personally adjusted and fitted.
- Fabrics, from source to manufacturing, colourisation, and printing, with students developing their own repeat patterns, will 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, the development of ideas, evaluations, critiques, reviews, handouts, and written assignments.
- Peer and self-critique.

Grades

9, 10, 11, 12

Grading Scheme

Standards-based Course

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 portfolio in which they record their ideas, experiments, research and self-reflections. Areas of assessment will include:

- Studio Projects: Digital + Darkroom Printing
- Image Composition + Camera Mechanics
- Critiques + Class Discussions
- Written Reflections
- Research
- Presentations

Grades

9, 10, 11, 12

Grading Scheme

Standards-based Course

Introduction to Psychology

Subject Area

Social Studies

Credits 0.5

Prerequisites

None

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

Grades

10, 11, 12

Grading Scheme

Standards-based Course

The Student Experience

"It was a good insight into psychology -- I wasn't planning to take AP Psychology until I got a taste of it in the course, and some of the activities that we did, like student presentations, discussions, and case studies were really insightful and student-led. I'd recommend this to anyone unsure of content-based courses. Taking AP Intro to Psychology made AP Psychology much easier because I already had a solid foundation."

- Ally Yiu (Class of 2023)

"AP Intro to Psychology (the two-week variant during the summer) is a very fast-paced course that crams a lot of information into a very short time span. The classes are very interesting and jam-packed with activities. The summatives are relatively simple as well, and I would recommend this course to anyone looking for a small tasting sample of psychology"

- Chris Yin (Class of 2024)

Junior English

Subject Area

English

Credits 1

Prerequisite Courses

English/History 10: Humanities II

English/History 10: Humanities II in Action

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

Grades

11

Grading Scheme

Standards-based Course

Junior Option & Senior Option

Subject Area

Flexible Studies

Credits 1

Prerequisites

[Junior Option Application Form](#)

[Senior Option Application Form](#)

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.

Final proposal forms must be submitted by the end of April in order to be considered for Senior Option for the following academic year.

Grades

11, 12

Grading Scheme

Experience-based Course

Learning Service in Action: Hong Kong

Subject Area

Social Studies

Credits 0.5

Prerequisite Courses

English/History 9: Humanities I

English/History 9: Humanities I in Action

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

Grading Scheme

Standards-based Course

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

Experience-based Course

Lifelong Movement and Wellness

Subject Area

Wellbeing: Physical Education

Credits 0.5

Prerequisite Courses

Physical Education 10

Home Learning Moderate

Course Description

This course encourages students to explore diverse movement-based activities that foster personal growth, confidence, and resilience. With a focus on curiosity, autonomy, self-respect, and skill-building, students will participate in experiences designed to help them identify their unique preferences and strengths. Through both individual and group challenges, they will gain a deeper understanding of how various forms of movement enhance overall well-being. Students will be able to choose from a diverse range of activities such as yoga, pilates, dance, hiking, swimming, and conditioning. Discussions will cover topics such as the benefits of movement, stress management, sleep habits, goal setting, and nutrition. By the end of the course, students will have created a personalized wellness plan to support their long-term health and well-being.

Grades

11, 12

Grading Scheme

Standards-based Course

Madrigal Singers

Subject Area

Performing Arts

Credits 1

Prerequisites

1 credit of Choir or equivalent and department recommendation through an 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 solfège 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.

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

Grading Scheme

Standards-based Course

Math Advanced Topics

Subject Area

Mathematics

Credits 1

Prerequisites

Concurrent registration in AP Calculus (AB or BC), completion of AP Calculus (AB or BC).

Prerequisite Courses

AP Calculus AB

AP Calculus BC

Home Learning Moderate

Course Description

Math Advanced Topics 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.

Grades

12

Grading Scheme

Standards-based Course

The Student Experience

"This class is genuinely one of my favorite classes (if not my favorite) that I am taking this year. Don't be deceived by the scary class name "math advanced topics", this class is not meant for math geniuses or prodigies only - really anyone can succeed in this course. Advanced Math topics pushes me to think critically about math and does not impose a time limit when solving problems such that if I go one route and realize it's not working out, there's time enough to explore a problem further. Also, most summatives are project-based which is nice as you will have plenty of time to work on them. Naturally, this is different and in my opinion, more fun than the more regimented, time-focused math courses you have likely been taking. AMT has made me fall even more in love with math, and I highly recommend it!"

- Kaira Sheth (Class of 2023)

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.

Grades

11, 12

Grading Scheme

Standards-based Course

Men's Choir

Subject Area

Performing Arts

Credits 1

Prerequisites

0.5 credit of Choir or equivalent and department recommendation with an 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.

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 (not on offer 25-26)

Subject Area

Mandarin

Credits 1

Prerequisites

Entry Proficiency Level: Advanced High

End of Course Targeting Proficiency Level:

Advanced High

Prerequisite Courses

MNN Chinese Literature & Society

MNN Advanced Chinese Literature & 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.

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

9, 10, 11, 12

Grading Scheme

Standards-based Course

MNN Advanced Chinese Literature & Society

Subject Area

Mandarin

Credits 1

Prerequisites

Completion of Chinese Literature and Society or MNN Advanced Chinese Literature and History

Entry Proficiency Level: Advanced High

End of Course Targeting Proficiency level: Advanced High

Prerequisite Courses

MNN Chinese Literature & Society

MNN Advanced Chinese Literature & History (not on offer 25-26)

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.

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 for 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

9, 10, 11, 12

MNN Chinese Language & Culture 1/2

Subject Area

Mandarin

Credits 1

Prerequisites

MNN Language & Culture 1: Department recommendation. (Oral proficiency is in the intermediate-mid range)

MNN Language & Culture 2: Completion of MNN Language & Culture 1

Entry Proficiency Level: Intermediate Mid

End of Course Targeting Proficiency level:

Intermediate High

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 the successful completion of a one-year study.

Learning Outcomes

At the conclusion of MNN Language and Culture 1, 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 letters, journals, dialogue, stories, 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

Grading Scheme

Standards-based Course

MNN Chinese Language & Culture 3/4

Subject Area

Mandarin

Credits 1

Prerequisites

MNN Language & Culture 3: Completion of MNN Language & Culture 2 **or** an A in MNN Language & Culture 1

MNN Language & Culture 4: Completion of MNN Language & Culture 3

Entry Proficiency Level: Intermediate High

End of Course Targeting Proficiency level: Advanced Low

Prerequisite Courses

MNN Chinese Language & Culture 1/2

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.

Learning Outcomes

At the end 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 opinions and convincing facts.
- Develop familiarity with a range of text types.

Grades

9, 10, 11, 12

Grading Scheme

Standards-based Course

MNN Chinese Language & Culture 5

Subject Area

Mandarin

Credits 1

Prerequisites

Completion of MNN Language & Culture 4 **or** an A in MNN Language & Culture 3

Entry Proficiency Level: Advanced Low

End of Course Targeting Proficiency level: Advanced Mid

Prerequisite Courses

MNN Chinese Language & Culture 3/4

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 21st 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.

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

Grading Scheme

Standards-based Course

MNN Chinese Literature & Society

Subject Area

Mandarin

Credits 1

Prerequisites

Completion of MNN Chinese Language & Culture 5

Entry Proficiency Level: Advanced Mid

End of Course Targeting Proficiency level: Advanced High

Prerequisite Courses

MNN Chinese Language & Culture 5

Home Learning Moderate

Course Description

In the Chinese Literature and Society course, students will explore Chinese literature and 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 with the purpose of developing student's appreciation of the beauty of the 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.

Learning Outcomes

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

- Read formal, authentic materials such as newspapers 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.
- 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

9, 10, 11, 12

Grading Scheme

Standards-based Course

Mobile App Development

Subject Area

Art & Design

Credits 0.5

Prerequisites

Students are **strongly recommended** to have prior coding experience to meet the demands of this course. This may be gained from successful completion of at least one semester of an entry level coding course such as Coding in Action or Robotics. Students who can demonstrate sufficient prior programming experience may also consider this course.

Home Learning Moderate

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 apply 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

Achievement will be measured over a series of portfolio pieces, produced both in groups and individually, as well as from feedback throughout each stage of the design and development process.

Grades

9, 10, 11, 12

Grading Scheme

Standards-based Course

Mobile Games Development

Subject Area

Art & Design

Credits 0.5

Prerequisites

Students are **strongly recommended** to have prior coding experience to meet the demands of this course. This may be gained from successful completion of at least one semester of an entry level coding course such as Coding in Action or Robotics. Students who can demonstrate sufficient prior programming experience may also consider this course.

Home Learning Moderate

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 opportunity 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 with user interfaces and game logic that they will create with code. Students will apply the knowledge and skills that they learn in this course to design and build a series of their own classic 'indie' style games from scratch.

Learning Outcomes

Students will:

- Understand the terminology and structure of different types of interactive entertainment, both physical and digital.
- 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

Achievement will be measured over a series of portfolio pieces, produced both in groups and individually, as well as from feedback throughout each stage of the design and development process.

Grades

9, 10, 11, 12

Grading Scheme

Standards-based Course

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.

Grades

10, 11, 12

Grading Scheme

Standards-based Course

MSL Chinese Advanced 1

Subject Area

Mandarin

Credits 1

Prerequisites

Entry Proficiency Level: Intermediate High

End of Course Targeting Proficiency Level: Pre-Advanced

Prerequisite Courses

MSL Chinese Intermediate 5

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.

Learning Outcomes

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

- Acquire familiarity with language that reflects a 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 situations using connected sentences to form a cohesive paragraph.
- Interprets a variety of authentic or modified authentic sources and follows the messages in various time frames.
- Describe the product, practice, and perspectives of Chinese culture and make a comparison to that of their own culture.

Grades

9, 10, 11, 12

Grading Scheme

Standards-based Course

MSL Chinese Advanced 2

Subject Area

Mandarin

Credits 1

Prerequisites

Students must have completed one of the courses listed below.

Entry Proficiency Level: Pre-Advanced

End of Course Targeting Proficiency Level:

Advanced Low

Prerequisite Courses

MSL Chinese Advanced 1

AP Chinese Language & Culture

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.

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

10, 11, 12

Grading Scheme

Standards-based Course

MSL Chinese Intermediate 1/2

Subject Area

Mandarin

Credits 1

Prerequisites

Intermediate 1: Completion of Novice 2

Intermediate 2: Completion of Intermediate 1

Entry Proficiency Level: Novice High

End of Course Targeting Proficiency Level:

Intermediate Low

Prerequisite Courses

MSL Chinese Novice 2

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 to 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 standards in a period of two years if needed. They will be awarded 1 credit for the successful completion of a one-year study.

Learning Outcomes

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

- Exchange information on familiar topics
- 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 by asking and providing clarification.
- Decode meaning from simple and common authentic informational sources (both oral and written).

Grades

9, 10, 11, 12

Grading Scheme

Standards-based Course

MSL Chinese Intermediate 3/4

Subject Area

Mandarin

Credits 1

Prerequisites

Intermediate 3: Completion of Intermediate 1 with an A **or** completion of Intermediate 2

Intermediate 4: Completion of Intermediate 3

Entry Proficiency Level: Intermediate Low

End of Course Targeting Proficiency Level:

Intermediate Mid

Prerequisite Courses

MSL Chinese Intermediate 1/2

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. Intermediate 3 and Intermediate 4 provide students an opportunity to fully develop their communication skills to the level of Intermediate Mid according to ACTFL standards in a period of two years if needed. They will be awarded 1 credit for the successful completion of a one-year study.

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

Grading Scheme

Standards-based Course

MSL Chinese Intermediate 5

Subject Area

Mandarin

Credits 1

Prerequisites

Completion of Intermediate 3 with an A **or** completion of Intermediate 4

Entry Proficiency Level: Intermediate Mid

End of Course Targeting Proficiency Level:

Intermediate High

Prerequisite Courses

MSL Chinese Intermediate 3/4

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.

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

Grading Scheme

Standards-based Course

MSL Chinese Novice 1

Subject Area

Mandarin

Credits 1

Prerequisites

None. Students who already speak Chinese (Putonghua and/or dialects) are not eligible for this course.

Entry Proficiency Level: None

End of Course Targeting Proficiency Level: Novice Mid

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). Novice 1 provides students an opportunity to fully develop their communication skills to the level of Novice Mid according to ACTFL standards in a year. They will be awarded 1 credit for the successful completion of a one-year study.

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

Grading Scheme

Standards-based Course

MSL Chinese Novice 2

Subject Area

Mandarin

Credits 1

Prerequisites

Completion of Novice 1

Entry Proficiency Level: Novice Mid

End of Course Targeting Proficiency Level: Novice High

Prerequisite Courses

MSL Chinese Novice 1

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.

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

Grading Scheme

Standards-based Course

Orchestra

Subject Area

Performing Arts

Credits 0.5

Prerequisites

Ability to play an orchestral (strings, winds, brass, percussion) instrument at the equivalent of a fourth-year level.

Home Learning Moderate

Course Description

Students have the option to sign up for a semester class (0.25) or a yearlong class (0.5 credits).

This course will meet once a week on Mondays between 4:15 p.m. and 6:15 p.m. Orchestra is designed to offer advanced musicians the opportunity to perform in an advanced-level ensemble. They will be exposed to a wide range of music to promote creativity and foster an unending appreciation for symphony orchestra music and experiences. Students will be able to engage in personal musical expression, and find joy in working harmoniously with others to create, play and perform music together.

Note: Students taking this afterschool class may take more than the maximum credits in one year. Students must go and speak to their counselor about being over-credited and ask their counselor to enter the course request into PowerSchool manually.

Learning Outcomes

Students will learn to

- Cultivate a lifelong passion for music and forever find joy in creating and listening to music from the Western Classical Tradition and from around the globe.
- Work independently and as an ensemble, striving together towards the creation of something beautiful to be shared with others.
- Deepen their understanding of the characteristics of a successful ensemble and contribute positively to the group's success.
- Sharpen critical thinking capability with regard to music literacy, music theory, and aural skills.
- Hone instrumental technique with proper posture and bow hold, with attention to detail in order to stretch and extend existing skills.

- Play, practice and perform in time and in tune with critical listening ears for ensemble and musicianship, tone quality, intonation and articulation.
- Reflect upon a musical composition and use musical terminology to interpret the intentions of the composer.
- Perceive aesthetic qualities of human expression that are unique to the listening to the creation of and the performing of music.
- Develop an appreciation for and perform music from a variety of cultures, historical periods and genres.
- Students will explore spiritual connections made through music.

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

9, 10, 11, 12

Grading Scheme

Experience-based Course

Performing Arts Student Leadership

Subject Area

Performing Arts

Credits 0.5

Prerequisites

Previous Enrollment in a Performing Arts Course with a grade of A or A-, teacher recommendation, and a student application. The application process will happen in May and all successful applicants will be enrolled in the leadership course before the end of the school year.

Home Learning Moderate

Course Description

Performing Arts Student Leadership embraces the philosophy of Servant Leadership. In this course students will learn about leadership in a theoretical sense while also learning concepts and skills related to planning, leadership development, and communication. These will be directly applied to leadership experience in a particular performing arts course. Student leaders will be concurrently enrolled in another performing arts course and will serve as student leaders for that course. Students in the leadership course will lead sectional rehearsals, plan for programs and activities, and lead a service project. Students will also be expected to attend the leadership retreat which occurs on a Saturday in early September.

[Performing Arts Leadership Application Form](#)

Note 1: This course will occur in “block 0” which occurs 1 time a week before school (Tuesday) from 7:45-8:30am. Students enrolling in this course must be able to attend a morning class. A student may miss no more than 3 classes each semester.

Note 2: Students in Theater: Theater Arts Leadership will only be eligible for students enrolled in both Drama Production (semester 1) and Musical Production (semester 2) or are members of Tech Theater Club or International Thespian Society.

Grades

10, 11, 12

Grading Scheme

Experience-based Course

Physical Education 10

Subject Area

Wellbeing: Physical Education

Credits 0.5

Prerequisite Courses

Physical Education 9

Home Learning Moderate

Course Description

The Grade 10 PE course is designed to highlight the cooperative nature of sport and explore the key concept of what it means to be an effective team member working with others towards a shared objective. In this course, students will have the opportunity to participate in traditional and non-traditional sports, improve upon their fundamental motor skills, and investigate various strategies and tactics needed to be successful in a team sport. Communication, effort, and cooperation with others will be the focus of each lesson. In addition, a focus on safe game-play and adaptability will allow students to create variations in their games that will allow them to modify or extend these activities. What it means to be active and the health related benefits of movement will be discussed and explored.

Grades

10

Grading Scheme

Standards-based Course

Physical Education 12

Subject Area

Wellbeing: Physical Education

Credits 0.5

Home Learning Moderate

Course Description

This course is a full year and rotates on the A/B schedule inside the Wellbeing Block. Students who choose this option will have their PE class inside of the Wellbeing Block, forgoing the time to work on Senior Project.

The Grade 12 PE course allows students to develop a balance between their social, mental and physical well-being. Students will consolidate their skills and game knowledge through sports and activities with a focus on developing interests that they can pursue at college. Within the fitness and conditioning units they will develop bespoke training plans that will foster positive habits that will enhance their quality of life. Through peer teaching they will be reflective, grow socially as leaders, be positive supporters, and develop interpersonal skills. The ultimate goal is for students to be properly equipped with the knowledge and skills and to have developed health related interests to continue to be successful. Students should be monitoring and recording their physical activity because they wish to maintain a healthy lifestyle.

Grades

12

Grading Scheme

Standards-based Course

Physical Education 9

Subject Area

Wellbeing: Physical Education

Credits 0.5

Home Learning Moderate

Course Description

Grade 9 PE introduces students to a wide range of activities that encourage an exploration of the connection between physical activity and lifelong health and health-related fitness. The course provides an introduction to strength principles and the skills, techniques and safety necessary to engage in strength-related exercise. Through a variety of sports, students demonstrate basic strategies and an understanding of rules that shape different games. Students develop interpersonal skills such as cooperation, communication and conflict management. Students are able to develop a holistic approach to being physically active through engaging in and learning about different activities that promote wellbeing.

Grades

9

Grading Scheme

Standards-based Course

Physics

Subject Area

Science

Credits 1

Prerequisites

For 10th grade entry: A minimum grade of B+ or higher in Biology, B in Biology Honors or Chemistry Honors; and B+ or higher in Geometry Honors.

For 11/12th grade: Completion of Advanced Algebra.

NOTE: Any student wanting to take AP Physics C should not take this course but rather AP Physics 1. Students wanting to end with AP Physics 2 can take Physics or AP Physics 1 as the prerequisite.

Prerequisite Courses

Advanced Algebra

Biology

Biology (Honors)

Chemistry (Honors)

Geometry (Honors)

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.

Grades

10, 11, 12

Grading Scheme

Standards-based Course

The Student Experience

"Physics is definitely a big step down from Honors Physics in terms of difficulty. While somewhat challenging, the course requires significantly less memorization and math compared to its counterpart. I would recommend Physics for those who are unsure whether or not they will be capable of dedicating enough time to studying for Honors Physics but still wish to learn the basics."

- **Anonymous**

Physics (Honors) - NO LONGER ON OFFER SINCE 2025-26

Subject Area

Science

Credits 1

Prerequisites

Biology or Chemistry (B+ or above), Biology Honors or Chemistry Honors (B or above) and Advanced Algebra (B+ or above) or completion of Advanced Algebra Honors

Prerequisite Courses

Biology
Biology (Honors)
Chemistry
Chemistry (Honors)
Advanced Algebra

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.

Grades

10, 11, 12

Grading Scheme

Standards-based Course

The Student Experience

"Honors Physics is an amazing class for someone who enjoys comprehensive hands-on learning. Almost every class is a lab that builds on a different concept covered and basic topics are built from ground up (comprehensive but for some can be confusing/excessive). Concepts are mostly foundational but require trigonometry and intuitive mathematics. If you like more direct/memorization courses, this may not be the best for you. When revising, review the presentations! Sometimes one slide contains CRUCIAL summative information. Half of the summatives are projects, which can help your grade if you do badly on tests. However, everyone goes very try-hard on projects (12 page reports and such)."

- Anonymous (2022)

"Honors Physics is packed with labs and CERs that make learning concepts interesting and fun. It is really heavy on concepts of physics rather than working with numbers, so just because you aren't the strongest in math, it doesn't mean you can't succeed in this class. With that said, the concepts can be difficult to comprehend, so reach out to your teacher whenever something is unclear."

- Anonymous

"Honors Physics is a great introductory physics course that I would highly recommend to anyone interested in science. The curriculum involves hands-on labs in nearly every class that help build your understanding of the topics covered in each unit. There is a strong emphasis on concepts rather than memorization or practice problems, so be sure to keep your anchor guide updated and be able to explain the relationships you learn! The workload is quite minimal compared to other courses, so don't stress too much"

- Asha Gill (Class of 2023)

Precalculus

Subject Area

Mathematics

Credits 1

Prerequisites

Advanced Algebra (B+ or better)

Prerequisite Courses

Advanced Algebra

Home Learning Moderate

Course Description

Precalculus is a comprehensive study of mathematical concepts and functions. This course aims to deepen the understanding of concepts learned in Advanced Algebra; many course topics start with previous learning and then deepened. The course revisits function concepts such as domain and range, concavity, function notation, and transformations of functions. The main themes are investigating relationships between variables and how changes in one variable may affect the change in another variable.

One of the main goals is to develop deep conceptual understanding and flexible thinking. The course focuses on the use of analytical skills, and students complete much of the work without a calculator. Students engage with various problem sets that require choosing appropriate solution methods.

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.

Grades

11, 12

Grading Scheme

Standards-based Course

The Student Experience

"Cramming is definitely not an option for this course – if you struggle with the retention of mathematical concepts, the best way to find success in PreCalculus is to attend daily office hours. The teachers are always willing to dedicate extra time to ensuring your comprehension of the material."

- Anonymous

"Precalculus is definitely not as gruesome as honors precalculus but it does require you to put in the time outside of school and during class to understand concepts thoroughly. They are quite important and build upon each other for every upcoming unit so make sure you reach out to teachers if you are lost. Homework might not seem as intense but at times, you would need to think outside the box and be open to different strategies of solving the given question. It can be a fun class if you focus and prepare well (hard work will pay off) for summatives as it also is a crucial stepping stone to taking Calculus."

- Anonymous

"Precalculus is definitely a difficult class, especially for those who struggle with math. Going into office hours throughout a unit is key and complete all of the homework, otherwise, you could fall behind. Do not be hesitant to reach out to your teachers for additional help. Overall I liked the class and it is still very useful for AP calculus."

- Kate Nielsen (Class of 2023)

Precalculus (Honors)

Subject Area

Mathematics

Credits

1

Prerequisites

B+ or higher in Advanced Algebra (Honors), or A in Advanced Algebra.

Prerequisite Courses

Advanced Algebra (Honors)

Advanced Algebra

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.

Grades

11

Grading Scheme

Standards-based Course

The Student Experience

"As someone who has never been stellar at math, Honors Pre-Calculus was like a wake-up call to me that there is so much I don't know. It's probably the most (relatively) challenging math course I've ever taken because you have to really understand deeply and complexity of every topic and apply it to completely new situations on tests. If you've gotten by so far without studying, Honors Pre-Calculus will end that. Some tips to succeed in this class: 1) study with friends!! study groups were the only way I survived lol because you all struggle together. 2) office hours! with the unpredictability of the content, getting tips from the teacher making the test is super important 3) don't be so hard on yourself! Unless you're trying to absolutely nail that 4.0 in High School, this is probably the class you can let yourself get a lower grade in. Be proud of yourself for even attempting this class"

- Anonymous

"Honors Pre-Calculus is a difficult class that definitely lives up to its intimidating reputation. Unless you're prepared to put in extra time to understand concepts wholly and do well in the class, you should be careful about choosing this class. However, it is a fun challenge to embark on, so don't be too discouraged by my previous sentences. I would not suggest assuming you will understand the concept later and everything works out before the summative. Make sure after every class you fully comprehend the lesson material, or else it'll pile up fast."

- Anonymous

"Don't be intimidated by its formidable reputation, if you like problem-solving and challenging yourself — this course is for you! With that said, this course requires a lot of independent studying (>1 hour everyday) throughout the unit (no last-minute studying!) but the reward is great. This course furthered my mathematical understanding more than any other course. Remember to trust the process, collaborate with others, persevere in difficulty, and get used to A-minuses."

- Anonymous Math Lover

Product Design

Subject Area

Art & Design

Credits 0.5

Prerequisites

None

Home Learning Light

Course Description

This course will inspire students to unleash their creativity and design innovative solutions for various challenges. Students will learn how to sketch, model, and test their ideas, as well as how to address critical issues with mock-up models. They will use the design process as a tool to guide their thinking and make informed decisions based on rationality and empathy. Possible project themes include furniture design, lighting design, and body adornment. Students will also improve their manufacturing skills and produce quality models and prototypes, using both 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

Grading Scheme

Standards-based Course

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

Humanities

Credits 0.5

Home Learning Light

Course Description

This 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

Standards-based Course

The Student Experience

"I walked into this class not knowing what we were going to learn, how the atmosphere was going to be like, how the teacher would be like but after a couple of weeks, I realized how comforting and fun this course was. Leaning definitely more towards a chill course, we were guided through different spiritual activities to find our purpose in life and our spiritual identity. This course's name definitely suited what we went through as we really were searching for ourselves whether that be identifying our key personality traits or connecting our mind, body, and hearts together. I definitely recommend this "religion" course if you want a relaxing eye-opener class to see more hidden gems about yourself that you might have been unaware of before."

- **Anonymous**

Senior English

Subject Area

Humanities

Credits 1

Prerequisite Courses

Junior English

AP English Language & Composition

Home Learning Moderate

Course Description

Senior English is a celebration and culmination of the varied skills in English that students have developed throughout high school. The course will take students on a journey through different text types (fiction, nonfiction, and visual texts), genres of literature (memoir, novels, drama, and poetry), and traditions in storytelling from diverse cultures and time periods. The course values the habits of reading and writing, and students will continue to practice close reading and methods of effective communication to help them feel poised for professional and college-level academic writing and discourse. A central theme of the course is the students themselves as the “heroes” of their own lives, the sharing of one’s own story and voice, and the value and power of self-expression.

Learning Outcomes

Students will:

- Communicate clearly and strategically in writing and orally for a variety of audiences, contexts, and purposes.
- Engage with challenging and diverse forms of text, and grapple with complex perspectives across time and place.
- Construct logical, robust, and informed arguments, assess the validity of their own thinking, and consider the merits of others’ arguments.
- Engage in the analysis of rhetorical and literary techniques and stylistic features employed by authors and speakers.
- Engage in writing and text production as process, including self-reflection, peer-assessment, and revision.

Grades

12

Grading Scheme

Standards-based Course

Spanish Advanced/AP Spanish Language & Culture

Subject Area

Spanish

Credits 1

Prerequisites

Spanish Advanced: Completion of Spanish Intermediate 4

AP Spanish Language & Culture: B+ or higher in Spanish Advanced

Prerequisite Courses

Spanish Intermediate 4

Spanish Advanced/AP Spanish Language & Culture

Home Learning

Moderate to Heavy

Course Description

In the Spanish Advanced and AP Spanish Language and Culture courses, students will continue and broaden their exploration of the Spanish language and culture, delving deeper into the themes of Contemporary Life, Families and Communities, Global Challenges, Personal Identities, Science and Technology, and Beauty and Aesthetics. Students continue to develop their interpretive, presentational, and interpersonal communication 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 of, and passion for, Hispanic cultures and the Spanish language through the exploration of authentic materials and experiences that reflect their lives as global citizens. Students in the AP course will prepare for and practice the specific tasks of the AP Spanish Language and Culture exam, which they will be required to sit for in May.

Note: If AP Spanish is the next logical sequence in a student's language study, a student may receive special permission to take an additional AP credit in grades 10 or 11. Students must apply for this additional AP credit with their counselor and final approval is given by the Associate Principal for Academics.

Learning Outcomes

Students will be able to

- Write well-constructed, grammatically accurate emails, as well as persuasive essays integrating information from audio and print sources
- Engage in simulated conversations on a variety of topics
- Compare cultural and social artifacts in the student's own community with those of Spanish-Speaking communities
- Understand and interpret written and spoken language on a variety of topics
- Develop language skills toward the Advanced level of proficiency according to the ACTFL standards.

Grades

10, 11, 12

Grading Scheme

Standards-based Course

Spanish Intermediate 1/2

Subject Area

Spanish

Credits 1

Prerequisites

Spanish Intermediate 1: Completion of Spanish Novice

Spanish Intermediate 2: Completion of Spanish Intermediate 1

Prerequisite Courses

Spanish Novice

Spanish Intermediate 1/2

Home Learning Moderate

Course Description

In the Spanish Intermediate 1 and Intermediate 2 courses, 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.

Grades

9, 10, 11, 12

Grading Scheme

Standards-based Course

Spanish Intermediate 3

Subject Area

Spanish

Credits 1

Prerequisites

Completion of Spanish Intermediate 2 **or** A in Spanish Intermediate 1

Prerequisite Courses

Spanish Intermediate 1/2

Home Learning Moderate

Course Description

In the Spanish Intermediate 3 course, students will explore the Spanish language and culture, delving into the themes of Contemporary Life, Families and Communities, Global Challenges, Personal Identities, Science and Technology, and Beauty and Aesthetics. Students continue to develop their interpretive, presentational and interpersonal communication 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 of, and passion for, Hispanic cultures and the Spanish language through the exploration of authentic materials and experiences that reflect their lives as global citizens.

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

- Engage in conversations to provide and obtain information, as well as to express feelings, emotions, and personal preferences
- Develop strategies to individually increase vocabulary and language comprehension skills
- Understand and interpret written and spoken language on a variety of topics
- Demonstrate an understanding of Hispanic cultures and be able to compare them to their own experiences
- Present on familiar topics in multiple time frames (present, past, future)
- Develop language skills toward the Intermediate Mid level of proficiency according to the ACTFL standards.

Grades

9, 10, 11, 12

Grading Scheme

Standards-based Course

Spanish Intermediate 4

Subject Area

Spanish

Credits 1

Prerequisites

Completion of Spanish Intermediate 3.

Prerequisite Courses

Spanish Intermediate 3

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:

- Engage in conversations to provide and obtain information, as well as to express feelings, emotions, and personal preferences
- Develop strategies to individually increase vocabulary and language comprehension skills
- Understand and interpret written and spoken language on a variety of topics
- Demonstrate an understanding of Hispanic cultures and be able to compare them to their own experiences
- Present on familiar and unfamiliar topics in multiple time frames (present, past, future), utilizing increasingly advanced language (vocabulary and grammar)
- Develop language skills toward the Intermediate High level of proficiency according to the ACTFL standards.

Assessment

In the Spanish Intermediate 4 course, students will explore the Spanish language and culture, delving into the themes of Contemporary Life, Families and Communities, Global Challenges, Personal Identities, Science and Technology, and Beauty and Aesthetics. Students continue to develop their interpretive, presentational and interpersonal communication 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 of, and passion for, Hispanic cultures and the Spanish language through the exploration of authentic materials and experiences that reflect their lives as global citizens. This course will prepare students for the AP Spanish Language and Culture course.

Grades

9, 10, 11, 12

Grading Scheme

Standards-based Course

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.

Grades

9, 10, 11, 12

Grading Scheme

Standards-based Course

Spatial & Urban Design

Subject Area

Art & Design

Credits 0.5

Prerequisite Courses

Architecture

Home Learning Light

Course Description

This course complements the Architecture course and offers greater insight into the world of spatial and urban design. Students are introduced to design methods and technical skills, leading to enhanced 3-dimensional thinking and analysis. Projects will range from domestic to commercial architecture and interiors. Students will be

able to apply their design and visualization skills to design briefs taking an empathetic approach, producing quality illustrations, designs, models and prototypes, using traditional and digital visual communication techniques. The course will provide students with the skills to prepare a college application if they wish to pursue a career in architecture, product design, and other art and design courses.

Learning Outcomes

The Architecture course will enable the student to:

- Use a wide range of visual communication techniques, with reading and understanding of technical drawings and constructing perspective drawings.
- Enhance 3D digital modeling and CAD/CAM being essential elements in the design and visual communication of conceptual images and models, which fulfill a design brief.
- Present and visualize techniques for client-based briefs.
- Develop modeling techniques and workshop skills, using a variety of materials, tools, and equipment.
- Expand on abstract conceptual design and modeling, referencing existing architects & designers.

Grades

10, 11, 12

Grading Scheme

Standards-based Course

Spiritual Community

Subject Area

Experiential Leadership

Credits 1

Prerequisites

Students who sign-up for this course will be contacted by the teacher for a brief interview to ensure fit and enroll. Interview questions will include the following:

- 1) Why do you want to be part of the team that puts together the Community Gatherings for the student body? What inspired you to sign up for Spiritual Community?
- 2) What deeper needs of the student body are most important to address in Community Gatherings?
- 3) How do you see yourself involved in the planning of Community Gatherings? (e.g. program design, video production, behind-the-scenes, public speaking, etc.)
- 4) How do you hope to grow through your experience being part of the Spiritual Community team?
- 5) How would you define "spirituality"? What makes a Community Gathering a spiritual event instead of just a spirit event?

Note: As of 2024-2025 school year there will no longer be a religion credit given with this course.

Home Learning Light

Course Description

The Spiritual Community class will be engaged in nurturing the spiritual life of our high school 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 support student life and other events to build a sense of belonging and purpose in our school. Grounded in Christian faith and respecting the spiritual lives of all, these events must be accessible for students of any or no religious tradition, while maintaining a strong connection with the values of our foundational Christian tradition.

Note: The course is taught through a faith-based Christian lens.

Students who express interest in this course must complete a brief interview with the teacher to ensure fit.

Learning Outcomes

Students will:

- Understand why mission-driven organizations engage in community practices.
- Use their strengths to lead by serving others.
- Nurture a connected community and shared culture in an individualistic and pluralistic society.
- Plan Community Gatherings that are grounded in the Christian faith and respecting the spiritual lives of all.
- Celebrate the school's Christian heritage in Christian holiday gatherings.
- Celebrate the diversity in our community with inclusive themes and practices.
- Work under the mentorship of a Spiritual Community teacher who embodies the Christian faith in action and respects the spiritual lives of all.

Grades

10, 11, 12

Grading Scheme

Experience-based Course

The Student Experience

"This is simultaneously one of my most chill classes, most busy and stressful, and most rewarding classes. [Teacher] is a great teacher who has a genuine passion for service and you will definitely feel that in his class. It's in this class that I think you will develop skills that are practically useful for life after high school including management, brainstorming, and organization. I really loved my experience in this class and I would recommend this to anybody, no matter how extroverted or introverted you are."

- Brennan Lee (Class of 2023)

"Spiritual Community is one of the most rewarding classes I have ever taken, although it is sometimes stressful, you will feel so accomplished after organizing and putting together a whole Community Gathering with your class. [Teacher] is one of the most dedicated teachers in our community and the skills you learn from him and his class will stay with you beyond the class and high school."

- Yuan Tseng (Class of 2023)

"This class is a whirlwind, at times extremely busy and productive, and other times (most times) extremely laid-back and fun. However, the constant throughout the whole year is that we form a small family of people working to make the school bond stronger. You will learn how to lead and take charge, sometimes take a step back and be a resource of support when needed, and work with so many different types of people. I recommend this class to anyone and everyone looking to have a good time, make some friends, and help out our school community!"

- Nayla Hifri (Class of 2023)

Spiritual Exploration 10

Subject Area

Wellbeing: Spiritual Exploration

Credits 0.25

Home Learning Light

Course Description

SPEX 10 is an exploration of identity and purpose as it relates to our spiritual journey. Students will consider the fundamental spiritual nature of humanity, create an identity chart to reflect upon the core aspects of their identity, reflect on the interplay of reality and illusion in creating identity, express their open selves through a collage, gain awareness of their blind, hidden, and unknown selves, engaging in a loving-kindness action project, and write a letter of encouragement to their future selves.

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 designed to be accessible for students of any or no religious tradition.

Grades

10

Grading Scheme

Experience-based Course

Spiritual Exploration 11

Subject Area

Wellbeing: Spiritual Exploration

Credits 0.25

Home Learning Light

Course Description

SPEX 11 is an exploration of finding balance within ourselves and the world around us by integrating the values that comprise our lives. Students will use the model of "spiral dynamics" to analyze these seemingly competing values and set their sights on a spiritual journey which seeks to "transcend and include" all these values with harmony, flexibility, and compassion. In particular, students will study the non-judgmental awareness of Daoist philosophy and unconditional love of Christian spirituality as examples of guiding principles for this journey.

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 designed to be accessible for students of any or no religious tradition.

Grades

11

Grading Scheme

Experience-based Course

Spiritual Exploration 12

Subject Area

Wellbeing: Spiritual Exploration

Credits 0.25

Home Learning Light

Course Description

SPEX 12 is an exploration of spiritual practice and storytelling as students look forward to moving beyond high school in their spiritual journey. Students will create a kintsugi bowl, participate in a Chinese tea ceremony, practice *tai chi*, try their hand at rock binding and rock balancing, and creating narratives of self and their spiritual journey from childhood until now. The final experience in Spiritual Explorations will be walking a labyrinth with their classmates marked by signs of the spiritual truth they intend to carry with them from high school.

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 designed to be accessible for students of any or no religious tradition.

Grades

12

Grading Scheme

Experience-based Course

Spiritual Exploration 9

Subject Area

Wellbeing: Spiritual Exploration

Credits 0.25

Home Learning Light

Course Description

SPEX 9 is an exploration of the meaning of spirituality and what it looks like to live a spiritual life. Students will learn about how spirituality can benefit personal well-being, understand the relationship between spirituality and being religious or non-religious, discuss some of the "Big Questions" that spirituality can address, interview trusted spiritual mentors in their personal life, and engage with values and practices emerging from the world's spiritual traditions in ways that are applicable and accessible to people of any or no religious affiliation.

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.

Grades

9

Grading Scheme

Experience-based Course

Stagecraft

Subject Area

Performing Arts

Credits 0.5

Prerequisites

None

Home Learning Light

Course Description

Stagecraft provides students with the opportunity to experience many of the backstage aspects of planning a live theater performance. In this course, students will learn the practical and theoretical skills and attributes required of a theater crew member. There will be opportunities to use tools to design theater props and stages whilst engaging in complementary aspects of technical theater performance including lighting, costuming, and makeup.

Learning Outcomes

Students will:

- Demonstrate their knowledge of various aspects of Stagecraft
- Design and construct
- Understand how the design and implementation of effective stagecraft contribute to an effective performance

Grades

9, 10, 11, 12

Grading Scheme

Standards-based Course

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

Grading Scheme

Standards-based Course

String Ensemble

Subject Area

Performing Arts

Credits 1

Prerequisites

At least one year of prior instruction on a string instrument.

Home Learning Moderate

Course Description

This course is intended for those students for students with little or some prior experience playing and performing a string instrument. Repertoire will be differentiated according to individual needs and ability level. Members will develop the knowledge, skills and techniques needed to progress from intermediate to advanced string ensembles. They will be exposed to a wide range of music to promote creativity and foster an unending appreciation for string orchestra music and experiences. Students will be able to engage in personal musical expression, and find joy in working harmoniously with others to create, play and perform music together.

Learning Outcomes

Students will:

1. Cultivate a lifelong passion for music and forever find joy in creating and listening to music from the Western Classical Tradition and from around the globe.
2. Work independently and as an ensemble, striving together towards the creation of something beautiful to be shared with others.
3. Develop an understanding of the characteristics of a successful ensemble and contribute positively to the group's success.
4. Sharpen critical thinking capability with regard to music literacy, music theory, and aural skills.
5. Establish correct instrumental technique with proper posture and bow hold.
6. Play, practice and perform in time and in tune with critical listening ears for ensemble and musicianship, tone quality, intonation and articulation.

7. Reflect upon a musical composition and use musical terminology to interpret the intentions of the composer.
8. Independently tune their instruments and prepare their parts with accurate notes, rhythms, and musical markings.
9. Perceive aesthetic qualities of human expression that are unique to the listening to the creation of and the performing of music.
10. Develop an appreciation for and perform music from a variety of cultures, historical periods and genres.
11. Explore spiritual connections made through music and let their light shine!

Assessment

Students will be assessed on technical and musical skills on a daily basis during class. Students will also have quarterly individual assessments to promote performance practice skills and to check in on learning goals with the instructor. Students will submit a variety of assessments including practice process/strategy outline videos, polished performance videos, and individual goal journals. Occasional rehearsals take place outside of class time. Attendance at evening performances and dress rehearsals is mandatory according to the course requirements.

Grades

9, 10, 11, 12

Grading Scheme

Standards-based Course

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

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

Grading Scheme

Standards-based Course

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.

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

Grading Scheme

Standards-based Course

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.

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

Grading Scheme

Standards-based Course

Teaching Assistant

Subject Area

Flexible Studies

Credits 0.5

-1

Prerequisites

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

The TA application process will open in May and will involve a formal application process through the sponsoring teacher. During course registration please sign up for the course you would like to take in case TA does not become available for you.

[TA Application Form](#)

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.

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

10, 11, 12

Grading Scheme

Experience-based Course

The Student Experience

"I was a Teaching Assistant this year for [teacher]'s AP Microeconomics/Macroeconomics Course. I wanted to fulfill the role of a teacher's assistant because I'm very interested in economic theory and wanted to do what I could to help out this year's batch of econ students as well as instill the same passion that I had for the course. If you do decide to Teaching Assistant for a course and are lucky enough to be working with others, I highly recommend that you do as much as possible to coordinate between all of the Teaching Assistants to provide the best service you can to students. I have an awesome team this year (shout out Anshuk, Santi, Yoonjung, Kaira, and Marilyn), and currently have a lot of fun with the role. A couple of things to keep in mind: 1) Try to understand that just because you did well in the class, others may struggle with the same concepts you easily understood. Be patient with students and let them solve problems on their own, don't give them the answer right away. 2) Seek to go above and beyond: create activities for your classes in addition to the teacher's planned lessons. It's a huge help to your teacher and shows that you intend to do more than just come to class every day and sit in on the lecture. Kahoots and trivia games are really fun, while student-created worksheets, review slides, and lectures can be incredibly meaningful. 3) Lastly, pick a course you are first and foremost interested in TA'ing. Don't do it because you think your teacher will "write a good rec letter" or because of the "low workload." You'll have a much better time and your students will thank you for it. Best of luck!"

- Mark Gikas (Class of 2023)

“Teaching Assistant for AP Statistics. Being a Teaching Assistant is what you make out of it. Traditionally, Teaching Assistants dwell around in the classroom and provide help when possible, but with a little more freedom in recent times Teaching Assistants are what the student and teacher agree on. You can show up to as many classes as you want and provide as much help as you want outside of class. Since it can become boring to sit through a class you've already been through, I'd recommend only becoming a Teaching Assistant if you are truly interested in teaching/the course. Personally, I've really enjoyed my experience as a Teaching Assistant, and I'd advise any future Teaching Assistants to just take pride in their work and to enjoy it too.”

- Marcus Fong (Class of 2023)

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.

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

Grading Scheme

Standards-based Course

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.

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

Grading Scheme

Standards-based Course

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.

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

Grading Scheme

Standards-based Course

Women's Choir

Subject Area

Performing Arts

Credits 1

Prerequisites

0.5 credit of Choir or equivalent and audition.

Prerequisite Courses

Concert Choir

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.

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

Grading Scheme
Standards-based Course

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 an academic year. In some cases grade 12 students can apply for up to 4.0 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.
- 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.
- **Note: As of 2025-2026 we will NO longer be offering self-study students exams at HKIS. If a student decides to self-study, they will need to write the exam at HKEAA. (The only exception will be for students in grades 10-12 who want to take an AP World Language exam because of an acquired proficiency through a past experience or home language. These requests must be made with the AP Coordinator).**

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.
- There is 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 class and success on the exams can lead to recognition both in high school and in 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 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 will be listed on any AP score report that is sent to colleges after the award has been granted.

- **AP Scholar:** Granted to students who receive grades of 3 or higher on three or more AP Exams.
- **AP Scholar with Honors:** 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. **Course Load**

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 with 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. All requests must be made in discussion with the counselor and approved by the Associate Principal for Academics.

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 there is enough evidence of learning to warrant a grade. 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. For more information please see [this link](#).

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. **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 D
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 dep the standard
The student is beginning to	The student demonstrates the foundational knowledge and skills required to exhibit	The student demonstrates the targeted understanding of knowledge and skills.	The student transfer learn authentic or situations. T can draw up

Emerging	Developing	Exhibiting	Exhibiting Depth	Learning Target
demonstrate foundational knowledge and skills.	the standard but is not yet exhibiting proficiency in the standard.		conceptual understanding to solve real problems that show a level of creativity and proficiency in	

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
		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 Target
		Learning Goal #2.2 (Target Knowledge and Skills)	Learning Target
			Learning Target
	Learning Goal #2.3 (Target Knowledge and Skills)	Learning Target	
Measurement Topic #3	Learning Goal #3.1 (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 1/2 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. Students can find their GPA on PowerSchool. 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	4.000	2.000
A-	3.670	1.835
B+	3.330	1.665
B	3.000	1.500
B-	2.670	1.335
C+	2.330	1.165
C	2.000	1.000
D	1.000	0.500
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.

Dragon Spotlight Awards

Name of Award	Description
Bob Christian Alumnus/ Alumna of the Year Award	The Bob Christian Alumnus/Alumna of the Year Award was established in 2006 during the school's 40th Anniversary to recognize the tremendous service of Bob Christian, the first Head of School for HKIS. The award is presented annually to the Alumnus/Alumna making a significant contribution to the HKIS community, local community or the broader community of which they are part of and bettering the lives of those around them while living our Mission Statement and SLRs.
PFO Merit Scholarship	This year, the HKIS PFO recognises 5 Grade 12s and 5 Grade 11s who have exhibited exemplary commitment in the specific areas of the SLRs, and have worked to provide a lasting and meaningful contribution to the HKIS school community.
Bausch & Lomb Honorary Science Award	The Bausch and Lomb award is an award for an outstanding grade 11 student in the field of Science. Winners of the Honorary Science Award are automatically considered for four-year scholarships at the University of Rochester. The student chosen has to meet strict criteria, which includes completion of advanced studies in science, outstanding academic excellence, and behavior indicative of Rochester's and Bausch and Lomb's commitment to scientific study.

Name of Award	Description
Rensselaer Medal Award	Founded in 1824, Rensselaer is the oldest technological institution in North America, and it is located in the Capital Region of New York State. This prestigious grade 12 award has been awarded since 1916 to one student in any given high school and is designed to recognize that student's strength and success in the fields of mathematics and science. Medalists who apply, are admitted to, and enroll at Rensselaer are awarded a scholarship worth \$40,000 per year.
Sir Edward Youde Memorial Prizes	This award is given each year to one or possibly two seniors based on their all-around potential, including academic performance, personality and conduct, talent and special skills, participation in extra-curricular activities and/or contribution to the well-being of the community. There is a cash prize of \$1,000.
The AmCham Charitable Foundation Prize Book Award	Recognition of a local Hong Kong Grade 11 student who combines excellence in scholarship with achievements in community service and leadership.
National Merit Scholarship Finalist(s) (Not included in the Dragon Spotlight Awards Ceremony)	Each year around 1.5 million Juniors enter the National Merit Program by taking the PSAT/National Merit Scholarship Qualifying Test in October. A finalist is among the top 1% of all who entered into this competition. Finalists demonstrate distinguished performance and high potential for future academic accomplishment.
EARCOS Global Citizenship Award	The EARCOS Global Citizen award is presented to a Grade 11 student who embraces the qualities of a global citizen. This student is a proud representative of their nation while respectful of the diversity of other nations. This student: <ul style="list-style-type: none"> has an open mind, is well-informed, aware, and empathetic, and is concerned and caring for others. encourages a sense of community and is strongly committed to engagement and action to make the world a better place. interacts and communicates effectively with people from all walks of life while having a strong sense of collective responsibility
Ambassador Board Leadership	The Ambassador board plays an important role in the culture of the High School. In addition to close collaboration with the HKIS Admissions office and the HS Leadership Team to host tours and panels, they serve as connectors for the student community including supporting new students in understanding the wide range of opportunities available to them in the High School. As leaders on the Ambassador Board, much is expected. Not only superb skills of organization and negotiation, but humor, grace under pressure and understanding that even on their worst days, they serve as role models for the

Name of Award	Description
	community and as such must always endeavor to model the values of Hong Kong International School.
SDLT Leadership	The mission of Student Digital Leadership Team (SDLT) is to enrich the educational experience of HKIS learning community, empowering them to be better users of technology. This award is given to student leaders who demonstrated leadership in achieving such goal in the team.
National Honor Society Leadership	The National Honor Society serves to recognize students who demonstrated excellence in the areas of scholarship, leadership, service and character. The mission of the HKIS chapter is to provide service back to the HKIS community. This award is presented to the NHS chapter leaders who support all chapter initiatives, model strength in character, and exemplify service in action through their contributions to our school.
International Thespian Society Leadership	The International Thespian Society (ITS), founded in 1929, is an honorary organization for high school and middle school theatre students located at more than 4,900 affiliated secondary schools across America and abroad. The mission of ITS is to honor student achievement in the theatre arts.
Orientele Editors-in-Chief	Editors-in-Chief of Orientale (Yearbook) working team.
Student Senate EXCO	The mission of the High School Executive Council is to enhance the educational experience provided by the Hong Kong International School. The Student leaders endeavor to represent all aspects of student interest and concern. By providing a forum whereby students have the opportunity to voice their opinions, they encourage effective and responsible action in response to school issues and are dedicated to fulfilling the school's mission statement.
Class Officers - Grade 9	Class officers serve their grade-level community. Voted in annually, they are responsible for advocating for the needs of their peers within the wider senate, and foster spirit and connection among the class.
Class Officers - Grade 10	The Grade 10 Class Officer team.
Class Officers - Grade 11	The Grade 11 Class Officer team.
Class Officers - Grade 12	The Grade 12 Class Officer team.
Outstanding Achievement in the Humanities	The Humanities Award is given to an outstanding and inspirational student who has shown excellence in the study of the humanities. This individual: <ul style="list-style-type: none"> exemplifies a passion for learning about our world through multiple disciplines in the Humanities, including literature, history,

Name of Award	Description
	<p>geography, economics, psychology, political science, and/or religious studies—all the ways of knowing we explore in our varied courses</p> <ul style="list-style-type: none"> models positive and productive leadership and collaboration skills that foster community-building and inclusiveness demonstrates mastery in academic skills such as persuasive writing, textual analysis, presentation, and discussion exhibits a depth of knowledge, astute critical thinking skills, and sophistication in their understanding of course content makes connections across disciplines in meaningful and insightful ways
Outstanding Achievement in Mathematics	Awarded to an 11th or 12th grade student who demonstrates a passion for learning mathematics. This person has a natural understanding and knowledge of the subject, is a problem solver and has an intellectual curiosity that drives a need to understand.
Outstanding Achievement in Mandarin	Given to a student who is passionate about learning Chinese and Chinese culture, exhibits resilience in the face of challenges and strives for excellence.
	<p>French:</p> <p>This award is made annually to a student who:</p> <ul style="list-style-type: none"> sustains dedication over his/her time at HKIS and extracurricular activities in French (peer tutoring member and then Leader) challenges himself/herself outside the regular course structure is a mentor to other students exhibits resilience in the face of challenges strives for excellence demonstrates cross-culturalism
Outstanding Achievement in French or Spanish	<p>Spanish:</p> <p>Given to a student who strives for excellence, challenges himself/herself outside the regular course structure, exhibits resilience in the face of challenges, and demonstrates cultural awareness.</p>
National Spanish Examinations	The National Spanish Examination (NSE) is a motivational contest to recognize student achievement and proficiency in the study of Spanish. This test has been given voluntarily by about 4,000 middle and high school teachers throughout the United States since 1957.
Outstanding Achievement in Physical Education	Given to a male and female student who exhibits exceptional commitment, passion, and dedication to the pursuit of physical education. These students model our independent physical fitness ethic and our full value contract.
Leadership in Technology Award	This award goes to a student who exemplifies innovation and leadership in technology.

Name of Award	Description
Senior Science Scholar	This award goes to student(s) who exemplify the attributes of a scientist in their curiosity, enthusiasm, collaborative efforts and academic excellence in all sciences.
Outstanding Achievement in the Theatre Arts	The recipients of the HKIS Outstanding Achievement in Theatre Arts exemplifies the best traits of a theatre artist: professionalism, collaboration, and resilience. The recipients of this award have worked either as a performer, an assistant director, a leader and/or technician the Dragon Theatre Department at Hong Kong International School. The recipients of this award have made lasting, positive contributions to the Dragon Theatre department and have been highly involved in all aspects of the department.
Visual Arts Award	The Visual Arts department annually recognizes achievement as evidenced by a student's passion, motivation and creative excellence in a variety of courses.
National School Choral Award	The National School Choral Award is an internationally recognized honor. This award is the highest honor for high school choral performer. It recognizes the dedication and musical achievement of the top choral student. The honoree must have participated in the ensemble for a minimum of three years. He/she is chosen for his/her loyalty and cooperation to the ensemble, and his/her continued desire to improve both individually and as an ensemble.
National School Orchestra Award	The National School Orchestra Award is an internationally recognized honor. This is the highest honor you can bestow upon a member of the high school orchestra to recognize excellence in playing and contributions to the ensemble. The honoree has participated in the ensemble for a minimum of three years. The student is chosen for his/her loyalty and cooperation to the ensemble, and his/her continued desire to improve both individually and as an ensemble.
John Philip Sousa Award	The John Philip Sousa Award is an internationally recognized honor. This award is the pinnacle of achievement in a high school band. Introduced in 1955 to honor the top student in the high school band, the John Philip Sousa Band Award recognizes superior musicianship and outstanding dedication. It was created with the approval of Helena Sousa Albert and Priscilla Sousa, daughters of the famous composer and bandmaster. The honoree has participated in the ensemble for a minimum of three years. The student is chosen for his/her loyalty and cooperation to the ensemble, and his/her continued desire to improve both individually and as an ensemble.
James D. Langford Memorial Award for Excellence in Arts	The James D Langford Award is granted to a student who has participated in at least three fine arts areas in high school. The student must make a significant contribution in at least two of those areas.

Name of Award	Description
Senior Awards - Leadership	This Leadership award is voted by the graduating class and awarded to the senior who has most exemplified the qualities of a servant leader; among them stewardship, awareness, persuasion, empathy, and building community.
Senior Awards - Outstanding Service to HKIS	Voted by the graduating class and awarded to the grade 12 student who has selflessly contributed time, energy, and talents to the school community across the course of their high school career at HKIS.
Senior Awards - Scholar	Voted by the faculty and given to a student of the graduating class whose academic work reflects consistent effort, thoroughness of preparation, concern for learning itself, and a positive regard for scholarship.
Julia & Griffin Lee Spirit Award	In the spring of 2015, the entire Lee family died tragically in a car accident. Griffin was a member of the class of 2015 and Julia was from the class of 2012. Griffin and Julia were both heavily involved in the community and added a spirit of fun and excitement to everything they did. Each year the Senior class selects someone from their class that embodies the spirit of Griffin and Julia.
Spiritual Community Award	The Spiritual Community Award recognizes student leadership in the area of spirituality. This honoree has demonstrated spiritual leadership at HKIS helping build a community that is grounded in the Christian faith while respecting the spiritual lives of all.
Athletics & Team Sport Leadership Awards	This award is given to two of our top athletes who were able to show their dedication and leadership in our renewed HKIS Athletic teams. HKIS recognizes their leadership, and enthusiasm as well as their stewardship in helping to ignite, inspire and define our HKIS Dragon spirit. We commend their efforts and celebrate their accomplishments!