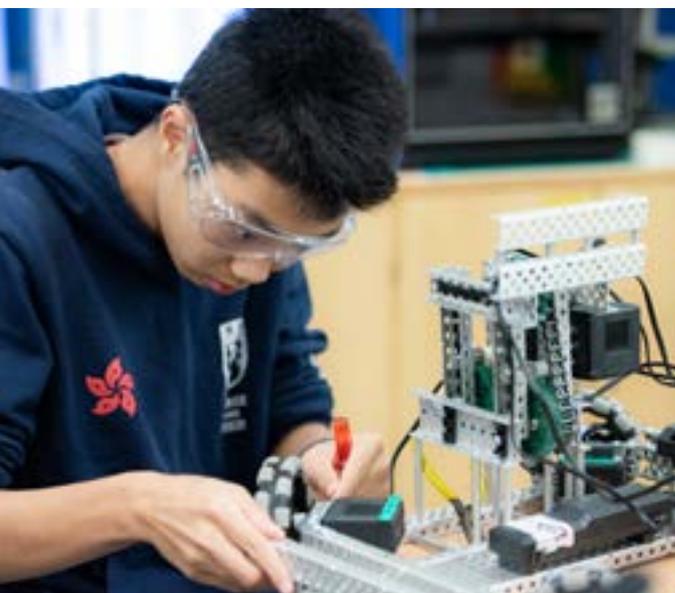




**Hong Kong
International School**



ACADEMIC HANDBOOK 2021-22

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MISSION AND CHARACTER OF HKIS

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. More than a quarter of our graduating class has attended HKIS since kindergarten.

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

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

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

MISSION

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

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

VISION

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

Student Learning Results



Academic Excellence

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



Spirituality

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



Character Development and Values

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



Self-Motivated Learning

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



Contributing to Society

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



Chinese Culture

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

LEARNING AT HKIS

At the High School, learning is about understanding.

We understand when we can apply knowledge and skills in new and unfamiliar contexts. Developing understanding requires curiosity, risk taking, creativity, awareness and persistence.

When learners recognize academic and personal challenges as opportunities for developing understanding, learning becomes personally engaging and joyful. We work individually and collaboratively to demonstrate our understanding in the classroom and beyond.

To that end, ongoing assessment and reflection are tools to inform learners where they are on the journey towards understanding.

Academic Integrity

Our school's Shared Philosophy of Education includes the expectation of high standards in ethical behavior as well as scholarship. Academic integrity is an integral component of this philosophy.

Because our HKIS Core Values remind us that:

- ◆ Integrity is essential to trust and credibility.
- ◆ Society progresses when individuals strive for excellence and seek challenges.
- ◆ Learning thrives in the presence of high expectations and mutually respectful relationships.
- ◆ Together, parents, faculty, staff and students create the conditions for children's success and a healthy lifestyle.

We expect that all members of our community will commit to and uphold ethical practices and values in everything we do.

The Academic Integrity Policy is located in the Student Handbook and on the High School Teaching & Learning page on DragonNet. Incoming 9th Graders and any student new to HKIS along with their parents will be signing a form acknowledging that they read through and discussed the policy together. This form will then be kept on file.

Digital Learning for the 21st Century

Responsible Use Agreement

All use of electronic resources at HKIS is governed by the RUA, to which each student, parent, faculty and staff member must agree before being granted access to these resources. A copy of the RUA can be found in the Technology section of DragonNet.

Student Laptop BYOM (Bring your own MacBook)

At HKIS, you own your own learning. We require you to bring a MacBook laptop computer to school each day to use to extend your learning. When using your MacBook or any other digital technologies at HKIS, please keep in mind the following:

- ◆ Be empowered and create awesome things.
- ◆ Share your ideas and what you do with your fellow students as appropriate, we are smarter together.

- ◆ Be nice; we need your help to foster a school community that is respectful and kind.
- ◆ Think and be safe. If you think something is illegal or unethical, ask us.
- ◆ Be careful and gentle; our digital resources are shared by the entire school and limited.
- ◆ Help us take care of the network by taking care of your own devices.

Students need to register the computer with the BYOM application (visit <https://help.hkis.edu.hk/> for detail instructions), this will enable access to the school network printers and other school-owned resources.

HKIS is a 1:1 school and all High School students need to bring a MacBook/MacBook Pro with the minimum requirements as outlined on Dragonnet (<https://www.hkis.edu.hk/learning/technology-at-hkis>). Please note an iPad is an excellent tool, but at the moment it cannot be a replacement of the laptop since some critical applications can only be run on a laptop.

Please remember, you own the learning! If you have any questions please ask the Technology Coaches. For technical issues such as login or application installation, you can visit the IT office in the HS Library or email help@hkis.edu.hk.

HKIS User Accounts

All students and parents are issued with user accounts. These accounts allow users to access electronic information about student learning, communications and school events. Parent accounts are issued in the form of full name, e.g.: “robert.smith”. Student accounts are issued in the form of their student ID number, e.g.: “400722”. This ID number is used to access electronic resources, to check out library books, and is the student’s permanent identifier for records, grades and other school data. In the interest of security, students and parents are required to keep their user account password private and to change it regularly, once a semester. For login issues with user accounts, please email hshelp@hkis.edu.hk. Students and parents may access the following resources with their user account.

DragonNet (www.hkis.edu.hk/dragonnet)

DragonNet is HKIS’s online public communication portal incorporating information for the whole school as well as for each division; there are separate DragonNet sites for the LP, UP, MS and HS. The High School section features newsletters, handbooks, and other useful information and resources for the High School community.

DragonNet is the recommended entry portal for students and parents as it provides links to school information as well as tools crucial to work such as email, HKIS Google.docs and online research databases.

Google Apps for Education (GAPE)

Each student is issued a suite of free productivity tools for classroom collaboration: Gmail, Drive, Calendar, Docs, Sheets, Slide, Sites, etc. These tools allow students and faculty to create, share, and edit files in real time. Everyone is on the same page and that page is automatically stored in the cloud. And that page is accessible across multiple devices, like computers, tablets, and smart phones. Student numbers become their GAPE ID for students during their time at HKIS. We expect them to use their GAPE tools regularly to communicate, collaborate, and keep organized on a regular basis. At the moment, Gmail, the email program, forms the basis of our HKIS communications.

Students are expected to check their Gmail regularly as most teachers communicate regularly through it. Parents also get access to a full suite of GAFE productivity tools, except for Gmail.

PowerSchool: <https://hkis.powerschool.com/>

PowerSchool is a comprehensive student information system that allows us to manage demographics, schedules, grades, report cards, and attendance online. Students and parents will be able to access archived grades and attendance information. Parents are encouraged to keep family information and contact data up to date. If you have any questions or would like some additional information, please email hshelp@hkis.edu.hk.

Schoology: <https://schoology.hkis.edu.hk>

Schoology is an online learning, classroom management, and social networking platform that improves learning through better communication, collaboration, and increased access to curriculum and supplemental content.

Schoology is used by teachers to post resources related to their classes, to post calendar entries with due dates and other dynamic and collaborative online activities. Every class for which students are registered appears on their Schoology course tab. Students can also access their class schedule via the timetable function in Schoology. The class schedule will be finalized after the add/drop period for each term. Parents have access to the course page to view student's discussion, assignment due dates and other course related activities.

MaiaLearning: <https://www.maialearning.com>

MaiaLearning is an all-inclusive college and career readiness platform. Students have access to their own Maia accounts and are exposed to Maia in Counseling Seminar classes throughout their four years of high school. Students self-evaluate their interests, skills and abilities through surveys, discover and research careers, record their achievements earned throughout high school, learn of college visits to HKIS, and research colleges and universities from around the world.

The HKIS counselors use Maia to manage all the applications that students send out to colleges and universities around the world, track student progress on the applications, and produce a wide variety of reports.

Online Research Databases

HKIS subscribes to a number of online research databases, found on the Library website in DragonNet. These are accessible from home and school using the student's ID number and password, or to the parents using their own username and password. The online catalogue and each student's lending record can be checked through the Library website on DragonNet and by using the appropriate HKIS account.

Student Digital Leadership Team (SDLT) and IT Help Desk

We are fortunate to have a group of dedicated students and IT specialists at HKIS. If you have any technical challenges in using your laptop or other educational technology, feel free to consult our student leaders at the SDLT help desk in HS library. For other technical issues such as network and software installation issues, our IT office is located in the HS library. A responsive help desk system is also available via help.hkis.edu.hk, live chat is available and you can also log any IT related issues through the system. By using the help desk system we can collect useful information to better support the learning community in using educational technology.

Library

The High School library serves as the information hub for all classes. Located at the center of the school, the library encompasses the resource collection, group and individual study areas, reading areas, and photocopying facilities.

Resources available in the library include more than 14,000 print volumes of nonfiction and fiction, 1,500 titles in digital format, 70 print periodicals and newspaper, 50 e-magazines, and 4,700 e-books and audio books. Students are also able to check out audio and video equipment. All materials are fully searchable through an online computer catalog. Through the library's digital subscription services, students have access to thousands of current and archived magazines, journals, newspapers, and government documents. Access to all of these materials is free for students and available from anywhere through the Internet.

The ability to use these resources effectively is essential. Library staff are available for consultation on research, reading choices, and reference services. The staff often works in collaboration with teachers, visiting classrooms and offering sessions in the library itself to make sure students become proficient and responsible users of information.

The facilities have been designed to meet students' various needs. Quiet study is the norm among the stacks, where individual study areas and tables are located. A group study area offers large tables for students to gather together when they need to work on group projects and discuss their work without disturbing other users. The facilities, resources, and professional staff combine to make the library an integral part of students' learning in the High School.

Learning Support Program

The High School Learning Support Program is designed to meet the educational needs of students with mild learning differences such as mild attention deficit disorder or specific learning disabilities.

The purpose of the program is to support students in reaching their potential in their existing courses and to enable students to acquire the necessary skills to achieve their educational and career goals. Learning Support Program faculty (i.e., learning specialists and the school psychologist) work collaboratively with students, parents, counselors and teachers to support eligible students in their regular courses. Program services may include individual and/or small group counseling, educational/career planning, instruction in learning strategies, individual learning plans, and accommodations in the classroom. Learning Strategies is a course available to eligible students to support them in the development of compensatory skills and to assist them with coursework.

A request for assistance or referral for services can be made by any student, parent or faculty through a counselor or the learning specialists. The High School Student Review Team (SRT) reviews the request or referral and links the student to support services as appropriate.

English for Speakers of Other Languages (ESOL)

The medium of instruction at HKIS is English, which for a significant number of students is not their first language. The school's language philosophy is one of additive bilingualism: students learn English as an additional language and a language of study. HKIS recognizes that bilingualism offers social, cultural and academic advantages. HKIS encourages the continued development of a learner's first language as a necessary requirement for achieving the possible cognitive and linguistic advantages of bilingualism.

One of the most effective ways of achieving peer proficiency in English in the High School is through an immersion program, where second and first language students work together in the classroom. Support for English language learners is provided by a learning support teacher who consults with subject teachers to make a course's content, activities and assessments more accessible to learners still in the process of acquiring English as an academic language. At the same time, students are encouraged to use their first language literacy skills to construct meaning from academic texts and to improve speaking and listening skills by interacting with proficient English speakers. Particular stress is laid on the value of reading as an effective means of achieving a high level of language proficiency.

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 at HKIS to receive the HKIS diploma.
3. **Grade 9:**

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 period in their schedule during one semester of the year to help them transition well and balance the academic workload of High School.

Grade 10:

Yearly course load for students in Grades 10-12 is between 6.25 and 7.75 credits. Variation from the four-year academic requirement would result from a counseling process in which the following factors would be considered:

 - ◆ Compelling reasons for a shortened High School career.
 - ◆ Intellectual development and social maturity of the student.
 - ◆ Uniqueness of the overseas setting.
 - ◆ Satisfactory alternative plans or programs for the balance of the normal term.

The school reserves the right to make the final decision.
4. For Juniors and Seniors, approval from the Associate Principal for Academics is required for students who seek to register for more than three Advanced Placement (AP) credits in an academic year. Sophomores are allowed to take ONE AP course.
5. To receive AP designation on the transcript, a student must complete the AP curriculum by fulfilling the requirements of the course, sitting for, and giving full effort on the College Board exam in May.
6. Normally, a student may not enter a new course after the first cycle of class periods.
7. For yearlong courses, the fourth day of class is the last day that the course can be dropped without penalty or record; for semester courses, the second day of class is the last day that the course can be dropped without penalty or record. Withdrawals beyond that point are recorded on the report card and transcript as W (withdrawn).
8. 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.
9. If a student withdraws from HKIS prior to the end of the term, HKIS will award a grade upon withdrawal; the decision regarding credit rests with the receiving school.
10. For returning students, the course registration process for the next academic year begins in late January to early February.
 - ◆ The High School administration, in consultation with department heads, determines the program of courses to be offered for the following academic year.
 - ◆ If a student 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 and faculty availability and expertise.
 - ◆ Returning students, in consultation with parents, teachers and counselors, register in late January to early February for the next year's courses.
 - ◆ 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.
11. Students experiencing academic difficulties may be placed on academic 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.
12. 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.
13. Pass/Fail Courses: Our religion courses and VADT Foundation course are graded on a Pass/Fail basis. If it is determined that course standards have been met at a proficient level as demonstrated in all summative assessments, a "PASS" (P) mark will be recorded and credit toward HKIS graduation requirements will be granted. A "PASS" (P) is not factored into the overall GPA calculation. If course standards have not been met and/or all summatives not taken, an "F" will be recorded and credit will not be granted. An "F" IS factored into the overall GPA calculation.
- 14 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 and ATL (Approaches to Learning) prerequisites in order to be approved for the next course level.

Approaches to Learning (ATL) prerequisites are determined as follows:

- ◆ have a majority of ATL ratings at "consistently"
- ◆ not have any ATL rating of "rarely"

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

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.

Assessment can be **formative**, meaning instances in which a teacher gives a student feedback, formally or informally, that informs their progress without determining their final grade in the course. Feedback on formative assessments can be verbal, written and will be recorded in Schoology as appropriate.

Throughout the year, many assessments will be **summative**, meaning they are used to provide evidence of learning following a unit of instruction. The outcome of these summative assessments will be used to inform and help determine the final grade. The criteria for these summative assessments will be introduced at the beginning of each unit of study, and grades will be determined according to the criteria for the assessment in conjunction with the schoolwide grade descriptors. Again, feedback on summative assessments will be recorded in Schoology as appropriate.

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 summative assessments over the duration of the course, in relation to the descriptors for each of our grades. Teachers also consider growth and consistency of performance as they use their professional judgment to determine the final grade.

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.

Approaches to Learning (ATL)

Learning at HKIS is communicated with 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".

For further information on approach to assessment and grading in our High School, please consult the [Assessment and Grading page on DragonNet](https://bit.ly/2RjTjfv) (<https://bit.ly/2RjTjfv>)

Graduation Requirements

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

English – 4 credits: Four consecutive years of English are required. In Grades 9 and 10, the requirement is satisfied through the Humanities I and II courses. In Grades 11 and 12 students have a choice of several stand-alone English courses.

Social Studies – 2 credits: These credits include Asian studies and an American studies which are met in grades 9 and 10 through the Humanities I and II courses.

Mathematics – 3 credits: These credits include an Algebra and a Geometry course and vary depending on initial placement.

Laboratory Science – 2 credits: These courses must include one full-year of a life science and one full-year of a physical science.

Modern Language – 2 credits: Consecutive levels of a single language.

Visual Arts and Design Technology & Performing Arts – 1½ credits: These courses must include one semester of visual arts, design and technology and one semester of performing arts. The remaining ½ credit may come from either department.

Wellness – 3½ credits: These courses are part of the “wellness block” and include Spiritual Explorations (¼ credit each year of Spiritual Exploration and ½ credit Religion elective taken either Junior or Senior year), Physical Education (taken for the year for ½ credit), and Counseling Seminars for each grade level.

Interim – Successful completion of INTERIM each year at HKIS.

Senior Project – Senior Project is an opportunity for students in the last year of their school careers to create a yearlong project through which they follow a passion, or develop an interest, develop a skill, and perhaps leave a legacy to the school and wider community. They present their project at the end of the year demonstrating an understanding of their learning, and how it connects to HKIS’ Student Learning Results.

Distributive Credits: 18

Electives: 4

Total Required Credits: 22

Letter Grades and Grade Point Average (GPA)

Letter Grades are determined through professional judgment of the teacher based on the portfolio of summative assessments throughout the course. This professional judgment takes into account the mode of summative scores, trends and ultimately a matching against the grade descriptors. ([LINK](#) to grade descriptors)

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 ½ the value of a full year course. To determine GPA, add all the

course GPA's at the end of the year, and divide by total credits gained. Ask a counselor if you have questions about the GPA.

Letter Grades and Grade Point Average (GPA)

Letter Grade	GPA Equivalent for 1 Credit	GPA Equivalent for 0.5 Credit
A	4	2
A-	3.67	1.835
B+	3.33	1.665
B	3	1.5
C	2.33	1.165
D	1.33	0.665
F	0	0
W (Withdraw)	–	–
IP (In Progress)	–	–
P (Pass; credit granted, no GPA value)	–	–
SC (Successful Completion; no credit granted, no GPA value)	–	–
NC (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 (class of 2022)

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 3.0 or higher. A minimum of five letter grades is necessary to qualify for recognition.

High Honors (class of 2022)

Determined each year using the final course grades. This award requires that a student has no C, D or F grades and GPA that year of 3.33 or higher. A minimum of 5 (five) letter grades is necessary to qualify for recognition.

Head of School Commendation (class of 2022)

Determined each year using the final course grades. This award requires that a student has no grade lower than A-. A minimum of 5 (five) letter grades is necessary to qualify for recognition.

Honor Roll (Class of 2023 and beyond)

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 (Class of 2023 and beyond)

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.

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 a number of Student Learning Results into the course experience. The program forms an integral part of the High School curriculum that serves as a graduation requirement for all High School students. The diverse Interim program offerings include community service, outdoor adventure, and cross-cultural learning in countries across Africa, SE Asia, Australasia, Mainland China, Europe, Hong Kong, India, and the Middle East.

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

- ◆ Build relationships through interactions with other students and faculty members.
- ◆ Cultivate a spirit of community.
- ◆ Benefit from exposure to diverse cultures and traditions.
- ◆ 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 faith traditions and cultural values that inspire compassion and humility.

Key Interim Facts

- ◆ An Interim Committee, comprised of teachers, students, parents, and the High School Associate Principal for Student Life oversees all courses. The committee works to produce a safe, secure and reliable program and seeks USA Consular advice for security issues that may arise in a particular location. The Interim Committee also works to build resilience into the program by offering a greater choice of courses within a wide financial range.
- ◆ Interim Week is scheduled in the spring, with registration and billing in October and December, respectively. Interim course lists are posted through Schoology in mid-November and within days, students begin meeting in their newly formed groups to prepare for the Interim experience. Following Interim week, students are all required to participate in the Interim Exhibition Night attended by parents.
- ◆ Participation in Interim is a graduation requirement for each year that a student is enrolled at HKIS. Students receive Interim credit for the successful completion of the course.
- ◆ In situations where credit is not earned during the week of Interim, students will be required to propose an alternative experience to gain Interim credit. They may also lose the privilege of choosing an overseas Interim course the following year.
- ◆ All Interim groups will be under the supervision of at least one HKIS faculty member.
- ◆ The High School Leadership Team approves all Interim group lists in consultation with the HS counselors.
- ◆ Positive interaction among students, faculty, guides, and local communities is a hallmark of all Interim courses so we expect all students to behave in a manner that

does not inconvenience others or jeopardize the safety of the group. HKIS rules, as stated in the HS Student Handbook, are in effect for the entire duration of the Interim week, both in Hong Kong and abroad.

- ◆ HKIS takes the safety of teachers and students very seriously. If conditions warrant, a trip may be changed or cancelled due to concerns about safety, political instability, or security. The High School Leadership communicates information to the Head of School and recommends whether the Interim trip should proceed. The final decision rests with the Head of School.

American Studies

The American Studies requirement is fulfilled by the completion of Humanities II or Humanities II in Action. Studies who enroll at HKIS after the 10th grade and do not have a US History or Government fulfilled can meet the requirement through AP US History or AP US Government and Politics.

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 the 9th Grade year can meet the graduation requirement by earning credit from among the following courses:

Mandarin: 1 credit each level

Searching for Self: 1/2 credit

Learning Service in Action: 1/2 credit

Senior English Journeys Across Cultures: 1 credit

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 are allowed to take no more than one (1) AP course in an academic year.
- ◆ Students in grades 11 and 12 may take up to three (3) AP credits in an academic year. Any exceptions would come through a counselor to the Associate Principal for Academics for approval.
- ◆ All students enrolled in an AP course must take the associated AP Exam in May.
- ◆ A student may take an AP Exam even if not enrolled in the course at HKIS.
- ◆ A student who receives a “1” on an AP Exam will be required to meet with their counselor, the Associate Principal for Teaching and Learning and possibly the AP instructor to be considered for enrolment in any other AP course.

Responsibilities of our school community

Students will:

- ◆ seek a balanced course of study by familiarizing themselves with AP course prerequisites and consulting with teachers and counselors to evaluate the necessary commitment to the course prior to enrolling.
- ◆ demonstrate consistency in the Approaches to Learning categories of Self Motivated Learning, Collaboration and Respect & Responsibility.

- ◆ commit themselves to being present and completing both formative and summative work in preparation for class.
- ◆ manage time well and apply effort required for success in the course and on the exam.
- ◆ engage in the course with the intent to reach his/her fullest potential.

Teachers will:

- ◆ make course recommendations based on coursework and Approaches to Learning indicators in prior courses.
- ◆ support students in transition to the rigor of AP coursework.
- ◆ adhere to College Board requirements and fulfill all course Standards and curriculum.
- ◆ offer exceptional instruction at a college level and pace.
- ◆ communicate and give feedback to students and parents on student progress.
- ◆ continue professional development with AP content, strategies and exam analysis.

Parents will:

- ◆ become familiar with AP course requirements at course registration and advise their child to keep a balanced schedule.
- ◆ monitor student progress throughout the course and encourage their child's resilience, passion, strengths and intellectual independence when coursework becomes challenging.
- ◆ speak with their child first and then the teacher if there are concerns.

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 which will AID IN DEMONSTRATING to college admissions officers rigor in your high school program.
 - AP courses are modeled upon comparable college courses. College and university faculty play a vital role in ensuring that AP courses align with college-level standards. Each AP course concludes with a college-level exam developed and scored by college and university faculty members as well as experienced AP teachers.
- ◆ A high degree of choice with 28 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, AP Physics 2, Physics C: Electricity and Magnetism, Physics C: Mechanics
 - Social Sciences
 - Art History, Comparative Government & Politics, European History, Human Geography, Macroeconomics, Microeconomics, Psychology, US History, US Government & Politics, World History: Modern
 - Technology
 - Computer Science Principles, Computer Science A
 - Visual Art
 - Studio Art: Drawing, 2D Design, 3D Design

- ◆ Hard work in the class and success on the Exams can lead to recognition both in high school and in college or university.
 - In more than 90% of US four-year colleges, as well as many institutions in more than 60 other countries, an AP Exam score of 3 or higher often results in credit, advanced placement or both. Each college and university makes its own decisions about awarding credit and placement. Most have a written policy spelling out things like the minimum required score to earn credit for a given AP Exam, the amount of credit awarded and how credits are applied.
- ◆ Explore college AP credit policies
 - AP Scholar Awards – The AP Program offers several Scholar Awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams. In addition to receiving an award certificate, the student’s achievement is acknowledged on any grade report that they send to college/universities the following fall.
 - AP Scholar. Granted to students who receive grades of 3 or higher on three or more AP Exams.
 - AP Scholar with Honor. Granted to students who receive an average grade of at least 3.25 on all AP Exams taken, and grades of 3 or higher on four or more of these exams.
 - AP Scholar with Distinction. Granted to students who receive an average grade of at least 3.5 on all AP Exams taken, and grades of 3 or higher on five or more of these.
 - AP International Diploma. Granted to students who receive a 3 or higher on 5 or more exams. Courses must include a global perspective including a world language and culture course, one global perspective course, one math/science course and one other from a non-English course.
 - 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.

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

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

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”.

Independent Study (Apprenticeships, Internships and online courses)

Students in Grades 11-12 may pursue a program of independent reading or research. Independent study credit is not given for any courses that are offered in the regular academic day, nor is Independent Study an alternative to fulfilling specific graduation requirements. Independent Study is intended for students who wish to study a topic at an advanced level beyond current High School course offerings. Independent Study is not normally approved for the purpose of eliminating scheduling conflicts.

A proposal for Independent Study submitted during the registration period is dependent upon teacher availability. To earn ½ credit, 60 clock hours of work are needed. Work is normally completed within one semester.

Independent study courses fall into several categories: Junior/Senior Option, Internships, Apprenticeships, Global Online Academy, as well as student-designed research projects.

Junior/Senior Option

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. They may take a full schedule of regular courses depending on their abilities and interests. They may include one or more Advanced Placement classes for the challenge of a college level class and the possibility of advanced college standing. They may choose a third alternative: the Junior/Senior Option.

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 Junior or Senior 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.

Junior/Senior 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 Junior/Senior 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 and night class in the United States.
- ◆ College attendance in the second semester.

Students contemplating a Junior/Senior 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 for the Junior/Senior Option are available from the counselors. Recognition of these alternative activities will be made on the student's transcript.

Global Online Academy

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 for 2021-2022 can be found online at http://drive.google.com/file/d/1DKBBjuqCTD98I-PMKcQ_sbkmiHQUCP8i/view

Guidelines for Planning a Course of Study

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

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

Preparation for College

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

Home Learning Guidelines

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

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

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

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

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

Recommended Courses for Students Bound for U.S. Universities

Freshmen

Credits	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)
½	Performing or Visual Arts, Design and Technology
½	Physical Education 9
¼	Spiritual Explorations 9
	Grade 9 Seminar

Sophomores

Credits	Course
2	Interdisciplinary Humanities II or II in Action (English/History)
1	Mathematics
1	Science
1	Modern Language
½	Performing or Visual Arts, Design and Technology
½	Physical Education 10
¼	Spiritual Explorations 10
	Grade 10 Seminar

Juniors

Credits	Course
1	Junior English OR AP English Language and Composition
1	Mathematics
1	Science
1	Modern Language

1	Social Studies
½	Performing or Visual Arts and Design Technology (may also be deferred to senior year)
½	Physical Education 11
¼	Spiritual Explorations 11
½	Religion (may also be deferred to senior year)
	Grade 11 Seminar

Seniors

Credits	Course
1	Senior English: The Individual and Society, Senior English: Journeys Across Culture, or AP English Literature and Composition
1	Mathematics
1	Science
1	Modern Language
1	Social Studies
½	Performing or Visual Arts and Design Technology (if not completed in Junior year)
¼	Spiritual Explorations 12
½	Physical Education 12
½	Religion (if not completed in Junior year)
	Grade 12 Seminar

Suggested Guidelines for Standardized Testing for College Entrance

FRESHMAN YEAR (Grade 9)

Check with college counselor
Normally none recommended

SOPHOMORE YEAR (Grade 10)

October: PSAT

JUNIOR YEAR (Grade 11)

October: PSAT

March/May: SAT

TOEFL/IELTS – English language proficiency tests, as needed

SENIOR YEAR (Grade 12)

August: SAT

October: SAT

December: SAT or SAT Subject Tests as necessary

TOEFL/IELTS – English language proficiency tests, as needed

TOEFL/IELTS: One of these tests of English as a Foreign Language is required for students whose first language is not English and who have studied in the English language for fewer than five years.

PSAT: All 10th and 11th Graders take the test in October. PSAT scores are sent only to students and their parents and the school, not to colleges. The PSAT offers practice for the SAT, and the diagnostic comments provided with the score report allow students to learn from their incorrect answers. The junior year sitting of the PSAT is also the qualifying test for the National Merit Scholarship Corporation for students who hold United States passports.

Grades 9 and 10: Students should not take the SAT before the junior year unless there is a specific recommendation from an HKIS counselor.

For further information, please contact a counselor.



**Mapping your
Four-Year
Program**

This four-year outline is a guideline for your planning and is only intended to help you to think through the complete high school learning experience. Recommendations of teachers, class sizes, etc., may require a revision of your plans. The classes you list are tentative and subject to change. In grade 9, students must take between 6.75 and 7.25 credits. In grades 10 to 12, students must take at least 6.25 credits per year.

AREA OF STUDY	Graduation Requirement	GRADE 9 20__ - 20__		GRADE 10 20__ - 20__		GRADE 11 20__ - 20__		GRADE 12 20__ - 20__	
	Required Credits	Course Name	Credit	Course Name	Credit	Course Name	Credit	Course Name	Credit
ENGLISH	4	Humanities I (English/History) (Interdisciplinary Course) OR Humanities I in Action (English/History) (Interdisciplinary Course)	1	Humanities II (English/History) (Interdisciplinary Course) OR Humanities II in Action (English/History) (Interdisciplinary Course)	1	Junior English OR AP English Language & Composition	1	Senior English: (Non-Fiction, Individual & Society, Journey Across Culture) OR AP English Literature & Composition	1
SOCIAL STUDIES	2		1		1				
MATHEMATICS	3	Algebra I, Geometry, or Geometry Honors	1	Math Models, Geometry, Advanced Algebra, or Advanced Algebra Honors	1	Math Models, Foundations of Pre-Calculus, Pre-Calculus, or Pre-Calculus Honors	1		
SCIENCE	2	Earth & Space Science, Biology, or Biology Honors	1	Earth & Space Science, Biology, Biology Honors, Chemistry, or Chemistry Honors	1				
WORLD LANGUAGES	2	Mandarin, Spanish or French	1	Mandarin, Spanish or French	1				
FINE ARTS	1.5	Visual or Performing Arts *VADT is required	0.5/1	Visual or Performing Arts	0.5/1				
WELLNESS (RELIGION, PHYSICAL EDUCATION/HEALTH, COUNSELING SEMINARS)	3.5	Spiritual Exploration 9 (.25) AND Physical Education 9 (.5) AND Grade 9 Seminar	0.75	Spiritual Exploration 10 (.25) AND Physical Education 10 (.5) AND Grade 10 Seminar	0.75	Spiritual Exploration 11 (.25) AND one Religion elective (.5) taken either 11th or 12th grade, Physical Education 11 (.5), AND Grade 11 Seminar	0.75/ 1.25	Spiritual Exploration 12 (.25) AND one Religion elective (.5) taken either 11th or 12th grade, Physical Education 12 (.5), AND Grade 12 Seminar	0.75/ 1.25
ELECTIVES	4								
TOTAL CREDITS	22	6.75 minimum 7.75 maximum		6.25 minimum 7.75 maximum		6.25 minimum 7.75 maximum		6.25 minimum 7.75 maximum	

Mapping the Humanities Program

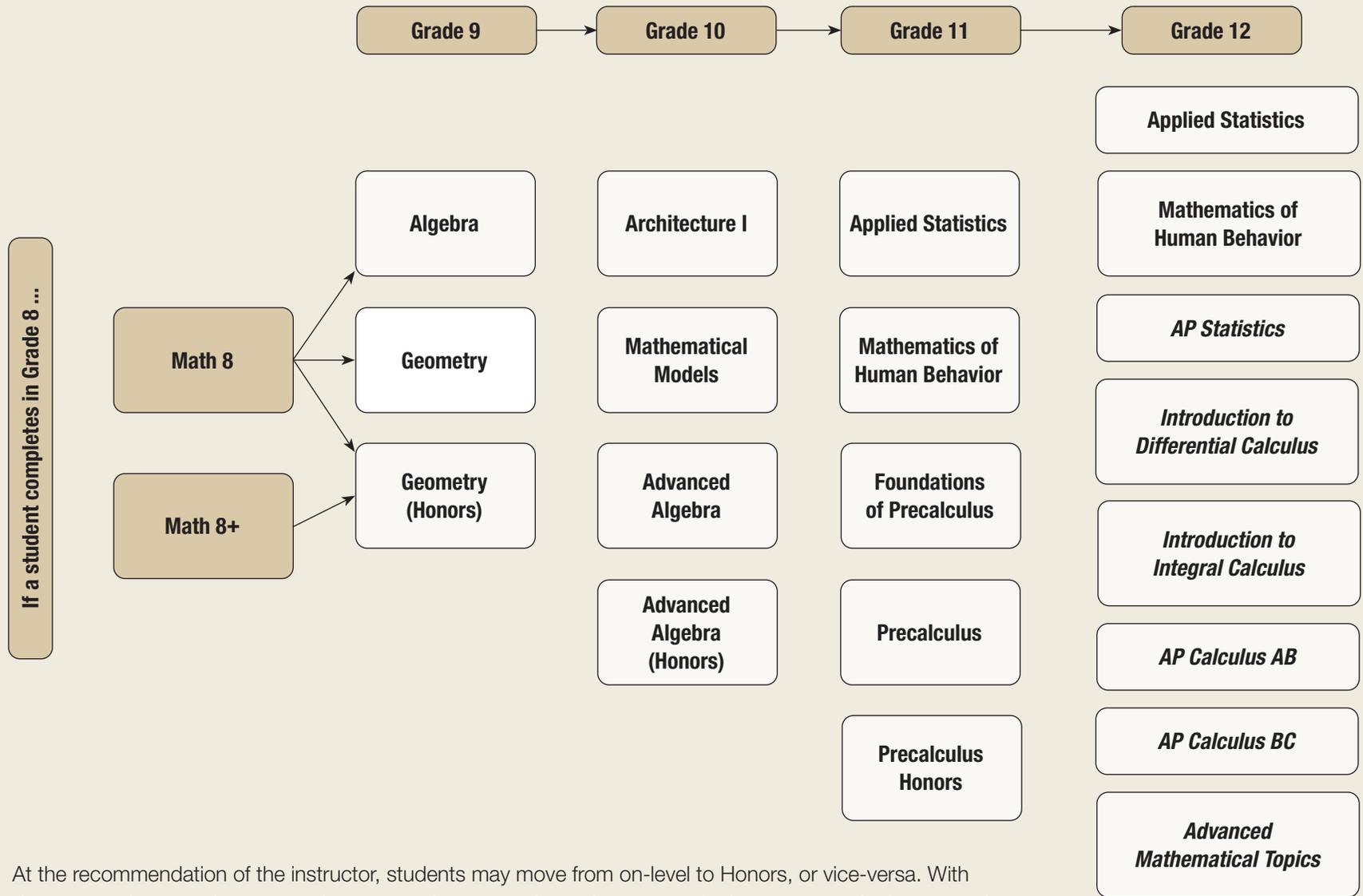
An Interdisciplinary Humanities Program

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

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

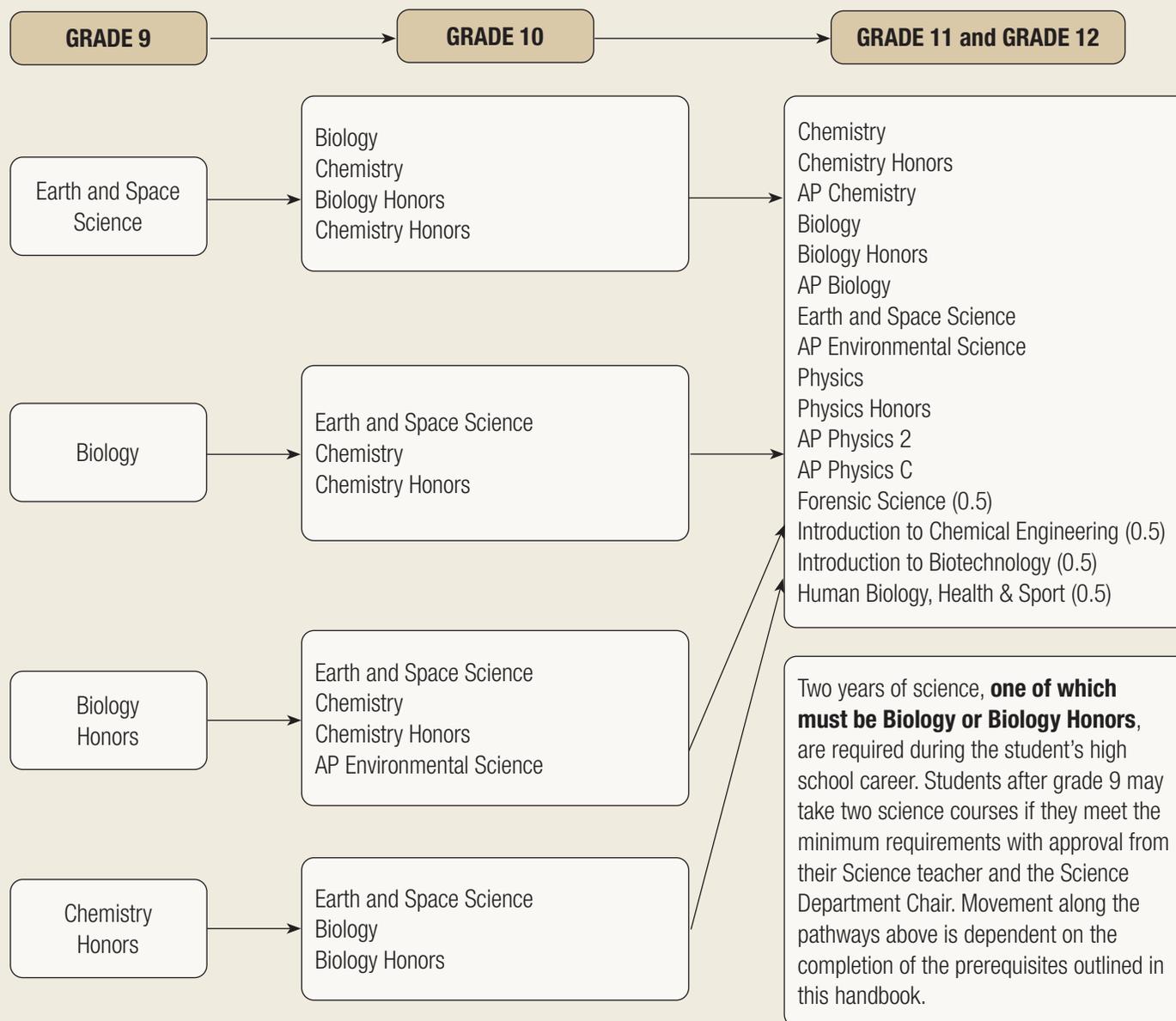
	COURSES	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Humanities	Interdisciplinary courses – fulfill both English and Social Studies requirements	<ul style="list-style-type: none"> • Humanities I (1 English credit, 1 Social Studies credit) OR • Humanities I in Action (1 English credit, 1 Social Studies credit) Meets 'Asian Studies' graduation requirement	<ul style="list-style-type: none"> • Humanities II (1 English credit, 1 Social Studies credit) OR • Humanities II in Action (1 English credit, 1 Social Studies credit) Meets "American studies" graduation requirement		
English	4 credits required: Humanities I or Humanities I in Action required (1 credit); Humanities II required (1 credit); electives (2 credits)	• See Humanities Section above	• See Humanities Section above	<ul style="list-style-type: none"> • Junior English (1 credit) OR <ul style="list-style-type: none"> • AP English Language & Composition (1 credit) 	<ul style="list-style-type: none"> • Senior English: The Individual and Society (1 credit) OR • Senior English: Journey Across Cultures (1 credit) (Meets 'Asian Studies' graduation requirement) OR • Senior English: Non-Fiction (1 credit)* OR • AP English Literature and Composition (1 credit)
Social Studies	2 credits required: Humanities I or Humanities I in Action required (1 credit); Humanities II or Humanities II in Action required (1 credit)	• See Humanities Section above	• See Humanities Section above		
Religion	1½ credit required: Spiritual Exploration required (1 credit); elective (½ credit)	Spiritual Exploration 9	Spiritual Exploration 10	Spiritual Exploration 11	Spiritual Exploration 12
				Religion Elective (½ Religion credit) – May be taken in grade 11 or 12	
Electives	See specific course descriptions for prerequisites and grade-level restrictions	Social Studies Electives <ul style="list-style-type: none"> • Business Leadership (½ credit) – 11-12 grade • Introduction to Psychology (½ credit) – 10-12 grade • Learning Service in Action (½ credit) – 10-12 grade • Moral Philosophy – (½ credit, Social Studies OR Religion) – 11-12 grade English Electives <ul style="list-style-type: none"> • English – Journalism (½ or 1 credit) – 11-12 grade • English – Film: A Critical Introduction (½ credit) – 10-12 grade • Effective Speech Communication (½ English or Performing Arts credit) – 10-12 grade 		AP Courses <ul style="list-style-type: none"> • AP European History (1 credit) – 10-12 grade • AP Human Geography (1 credit) – 10-12 grade • AP World History: Modern (1 credit) – 10-12 grade • AP Psychology (1 credit) – grade 11-12 • AP Micro Economics (½ credit) – 11-12 grade • AP Macro Economics (½ credit) – 11-12 grade • AP United States History (1 credit) – 11-12 grade • AP US Government & Politics (½ credit) – 11-12 grade • AP Comparative Government & Politics (½ credit) – 11-12 grade • AP Capstone Seminar & Research (1 credit each) – 10-12 grade Religion Electives <ul style="list-style-type: none"> • Numerous Religion Electives (½ credit) – (see Religion section for details) 	
	SUMMER RELIGION COURSES	<ul style="list-style-type: none"> • Biblical Explorations (Grade 11-12, ½ Religion credit) • Applied Practices of Mindfulness (Grade 11-12, ½ Elective Religion credit) • Moral Philosophy (Grade 11-12, ½ Elective Religion credit) 			
	SUMMER ELECTIVE COURSE	<ul style="list-style-type: none"> • Intro to Psychology (1/2 Elective English credit) 			

Mapping the Mathematics Program



At the recommendation of the instructor, students may move from on-level to Honors, or vice-versa. With departmental approval, some students may take two mathematics courses in the same year for interest or in order to take AP courses in more than one area of mathematics.

Mapping the Science Education Program



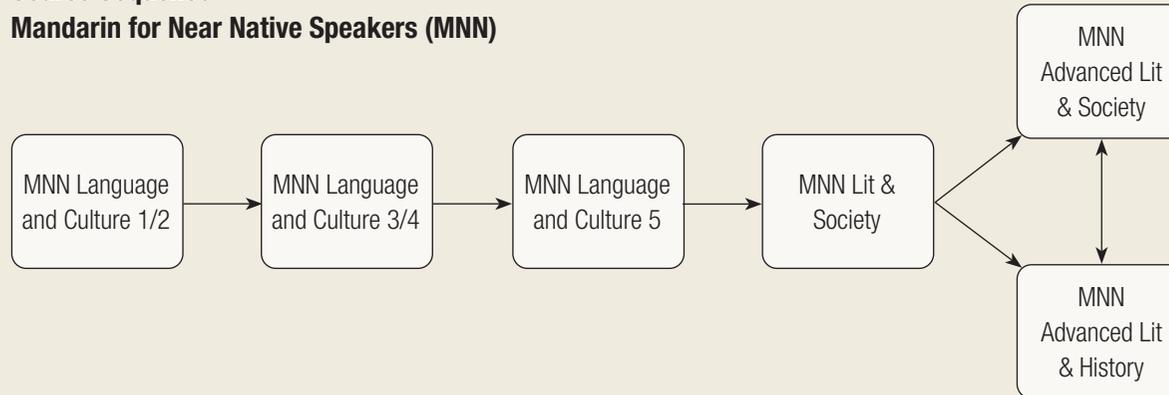
Mapping the Mandarin Program



Course Sequence Mandarin as a Second Language (MSL)



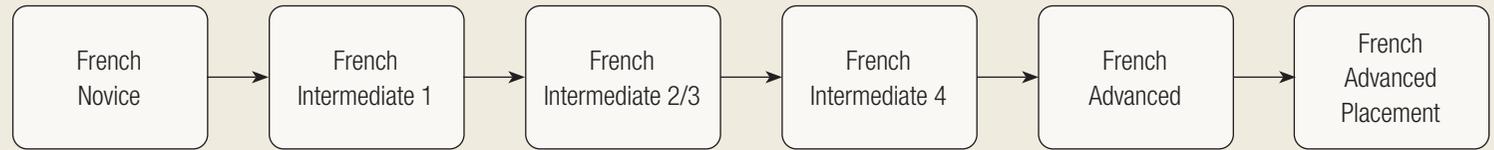
Course Sequence Mandarin for Near Native Speakers (MNN)



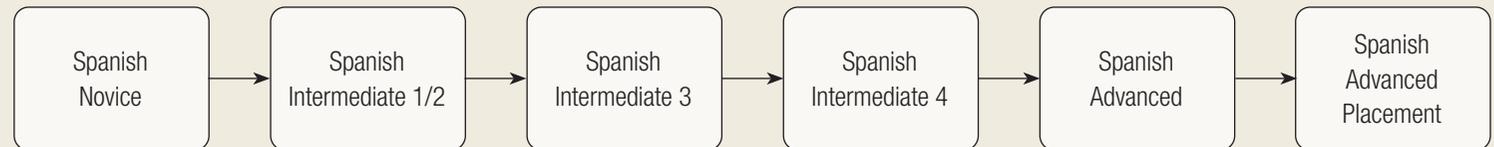
Mapping the Romance Languages Program



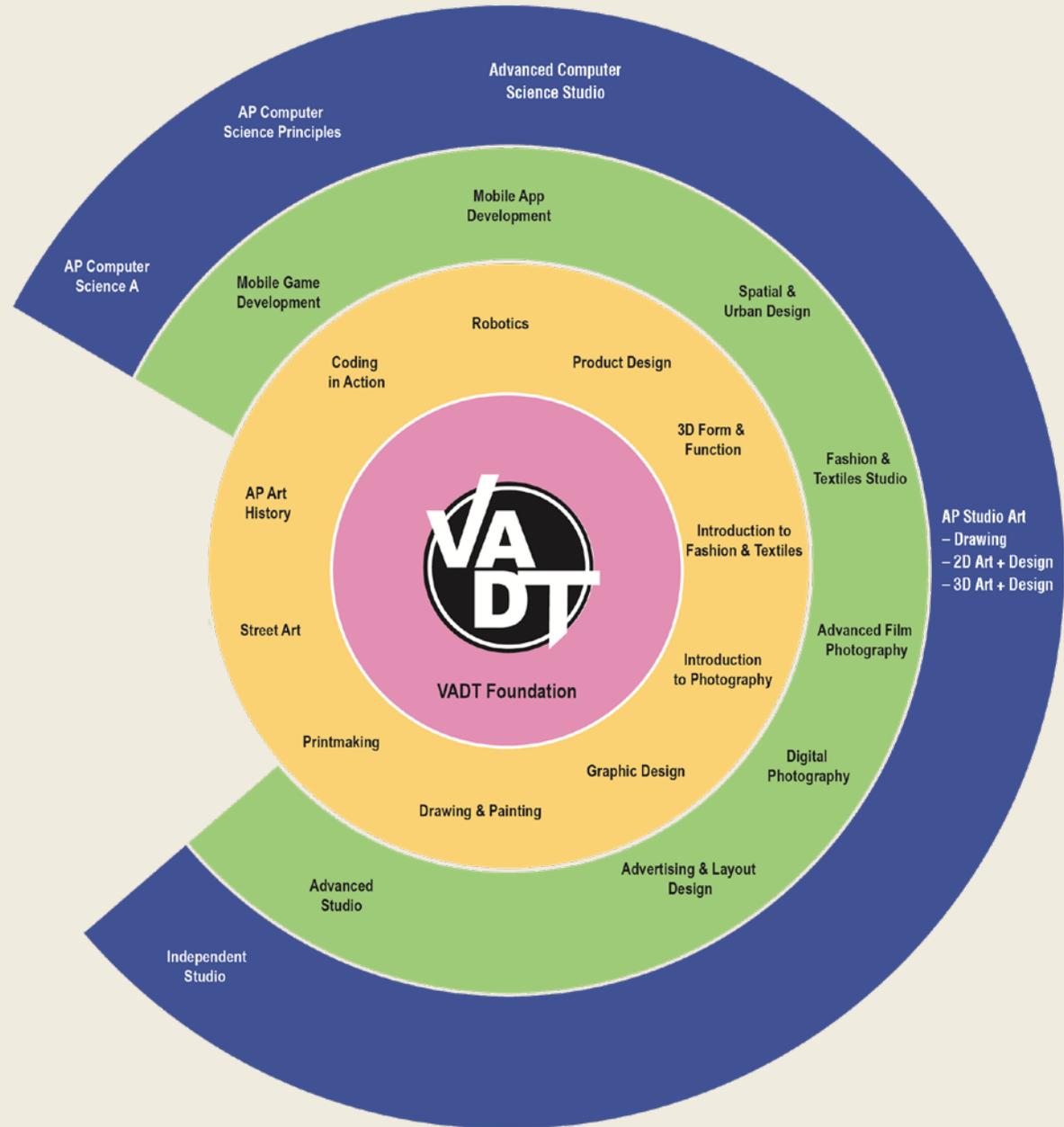
Course Sequence: French



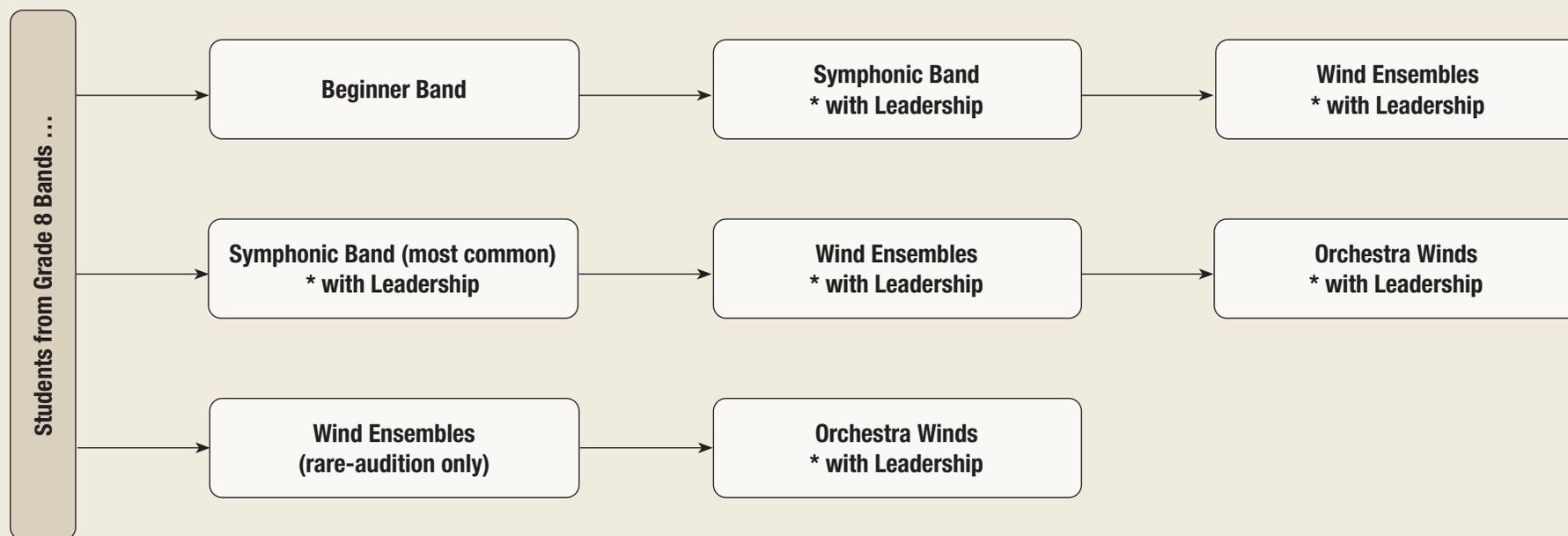
Course Sequence: Spanish



Mapping the Visual Arts, Design and Technology Program

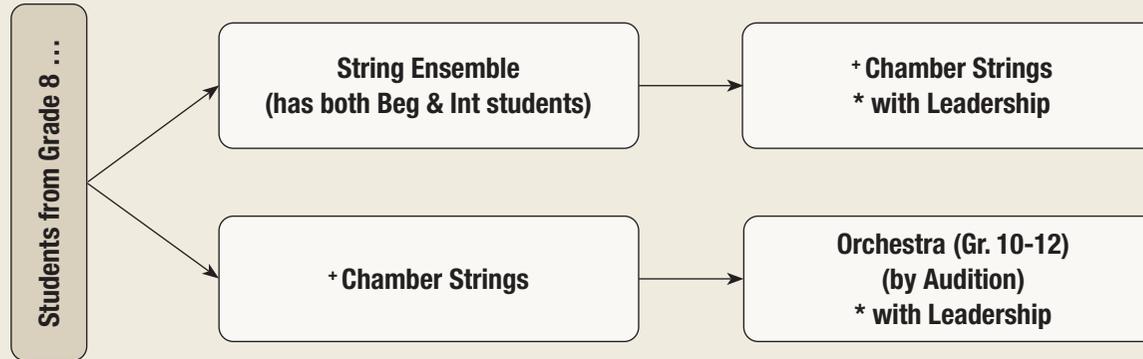


Mapping the Band Program



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

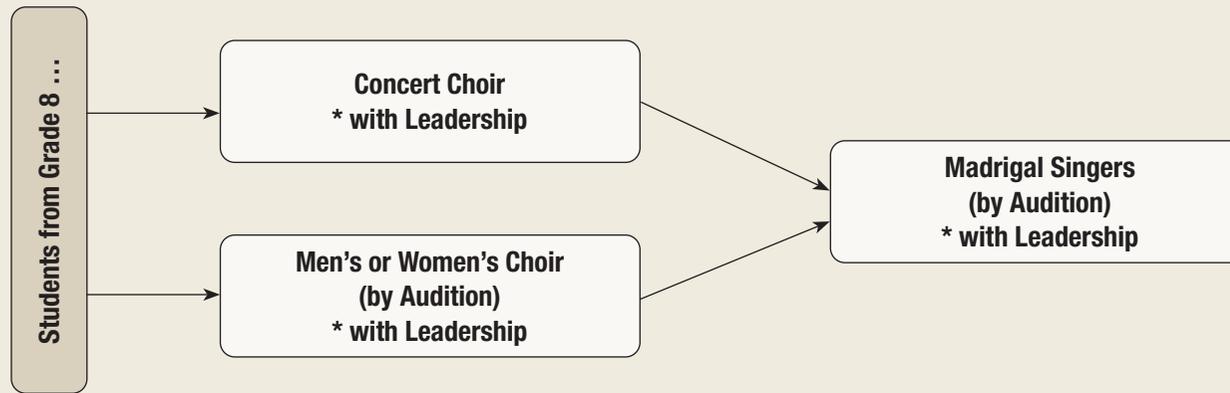
Mapping the Strings Program



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

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

Mapping the Choir Program

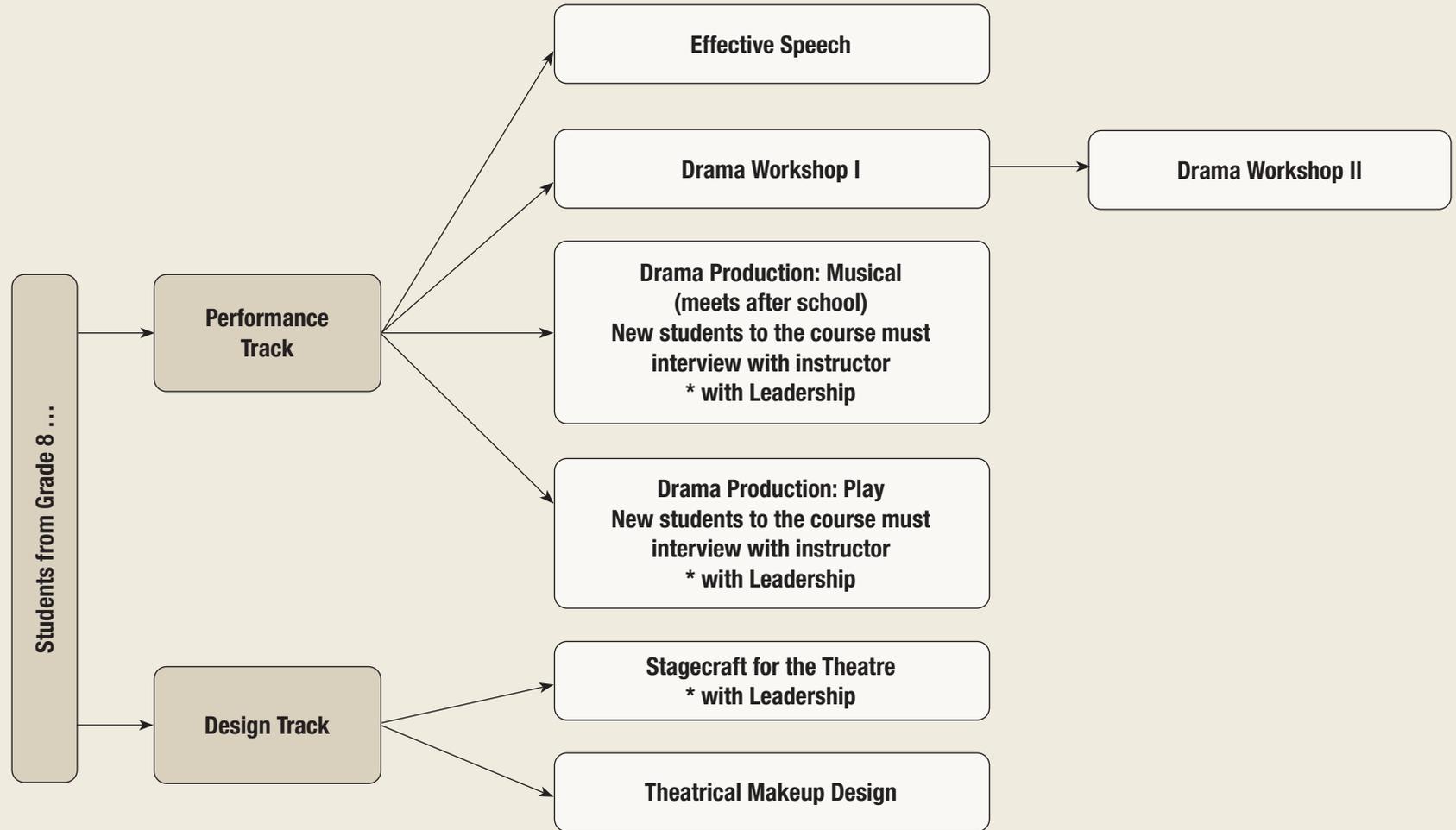


* Students who are already enrolled may have the option of joining the leadership team for these ensembles. Students must gain the teachers approval to enter this distinctive program. Students who wish to take on this leadership opportunity will be expected to follow an additional curriculum for these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

Music Enrichment

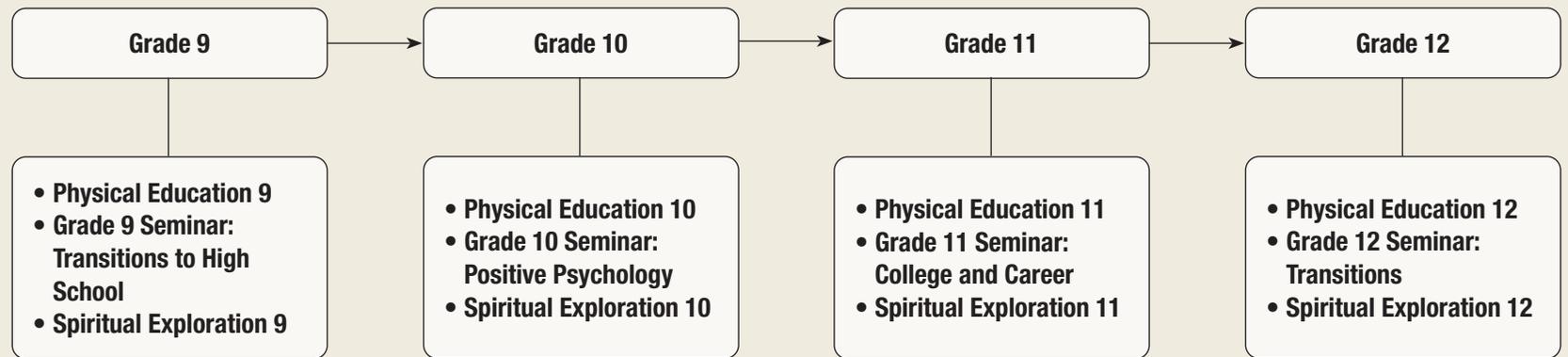


Mapping the Theatre Arts Program



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

Mapping the Student Wellness Program



COURSES PROJECTED FOR ACADEMIC YEAR 2021-2022

Cross Curricular

AP Capstone Seminar – 1 credit

Can be used as an Elective or Social Studies credit
Grades 10-12

Prerequisites: departmental approval

Home Learning: Heavy 

Course Description

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

College Board Assessments

Assessment overview for the AP Exam:

Performance Task 1 – 20% of AP Score Team Project and Presentation

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

End of Course Exam – 45% of AP Score

Classroom Assessments (non-AP)

To be successful in this class, students must come prepared to engage in discussion and critical thinking. While there is no prescribed content that must be mastered, there are thinking, writing and speaking skills that need to be developed. Students are encouraged to keep pace with reading and writing assignments to enhance the richness of the classroom experience. Formative assessments will help students to hone the skills required for the larger summative assessments and allow ample opportunity for feedback. The summative assessment in the first semester mirror the live assessments completed in the second semester for the College Board using the same rubrics. Summative assessments in the second semester will range from assignments that complement the live assessments to the quality of feedback a student provides to a peer. Students will receive regular feedback throughout the year whether it is individual or overall class instruction.

Course grades will be calculated following the HKIS High School policy on formative and summative assessments.

AP Capstone Research – 1 credit

Can be used as an Elective or Social Studies credit

Grades 11 or 12

Prerequisites: Completion of AP Capstone Seminar Course and Capstone Team approval

Home Learning: Moderate to Heavy 

Course Description

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

Assessments

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.

Architecture I – ½ credit

Can be used towards Math Graduation requirement or as an elective credit

Grades 9-12

Prerequisites: Successful completion or current request for VADT Foundation

Home Learning: Light 

Course Description

This project-based course in architecture gives students the tools to express and communicate themselves visually and be able to showcase their creativity. Throughout the course, professional guest speakers from the fields of interior design, architecture, and urban development, not only present but provide students with potential career paths as well as feedback on their semester projects. Students will explore the fundamentals of architectural design through hands-on activities using LEGO®, Arckit®, and other construction tools – while investigating the question, “Can there be any relationship between architecture and mathematics?” Instruction will be given in the following areas: measurement and spatial reasoning, scale and proportion, geometry and trigonometry, technical drafting, and computer-aided design (AutoCAD and SketchUp). The course will prepare students for the Autodesk AutoCAD® Certified User Exam and/or Autodesk AutoCAD® Certified Professional Exam which are globally recognized certifications demonstrating competency at an industry entry-level job market. Students are strongly encouraged to enroll in the Spatial & Urban Design course and continue their learning journey.

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 residential room and floor plans that include proper room layout, utilizing architectural symbols, dimensions notes and schedules.
- ◆ 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. For students electing math graduation credit, high school common core standards are assessed against each deliverable. A final grade will be determined at the end of the semester.

Effective Speech – ½ credit

Can be used towards Performance Arts Graduation requirement or as an elective English credit

Grades 9-12

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.

Spatial & Urban Design – ½ credit

Can be used towards VADT elective credit

Grades 9-12

Prerequisites: VADT Foundation and Architecture 1

Home Learning: Moderate  

Course Description

This course complements the Architecture I course and offers greater insight into the mind and 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 platform 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.

Assessment

Presentations, display drawings and physical models, digital models and fly-throughs.
Visual design journal & digital portfolio, peer and self-critiques.

Moral Philosophy – ½ credit

Can be used as a Religious or Social Studies credit

Grades 11-12

Home Learning: Light 

Grading Scheme: Pass/Fail

Course Description

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

Note: The readings can be tricky, but we do many of them together in class.

Learning Outcomes

Students will:

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

Assessment

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

Note: All Religion courses will be taken on a pass/fail basis. No letter grade will be given.

Searching for Self – ½ credit

(formerly known as “Service, Society & The Sacred”)

Can be used as a Religious or Social Studies credit

Grades 11-12

Home Learning: Light 

Grading Scheme: Pass/Fail

Course Description

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

Learning Outcomes

Students will:

- ◆ Enhance their nutritional intake and physical health.
- ◆ Discover their personality type and learn how to rebalance it through a variety of different practices and meditations.
- ◆ Observe their emotional reactions and learn how to respond more positively with acceptance and gratitude.
- ◆ Create their own personalized wellness 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.

Humanities

We believe that Humanities Education:

Inspires students and teachers in a thoughtful, collaborative exploration of the human experience. We value the question as much as the answer, the process as much as the product, and connections as much as the content. We commit to an environment where empathetic, socially conscious learners act in local, national, spiritual and global communities.

We believe that engaged Humanities learners:

1. Practice self-reflection, contemplation, and curiosity as habits of mind.
2. Engage with multiple perspectives.
3. Build knowledge and effectively communicate ideas.
4. Work together and learn from one another.
5. Pursue innovation and take risks.

We agree that Humanities Education happens best when learning:

1. Is relevant and authentic.
2. Is intellectually challenging and emotionally engaging.
3. Promotes student choice, ownership, and self-efficacy.
4. Involves both teachers and students collaboratively in exploration and discovery.
5. Inspires wonder and hope.

Interdisciplinary Courses

An Interdisciplinary Humanities Program

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

- ◆ Make powerful and meaningful connections across disciplines and among fields of knowledge.
- ◆ Develop more complex ideas and patterns of thinking.
- ◆ Analyze and explore ideas from new and multiple perspectives.
- ◆ Connect their learning to their lives and appreciate the multifaceted and interdisciplinary nature of the world.

Humanities I or Humanities I in Action is required of all students in Grade 9.

Humanities II or Humanities II in Action is required of all students in Grade 10.

English/History 9: Humanities I – 2 credits

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

Home Learning: Moderate 

Course Description

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

Learning Outcomes

Students will

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

Assessment

Student assessments may include

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

English/History 9: Humanities I in Action – 2 credits

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

Home Learning: Moderate 

Course Description

Humanities I in Action is an interdisciplinary course that asks students to understand three challenges facing modern society – conflict and genocide, economic inequality, and environmental destruction – and to consider ways to improve the state of the world. The lenses of literature, history, psychology, and sociology are employed in order to understand these issues, with particular attention given to identifying worldview beliefs and assumptions that underlie the choices that societies make. In addition, the course involves student engagement in a series of service and experientially-based outings, including a weekend trip to an orphanage in China, to help students understand needs

beyond their own and their ability to make a difference. With these goals in mind, students complete an Elixir Project during second semester in which they attempt to improve the community in a tangible way. The course ends with a study of the future through reading dystopian literature, as students weigh important decisions that society needs to make in the coming years. Through this journey of study and experience it is hoped that students will develop their own vision of what it means to live a life committed to the Common Good.

Students will read a range of historically appropriate literary texts, and they will be introduced to the full range of writing skills that are demanded by higher-level studies in the Humanities.

Note: Students in Humanities I in Action are expected to participate in about half a dozen service or experiential learning activities, including the weekend trip to China, on a number of Saturdays throughout the year, and to spend time outside of class implementing their Elixir Projects.

There is an additional course fee of approximately \$2,800 to cover these activities.

Learning Outcomes

Students will:

- ◆ Read, analyze, and make connections between the history, literature, religion and art of the various cultures we study.
- ◆ Develop an appreciation for and at times a critique of the values and ideals of peoples in traditional societies.
- ◆ Develop an understanding of the conflicts between modern and traditional cultures.
- ◆ Understand the basic questions all humans ask and the various answers people from different cultural backgrounds give in response to these questions.
- ◆ Explore their own cultural identity, values and ideals in relationship 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.

English/History 10: Humanities II – 2 credits

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

Home Learning: Moderate 

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

Course Description

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

Learning Outcomes

Students will:

- ◆ Understand and appreciate the American experience.
- ◆ Connect American history, culture and literature to life.
- ◆ Recognize the interplay of continuity and change, cause and effect, chronology and point of view.
- ◆ Develop the ability to read and analyze a variety of texts.
- ◆ Develop an understanding of historical perspective and bias.
- ◆ Develop their ability to explain and defend a point of view, substantiating their ideas with accurate and relevant detail.
- ◆ Develop an understanding of the power of writing and images to transform human experience.
- ◆ Work towards establishing a personal voice by practicing the writing process (prewriting, drafting, editing, revising and publishing).
- ◆ Practice various genres of writing, including imaginative, persuasive, narrative, descriptive and analytical.
- ◆ Develop and use research techniques and strategies to write a primary source-based research paper.

- ◆ Contribute to and learn from class and group discussions.
- ◆ Speak articulately and confidently to an audience.

Assessment

Student assessments may include:

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

English/History 10: Humanities II in Action – 2 credits

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

Home Learning: Moderate 

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

Note: Students in Humanities II in Action are expected to participate in service or experiential learning opportunities outside the formal instruction time, approximately once per month including at least one overnight experience.

There is an additional course fee of approximately HK\$8500 to cover the class service if the class is able to take a trip to Cambodia which typically takes place during the fall break.

Course Description

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. Please note, it is doubtful that the class will be able to attend this year's service trip to the Child Rescue Centre in Kranglovear, Cambodia; however, the hope is that we'll be able to find other ways to contribute to society.

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 Dream 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:

- ◆ Class Service Trip to the Child Rescue Organization in Kranglovear, Cambodia.
PLEASE NOTE: This trip takes place during the fall break.
- ◆ Extensions of Humanities in Action activities.
- ◆ Service projects within the HKIS and Hong Kong community.
- ◆ Environmental clean ups.

Junior English – 1 credit

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.

AP English Language & Composition – 1 credit

Prerequisites: B+ in previous English course and departmental approval

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.

Note: A student who elects AP Language and Composition in the junior year will not be eligible to take Senior English – The Rhetoric of Non-Fiction in the senior year.

Learning Outcomes

Students will:

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

Assessment

Student assessment will include:

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

Senior English Courses

To fulfill the 1 credit senior English requirement, a senior student must take one of the four senior English courses listed below. A senior project is required of all senior English students. Details of the senior project are on the Humanities website.

AP English Literature & Composition – 1 credit

Prerequisites: B+ in AP Language and Composition or Junior English teacher, and departmental approval.

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.
- ◆ Students must take the AP Literature and Composition exam in May.

Summer Reading Requirement

1 text required

Senior English: The Individual and Society OR Journey Across Cultures – 1 credit each

Home Learning: Moderate 

Course Description

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

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

Learning Outcomes

Students will:

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

Assessment

Student assessments may include:

- ◆ Journal responses.
- ◆ Timed writing.
- ◆ Processed written assignments.
- ◆ Graphic interpretation of text.
- ◆ Shared inquires.
- ◆ Found poems.
- ◆ Teacher/peer/self-assessments.
- ◆ Presentations and projects (individual and group).

Senior English: Non-Fiction – 1 credit

Home Learning: Moderate 

Course Description

This course engages students in the careful reading and critical analysis of contemporary and historical non-fiction literature and is designed with two primary goals in mind: firstly, to engage students in becoming highly skilled writers who compose for a variety of purposes; secondly, to enrich their understanding of how we use language to communicate.

Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers.

As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements such as the use of logical fallacies, figurative language, imagery, symbolism and tone.

Learning Outcomes

Students will:

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

Assessment

Student assessments may include:

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

Elective English Courses

English: Journalism – ½ Elective English credit

Grades 11 and 12

Home Learning: Light 

Course Description

This course explores communication through the changing lenses of journalism. Students become journalists as they enter the class, studying what professional journalists have said about their trade, their ethical stance, and their role in the world. Students develop the research, writing, technological, and collaborative skills required to be a successful journalist. They read and respond to multiple styles of print, television, and on-line journalism. They write in a variety of genres, including analytical essays, scripts for news stories, non-fiction narratives, and editorials.

Major units: The ethics of journalism, the literature of journalism, documentary, and journalism now.

Learning Outcomes

- ◆ An understanding of the variety and complexity of journalism.
- ◆ An understanding of the structures and conventions of journalistic writing.
- ◆ An ability to write to visual images.
- ◆ Mastery of technical skills needed for multimedia production.
- ◆ An ability to collaborate and take collective responsibility for course work.

Assessment

- ◆ Analytical essays.
- ◆ News stories.
- ◆ Editorials.
- ◆ Photo essays.
- ◆ Nonfiction narratives.

English: Film a Critical Introduction – ½ Elective English credit

Grades 10-12

Home Learning: Light 

Course Description

This course is a survey of films and their place in society based on an understanding of the principles of cinema. Students will develop critical viewing skills and be able to construct thoughtful interpretations, write screenplays, produce movies and publish regular movie reviews. The course will include reading novels, as well as writing screenplays and short stories based on scenes in films. Novels will include books that have been made into films – classics (*To Kill a Mockingbird*, *Lord of the Flies*, *Lord of the Rings*, *Lonesome Dove*), science fiction (*Solaris*, *Blade Runner*), to list a few possibilities. Other writing will include critical reviews. There will be some requirements to use media technology in this class. These will include recording of television-style reviews, radio-style reviews, and at least one short film production of an original screenplay for which actors from drama classes, musicians from the school's music program, artists and others would be included for a schoolwide production for the annual Film Festival in May of each year.

Learning Outcomes

Students will:

- ◆ Analyze and critique films.
- ◆ Develop the skills to write film reviews and interpretations.
- ◆ Identify a film in terms of social era, genre and creative style.
- ◆ Identify the theme and style of the director in various genres of films.
- ◆ Comprehend the principles of cinema (staging, cinematography, editing, sound).
- ◆ Write a screenplay.

- ◆ Learn how directors develop characters, support themes, create mood, orchestrate visual details.
- ◆ Produce a film for an audience.

Assessment

Student assessments may include:

- ◆ Written reviews, scripts, essays.
- ◆ Screenplays adapted from novels.
- ◆ An original screenplay in a selected genre.
- ◆ A finished movie based on a screenplay.
- ◆ Research paper on a director's work, themes, contribution to the medium and society.
- ◆ Film journal.
- ◆ Movie reviews to be published on a media platform in the school.

Effective Speech Communication – ½ credit

(English elective credit OR fine arts performance credit)

Grades 9-12

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.

Social Studies Freshman Social Studies

All freshmen take interdisciplinary Humanities I or Humanities I in Action.

Sophomore Social Studies

All sophomores take interdisciplinary Humanities II or Humanities II in Action.

Elective Social Studies Courses

Learning Service in Action: Hong Kong – ½ credit

Grades 10-12 (Grade 10 with teacher approval)

Prerequisite: Successful completion of Humanities I or 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.

Business Leadership – ½ credit

Grades 11-12

Home Learning: Light 

Course Description

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

Learning Outcomes

Students will:

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

Assessment

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

Introduction to Psychology – ½ credit

Grades 10-12

Home Learning: Light 

Course Description

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

Learning Outcomes

Students will develop basic understanding in the following areas:

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

Assessment

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

AP U.S. History – 1 credit

Grades 11-12

Prerequisites: B+ in Humanities II and departmental approval.

Note: This course meets the American Studies recommendation.

Home Learning: Heavy   

*This course has intensive reading

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.
- ◆ Crafting of document-based essays.
- ◆ Participation in debates and panel discussions forums.
- ◆ Role-playing.
- ◆ Multimedia presentations.
- ◆ Mid-term examinations.
- ◆ The Advanced Placement U.S. History examination in May (mandatory).

AP Comparative Government and Politics – ½ credit AP U.S. Government and Politics – ½ credit

Grades 11-12

Prerequisites: B+ in Humanities II/Humanities II in Action and departmental approval.
Note: This course meets the American Studies recommendation. It is not recommended to take this course in conjunction with AP US History or AP Psychology due to workload.

Home Learning: Heavy 

*These courses are fast paced and if both courses are taken, will result in 2 AP exams in the Spring.

Course Description

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

Learning Outcomes

Students will learn:

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

Assessment

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

AP European History – 1 credit

Grades 10-12

Prerequisites: Sophomores must take Humanities II concurrently with this course and get departmental approval; juniors and seniors need departmental approval.

Home Learning: Heavy 

Course Description

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

Learning Outcomes

Students will:

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

Assessment

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

AP Human Geography – 1 credit

Grades 10-12

Prerequisites: Sophomores must take Humanities II or Humanities II in Action concurrently with this course and get departmental approval; juniors and seniors need departmental approval.

Home Learning: Heavy 

Course Description

This course is particularly useful for students looking to work in the fields of public administration, town planning, architecture, anthropology, sociology, geographic information science (GIS), marketing, or any field that takes account of the spatial dimensions of human activity.

The course introduces students to an analytical study of the social, cultural and economic landscapes that characterize our world. Students will study the evolving locational patterns of human activities and examine a range of theories and theoretical models, which may account for their spatial distribution. Topics for study include: population studies, the political organization of space, cultural patterns, urban and rural landscapes, economic development and industrialization.

Learning Outcomes

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

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

Assessment

- ◆ Critical reading.
- ◆ Class and online discussions.

- ◆ Formative and summative assessments.
- ◆ Multimedia presentations.
- ◆ Take the AP Human Geography exam in May (Mandatory).

AP Microeconomics – ½ credit

AP Macroeconomics – ½ credit

Grades 11-12

Prerequisites: Departmental approval

Home Learning: Moderate 

*These courses are fast paced and if both courses are taken, will result in 2 AP exams in the Spring.

Course Description

This course is divided into two semesters, Microeconomics (Semester 1) and Macroeconomics (Semester 2). Most students take both semesters, however, it is not mandatory. Participation in the appropriate AP Exam in May is required. The purpose of the AP course in Microeconomics is to give the 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. The purpose of the AP course in Macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price determination and also develops familiarity with economic performance measures, economic growth and international economics. Every student is required to take both AP exams in May.

Learning Outcomes

Students will:

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

Assessment

- ◆ Formative quizzes.
- ◆ Class participation.
- ◆ Current event analysis.
- ◆ Multimedia project.
- ◆ Unit Assessments.
- ◆ Students are required to take the AP exam(s) in May.

AP Psychology – 1 credit

Grades 11-12

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

Home Learning: Heavy 

*This course has intensive reading

Course Description

AP Psychology introduces students to the systematic, scientific, and in-depth study of behavior and mental processes. Throughout the year, students will focus on making connections between course content and applications in daily life by in class interactive activities and out-of-class assignments. During the first semester, learning will focus on areas including history and systems of psychology, understanding research and critical thinking, understanding statistics, neuroscience and behavior, the nature/nurture debate, human diversity, lifespan development, sensation & perception, states of consciousness, theories of learning & understanding memory and cognition.

During the second semester, students are expected to enhance their ability to continue to describe theoretical perspectives, acquire and use the terminology of psychology, describe measures of intelligence, identify theories of motivation, emotion, and personality, understand the relationship between stress and health, acquire knowledge of psychological disorders and their treatment, and understand group processes and the relationships between groups and individuals. The AP curriculum provides students with challenging learning experiences equivalent to that obtained in most US college level introductory psychology courses. This involves approximately 15 pages of textbook reading per class meeting in addition to other supplemental homework assignments.

Successful students have an interest in psychology and psychological research and good critical thinking skills. Students who complete the yearlong course must take the College Board administered AP Examination.

Learning Outcomes

Students will:

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

Assessment

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

AP World History: Modern – 1 credit

Grades 10-12

Prerequisites: Sophomores must take Humanities II or Humanities II in Action concurrently with this course and get departmental approval; juniors and seniors need departmental approval.

Home Learning: Heavy 

*This course has intensive reading

Course Description

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

Learning Outcomes

Students will:

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

Assessment

Student assessments may include:

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

Advanced Placement Capstone Program

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.

AP Capstone Seminar – 1 credit

Grade 10 - 12

Prerequisites: Sophomores must take Humanities II or Humanities II in Action concurrently with this course and get departmental approval; juniors and seniors need departmental approval.

Home Learning: Heavy 

Course Description

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

College Board Assessments

Assessment overview for the AP Exam:

Performance Task 1 – 20% of AP Score Team Project and Presentation

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

End of Course Exam – 45% of AP Score

Classroom Assessments (non-AP)

To be successful in this class, students must come prepared to engage in discussion and critical thinking. While there is no prescribed content that must be mastered, there are thinking, writing and speaking skills that need to be developed. Students are encouraged to keep pace with reading and writing assignments to enhance the richness

of the classroom experience. Formative assessments will help students to hone the skills required for the larger summative assessments and allow ample opportunity for feedback. The summative assessment in the first semester mirrors the live assessments completed in the second semester for the College Board using the same rubrics. Summative assessments in the second semester will range from assignments that complement the live assessments to the quality of feedback a student provides to a peer. Students will receive regular feedback throughout the year whether it is individual or overall class instruction.

Course grades will be calculated following the HKIS High School policy on formative and summative assessments.

AP Capstone Research – 1 credit

Grade 11 or 12

Prerequisites: Completion of AP Capstone Seminar Course and Capstone Team approval

Home Learning: Moderate to Heavy 

Course Description

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

Assessments

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.

Spiritual Exploration and Religion

A full credit Wellness Block is required at HKIS. In the Wellness Block, students will develop their physical, mental, and spiritual well-being through a Physical Education, Counseling Seminar, and Spiritual Exploration course.

Students will take 1½ credits of religious studies over their four years at HKIS to fulfill the school graduation requirement.

Note: All Religion courses will be taken on a pass/fail basis. No letter grade will be given.

Religion Electives (½ credit each) for Grade 11 and 12

See course descriptions and learning outcomes below.

- i. Biblical Explorations
- ii. Comparative Religion
- iii. Jesus Christ Movie Star
- iv. Applied Practices of Mindfulness
- v. Moral Philosophy
- vi. Service, Society and the Sacred
- vii. Personal Spirituality Project (independent study with departmental approval and mentorship)

Required Courses

Spiritual Explorations 9, 10, 11 and 12 – ¼ credit – Religious Studies

Grade 9-12

Home Learning: Light 

Course Description

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

Learning Outcomes

Upon completion of this course, students will:

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

Assessment

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

Note: All Religion courses will be taken on a pass/fail basis. No letter grade will be given.

Religion Electives for Juniors and Seniors only

Biblical Explorations – ½ credit – Religious Studies

Grade 11-12

Home Learning: Light 

Grading Scheme: Pass/Fail

Course Description

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

Learning Outcomes

Students will:

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

Assessment

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

Note: All Religion courses will be taken on a pass/fail basis. No letter grade will be given.

Comparative Religions – ½ credit – Religious Studies

Grade 11-12

Home Learning: Light 

Grading Scheme: Pass/Fail

Course Description

This course is designed to explore five major world religions including Hinduism, Buddhism, Judaism, Christianity, and Islam. Various traditions within each religion will be

explored, identifying common threads, dominant teachings and spiritual practices which bring meaning to billions of people around the world today.

Learning Outcomes

Students will:

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

Assessment

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

Note: All Religion courses will be taken on a pass/fail basis. No letter grade will be given.

Jesus Christ: Movie Star – ½ credit – Religious Studies

Grades 11-12

Home Learning: Light 

Grading Scheme: Pass/Fail

Course Description

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

Learning Outcomes

Students will:

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

Assessment

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

Note: All Religion courses will be taken on a pass/fail basis. No letter grade will be given.

Applied Practices of Mindfulness – ½ credit – Religious Studies

Grades 11-12

Home Learning: Light 

Grading Scheme: Pass/Fail

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.

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.

Activities

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

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.

Note: All Religion courses will be taken on a pass/fail basis. No letter grade will be given.

Moral Philosophy – ½ credit – Religious or Social Studies

Grades 11-12

Home Learning: Light 

Grading Scheme: Pass/Fail

Course Description

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

Note: The readings can be tricky, but we do many of them together in class.

Learning Outcomes

Students will:

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

Assessment

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

Note: All Religion courses will be taken on a pass/fail basis. No letter grade will be given.

Searching for Self – ½ credit – Religious or Social Studies

(formerly known as “Service, Society & The Sacred”)

Grades 11-12

Home Learning: Light 

Grading Scheme: Pass/Fail

Course Description

This junior-senior religion elective aims to enable students to gain a better sense of life direction through a holistic exploration of their bodies, minds, and hearts. The starting

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

Learning Outcomes

Students will:

- ◆ Enhance their nutritional intake and physical health.
- ◆ Discover their personality type and learn how to rebalance it through a variety of different practices and meditations.
- ◆ Observe their emotional reactions and learn how to respond more positively with acceptance and gratitude.
- ◆ Create their own personalized wellness 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.

Note: All Religion courses will be taken on a pass/fail basis. No letter grade will be given.

Spiritual Community – ½ or 1 credit – Religious Studies

Grades 11-12

Home Learning: Light 

Grading Scheme: Pass/Fail

Course Description

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

Learning Outcomes

Students will understand:

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

Assessment

Students will be expected to...

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

Note: This course will be taken on a pass/fail basis.

Personal Spirituality Project – ½ credit – Religious Studies

Grades 11-12

Home Learning: Moderate 

Grading Scheme: Pass/Fail

Course Description

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

Application and Course Requirements

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

Please consult with the High School Spiritual Life Coordinator for more details.

Note: All Religion courses will be taken on a pass/fail basis. No letter grade will be given.

Mathematics

Mathematics is a dynamic discipline that prepares students for a world that requires logical thinking and quantitative analysis. Learning is about understanding, and the Mathematics Department engages students and teachers in a shared, inquiry-based learning experience. This process of learning develops confidence, understanding, imaginative thinking, persistence, resilience and collaboration.

Mathematics is content and process; therefore, students should experience both. The content and methods of teaching mathematics at HKIS reflect the Common Core Standards, developing upon essential conceptual understandings and procedures.

Mathematics provides powerful tools for mindful processing of information. Through courses in the Mathematics Department, students acquire quantitative reasoning skills designed to prepare them for further study of mathematics and related fields. They are also equipped to make informed decisions and interpret the world intelligently whatever their future endeavors. Modeling, reasoning, communication, connections, and representation are now the cornerstones of mathematics. While traditional methods may still have a place in the classroom, the primary emphasis and responsibility for learning has shifted away from the teacher and toward the student. Independent and collaborative problem-solving receives greater attention than in the past to enhance student understanding and learning. In addition, the use of graphing calculators has opened up new possibilities for solving problems as well as investigating the underlying principles of mathematics.

Throughout the mathematics courses, the National Council of Teachers of Mathematics (NCTM) and Common Core standards are used on a daily basis in selecting content, planning for learning opportunities, and designing assessments. Extensive use of graphing calculators requires students to own a TI-NSPIRE CAS.

Course Selection

The graduation requirement in mathematics is three years of study, with the expectation that incoming students have already completed Pre-Algebra. The Mathematics Department considers the core curriculum to be Algebra, Geometry and Advanced Algebra. Because HKIS is a college preparatory school, students are advised to study mathematics each year of High School. For students desiring a more rigorous mathematical preparation, the department offers courses through AP Statistics, AB and BC Calculus, and Advanced Math Topics for post AP students. Some students, especially those entering HKIS from a school that does not offer any Algebra in 8th Grade, may choose to take two mathematics courses simultaneously. This plan provides capable students with a thorough background in mathematics for all college work while still permitting them to take Advanced Placement courses in the senior year.

Some courses may be taken concurrently:

- ◆ Occasionally, exceptional students may take Geometry concurrently with Advanced Algebra.
- ◆ PreCalculus may be taken concurrently with Statistics, AP Statistics, and Mathematics of Human Behavior.
- ◆ AP Statistics may also be taken concurrently with AP Calculus AB or AP Calculus BC.
- ◆ BC Calculus may be taken concurrently with Advanced Topics in Mathematics.

In order to take two mathematics classes concurrently, students must have a B+ or higher in their current mathematics course, consent of their mathematics teacher, and approval of the Mathematics Department head. In order to continue in two concurrent mathematics courses, a B average must be maintained in each.

Honors Courses

Geometry, Advanced Algebra, and Pre-Calculus are offered at the honors level. The descriptions for these courses are similar to those for the on-level courses. However, topics will be covered in greater depth and breadth, with more challenging problems and investigations requiring higher levels of reasoning. Students aspiring to enroll in an honors course should have demonstrated a disposition and ability for mathematics as well as a motivation to take responsibility for their own learning. The intention of this program is to challenge able students and to better prepare them for more rigorous advanced mathematics. Students identified by the department as exceptionally able and motivated in mathematics may be candidates for enrollment in honors classes. Those students currently enrolled in Honors classes must maintain at least a B in order to continue in Honors courses. For students currently in on-level classes, enrollment in an Honors course is possible with the recommendation of the teacher, approval of the Department Head, and a grade of A in the on-level course.

The Math/Science Center

The Math/Science Center is a student-run resource for assisting HKIS students with their math or science homework and studies. The Center is staffed each period by student volunteers; anyone who wants assistance can drop in without an appointment during free periods, meeting times or lunches. The Center is a friendly place and an excellent environment to do homework, to get help with a specific exercise, or to discuss concepts from any level math or science class.

Algebra – 1 credit

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

Home Learning: Light 

Course Description

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

Learning Outcomes

The Algebra course will enable the student to

- ◆ Represent and interpret data in a variety of ways.
- ◆ Understand as well as manipulate the symbols of algebra.
- ◆ Understand linear and quadratic relationships from a variety of perspectives-graphical, numerical, and analytical.
- ◆ Perform basic transformations of graphs.
- ◆ Apply proportional reasoning.

- ◆ Understand rate of change of a linear function as a quotient of two measures.
- ◆ Find values of functions and interpret their real-world meanings.
- ◆ Use tools of single variable data analysis.
- ◆ Select appropriate graphical representations of data.

Assessment

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

Geometry – 1 credit

Prerequisites: Completion of Algebra 1 or 9th grade entry

Home Learning: Light 

Course Description

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

Learning Outcomes

The Geometry course will enable the student to:

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

Assessment

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

Geometry (Honors) – 1 credit

Prerequisites: A in Algebra 1 or 9th grade entry

Home Learning: Moderate 

Course Description

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

Assessment

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

Advanced Algebra – 1 credit

Prerequisites: The successful completion of Geometry (B or better).

Home Learning: Moderate 

Course Description

Advanced Algebra builds upon the math concepts introduced in Algebra and reinforced in Geometry. Students further develop their understanding of the logic and structure of math by investigating patterns and sequences, equations and inequalities, absolute value equations and functions, circle theorems, quadratic equations and functions, radical functions and rational exponents, periodic functions and trigonometry, exponential and logarithmic functions, and probability and data analysis.

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 triangle trigonometry to solve problems.
- ◆ Solve systems of equations and apply these systems to real world problems.
- ◆ Understand the properties of logarithms and apply them to real world problems.

Assessment

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

Advanced Algebra (Honors) – 1 credit

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

Mathematics of Human Behavior – ½ credit

Prerequisites: 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.

Architecture I – ½ credit

Can be used towards Math graduation requirement or as an elective credit

Prerequisites: Successful completion or current request for VADT Foundation

Home Learning: Light 

Course Description

This project-based course in architecture gives students the tools to express and communicate themselves visually and be able to showcase their creativity. Throughout the course, professional guest speakers from the fields of interior design, architecture, and urban development, not only present but provide students with potential career paths as well as feedback on their semester projects. Students will explore the fundamentals of architectural design through hands-on activities using LEGO®, Arckit®, and other construction tools – while investigating the question, “Can there be any relationship between architecture and mathematics?” Instruction will be given in the following areas: measurement and spatial reasoning, scale and proportion, geometry and trigonometry, technical drafting, and computer-aided design (AutoCAD and SketchUp). The course will prepare students for the Autodesk AutoCAD® Certified User Exam and/or Autodesk AutoCAD® Certified Professional Exam which are globally recognized

certifications demonstrating competency at an industry entry-level job market. Students are strongly encouraged to enroll in the Spatial & Urban Design course and continue their learning journey.

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 residential room and floor plans that include proper room layout, utilizing architectural symbols, dimensions notes and schedules.
- ◆ 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. For students electing math graduation credit, high school common core standards are assessed against each deliverable. A final grade will be determined at the end of the semester.

Models in Mathematics – 1 credit

Prerequisites: 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.

Foundations of PreCalculus – 1 credit

Prerequisites: Successful completion of Advanced Algebra (C or better)

Home Learning: Moderate 

Course Description

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

Learning Outcomes

This course will enable the student to:

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

Assessment

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

PreCalculus – 1 credit

Prerequisites: Successful completion of Advanced Algebra (B+ or better)

Home Learning: Moderate 

Course Description

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

Learning Outcomes

The PreCalculus course will enable the student to:

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

Assessment

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

PreCalculus (Honors) – 1 credit

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

Home Learning: Heavy 

Course Description

The Honors PreCalculus course prepares students for more advanced work in analysis and calculus. In addition to the goals of the PreCalculus course, the Honors course extends students beyond the basic curriculum. Students will investigate the rate of change and its accumulated effect as underlying themes of differential and integral calculus.

Introduction to Differential Calculus – ½ credit

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

Home Learning: Moderate 

Course Description

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

Learning Outcomes

This course will enable the student to:

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

Assessment

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

Introduction to Integral Calculus – ½ credit

Prerequisites: Successful completion of the Introduction to Differential Calculus course

Home Learning: Moderate 

Course Description

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

Learning Outcomes

This course will enable the student to:

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

Assessment

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

Applied Statistics – ½ credit or 1 credit

*Students may opt to take semester 1 only.

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

Home Learning: Moderate 

Course Description

Applied Statistics is a course designed to build statistical understanding through inquiry and student-driven, project-based methods. We will make connections across curricular topics potentially including sports, psychology, environment, and government. Students will be given the opportunity to collect data and then learn statistical skills and vocabulary to support their analysis of that data. The course will encourage collaboration and communication as a means to both learning and sharing topics. We will cover many of the AP Statistics standards and so it is possible for a student to both; take this in preparation for the exam (with some additional studying) as well as in preparation for the AP Statistics course.

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.

AP Calculus AB – 1 credit

Prerequisites: B+ or higher in PreCalculus

Home Learning: Heavy 

Course Description

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

Learning Outcomes

AB Calculus will enable the student to:

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

Assessment

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

AP Calculus BC – 1 credit

Prerequisites: B+ or higher in PreCalculus (Honors)

Home Learning: Heavy 

Course Description

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

Learning Outcomes

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

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

Assessment

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

AP Statistics – 1 credit

Prerequisites: B in PreCalculus (Honors) or B+ in PreCalculus, or B+ in Foundations of PreCalculus, or B+ in Advanced Algebra (Honors) or A in Advanced Algebra, or C in AP Calculus (AB or BC)

Home Learning: Moderate 

Course Description

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

Learning Outcomes

The AP Statistics course will enable the student to:

- ◆ Detect important characteristics from distributions of data.

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

Assessment

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

Topics In Advanced Mathematics – 1 credit

Prerequisites: Successful completion of AP Calculus (AB or BC)

Home Learning: Light 

Course Description

Advanced Topics in Mathematics will use a seminar setting to explore topics that presume some familiarity with calculus. Students will explore a number of ideas including, but not limited to: Complex Analysis, Introduction to Proof, Number Theory, Non-Euclidean Geometry and Statistics.

Learning Outcomes

In this course, students explore:

- ◆ The application of their existing knowledge to mathematical modeling.
- ◆ The relationship between philosophy and mathematics.
- ◆ The foundations of mathematics through number theory and geometry.
- ◆ The history of mathematics.
- ◆ An independent topic of their choosing, researched throughout the year.

Assessment

A variety of assessment techniques including investigations, reflection, presentations, projects, assignments, presentations of problem solutions (both written and oral), as well as collaborative and traditional written exams. Students will be expected to contribute significantly to the course content, taking responsibility for their own learning as well as the direction of the course.

Science

Science and innovation have always been a driving force for human progress and the modern world is becoming increasingly shaped by science and technology. Personal and societal issues ranging from health care to environmental stewardship to infrastructure, require global citizens to make informed decisions and solve problems based on their understanding of science and technology.

The Science department believes that a high-quality science education cultivates students' curiosity and provides students with the scientific and technological skills and habits that scientists and engineers use everyday. The scientific investigation and thinking practices include sense-making, inquiry and investigation, collection and analysis of evidence, logical reasoning, and communication and application of information. Core science courses are aligned with the Next Generation Science Standards (NGSS) and aims to engage students in the core ideas through the integration of science and engineering practices while making connections to the crosscutting concepts.

The Science department values student choice and provides multiple pathways for courses based on interest. Students may choose to take physics, chemistry, earth and space science or biology in any order, provided they meet the prerequisites. Introductory core courses are taken before any of the Advanced Placement (AP) courses in a particular discipline. A minimum of two credits of science is required during the student's High School career. One of these must be a full year of biology, and the other must be a full year of physical science, which includes earth and space science, chemistry or physics. It is recommended for students to take more than two credits in science before graduation.

Earth and Space Science – 1 credit

Grade 9-12

Home Learning: Light 

Course Description

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

Learning Outcomes

Students will:

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

Assessment

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

Biology – 1 credit

Grades 9-12

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 develop answers to the following questions using the science practices through this course:

- ◆ 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.

Biology (Honors) – 1 credit

Grades 9-12

Home Learning: Heavy   

Grade 9 Entry

Prerequisites: The recommendation of Grade 8 Science teacher (includes Grade Level Expectations/report card grades and Approaches to Learning.) Students must concurrently enroll in Geometry, Geometry Honors or a higher level math.

Grade 10 or higher Entry

Prerequisites: Completion of, or concurrent enrolment in Geometry or Geometry Honors and departmental recommendation.

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 develop answers to the following questions using the science practices through this course:

- ◆ 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.

AP Biology – 1 credit

Grades 10-12

Prerequisites: A grade of B or higher in Biology Honors and Chemistry Honors, B+ or higher in Biology and Chemistry, or departmental approval. Biology students are required to complete a summer work packet as a supplement to their biology course preparation.

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

Home Learning: Heavy 

*This course has intensive reading

Course Description

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

Learning Outcomes

Students develop and apply the science practices throughout the course to the four big ideas that underscore the biology unit concepts. These include the process of how evolution drives the diversity and unity of life:

- ◆ 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?

Assessment

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

AP Environmental Science – 1 credit

Grades 10-12

Prerequisites: A grade of B+ or above in Biology or a grade of B or above in Biology Honors. A grade of B or above in Chemistry Honors or Chemistry.

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

Home Learning: Heavy 

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.

Chemistry – 1 credit

Grades 10-12

Home Learning: Light 

Prerequisites: Successful completion of, or concurrent enrollment in, Geometry or Geometry Honors or teacher recommendation

Course Description

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

Learning Outcomes

Students will:

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

Assessment

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

Chemistry (Honors) – 1 credit

Home Learning: Moderate 

Grade 9 Entry

Prerequisites: 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 and Approaches to Learning.)

Grade 10+ Entry

Prerequisites: The successful completion of, or concurrent enrollment in Geometry or Geometry Honors, a grade of A- or higher in Biology or a grade of B or higher in Honors Biology or departmental recommendation.

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.

AP Chemistry – 1 credit

Grades 10-12

Prerequisites: A grade of B+ or above in Chemistry Honors or a grade of A in Chemistry, department approval. Ability in math will be a consideration in the recommendation of this course.

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

Home Learning: Heavy 

Course Description

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

Learning Outcomes

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

Assessment

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

Physics – 1 credit

Grades 11-12

Prerequisites: Completion of Advanced Algebra with a grade of B or above, or Precalculus with a grade of C or above, or departmental recommendation

Home Learning: Light 

Course Description

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

Learning Outcomes

Students will:

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

Assessment

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

Physics (Honors) – 1 credit

Grades 10-12

Prerequisites: Completion of Biology or Chemistry (B+ or above), Advanced Algebra Honors (with a B or above) or Precalculus (with a B+ or above), or concurrent Precalculus Honors

Home Learning: Moderate 

Course Description

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

Learning Outcomes

Students will:

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

Assessment

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

AP Physics 2 – 1 credit

Grades 11-12

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

Home Learning: Heavy 

Course Description

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

Learning Outcomes

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

Assessment

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

AP Physics C – 1 credit

Grades 11-12

Prerequisites: Grade of B+ in Physics Honors or completion of AP Physics 2, completion of or concurrent enrolment in AP Calculus (AB or BC)

Home Learning: Heavy 

Course Description

AP Physics C is a combined Mechanics and Electricity & Magnetism calculus-based, college-level physics course especially appropriate for students planning to specialize or major in physical science or engineering. The Mechanics portion explores kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear

momentum; circular motion and rotation; oscillations; and gravitation. The Electricity & Magnetism portion explores electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism, introductory differential and integral calculus is used throughout the course.

Learning Outcomes

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

Assessment

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

Forensic Science – ½ credit

Grades 11-12

Prerequisites: Completion of Biology and another full year of science

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 moves 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: techniques on analysis and identification.
- ◆ 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 within which students will incorporate numerous topics from throughout the semester.

Human Biology, Health and Sport – ½ credit

Grades 10-12

Prerequisites: The completion of Biology or Biology Honors. Students in 10th grade must be concurrently enrolled in a full year science course.

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.

Marine Biology – ½ credit

Grades 10-12 (Offered in summer only)

Prerequisites: The completion of Biology or Biology Honors. Students in 10th grade must be concurrently enrolled in a full year science course. Students must be able/willing to swim in the ocean.

Home Learning: Light 

Course Description

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

Learning Outcomes

Students will:

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

Assessment

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

Introduction to Chemical Engineering – ½ credit

Grades 10-12

Prerequisites: The completion of a full year of Chemistry. Students in 10th grade must be concurrently enrolled in a full year science course.

Home Learning: Light 

Course Description

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

Learning Outcomes

Students will:

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

Experiments involved in this course are:

- ◆ Reverse engineering a drip coffee brewer.
- ◆ Process flow diagram and mass balances for coffee.
- ◆ The pH of coffee and chemical reactions.
- ◆ Measuring the energy used to make coffee.

- ◆ Mass transfer and flux during brewing.
- ◆ Coffee as a colloidal fluid and the effect of filtration.
- ◆ Design competition.

Assessment

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

Introduction to Biotechnology – ½ credit

Grades 10-12

Prerequisites: The completion of a full year of Biology. Students in 10th grade must be concurrently enrolled in a full year science course.

Home Learning: Light 

Course Description

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

Learning Outcomes

Students will:

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

Lab activities involved in this course include:

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

Assessment

The course will include core unit formative/summative assessments. Understanding of concepts will be developed through collaborative lab experiences, projects and tests. The course will conclude with a comprehensive summative lab experience that incorporates most of the techniques and procedures taught in the course.

World Languages – Mandarin

HKIS offers a broad range of classes to help students develop in the “Chinese Culture” Student Learning Result. HKIS recognizes that its students represent a diverse range of linguistic and cultural backgrounds along a continuum of proficiency and has determined that a two-track (or “stream”) approach – with distinct curricula – is appropriate to accommodate the vast majority of its learners. These streams have been named Mandarin as a Second Language (MSL) and Mandarin for Near-Native Speakers (MNN). Despite the advanced bilingualism of many of our students, HKIS does not expect age - peer native-language competency in its MNN track learners, nor does it attempt to model its curriculum on that of local schools.

For all its language learners, HKIS wishes to provide appropriate linguistic, informational, and socio-cultural knowledge to promote language and culture understanding as a vital skill for an increasingly globally connected world. We wish also for students to gain the foundation for an understanding and appreciation of China and its place in their lives and in the world.

For its MSL track learners, HKIS strives to develop in its students Mandarin oral competence as a tool for meeting age-appropriate functional and communicative needs and to begin to introduce them to important cultural references that define the society that surrounds them. Where Mandarin differs so greatly from the majority native language of our students – English – HKIS believes that students also require a grasp of language organization, which lies at the heart of all communication. HKIS also wishes to engender in its students the confidence and expectation that proficient mastery of Mandarin is by all means within every student’s grasp.

For its MNN track learners, HKIS stresses the continued development of oral expressive abilities as the foundation of advanced second language proficiency in Mandarin. A further emphasis is placed on the progressive mastery of the forms and purposes of effective writing, the strategies of the successful reader, and an expanding awareness of Chinese culture, history, and social institutions that will support their understanding of the Chinese speaking world and their appreciation of Chinese heritage.

Placement of a student in one of the two streams is made chiefly on the basis of linguistic criteria related to how knowledge of Mandarin has been acquired. Students who are proficient speakers of any Chinese language or who have significant linguistic exposure in Mandarin in childhood have a much richer inventory of linguistic intuitions on which to draw and are by nature much faster learners than those who are learning Mandarin as a wholly “foreign” language. In all cases, however, placement is made and reexamined after a variety of considerations, including the extent of linguistic reinforcement in the home, the presence of learning support in other areas, long-term success in the MNN program, or perceived imbalances in language skills.

Mandarin as a Second Language (MSL)

MSL Chinese Novice 1 – 1 credit

Grades 9-12

Prerequisites:

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

Home Learning: Moderate 

Course Description

The emphasis in this course will be on developing the competency to meet basic communication needs (e.g., extending greetings, giving biographical information, extending invitations and making introductions).

Sample Learning Outcomes

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

- ◆ Demonstrate solid mastery of the pinyin system.
- ◆ Discern and model proper Mandarin pronunciation.
- ◆ Learn a limited inventory of classroom language for clarifying meaning.
- ◆ Ask and give answers to questions relating to personal background information.
- ◆ Greet and address people appropriately.
- ◆ Discuss and make arrangement for common activities and interests.
- ◆ Play host to a house guest, using culturally appropriate language attain spoken oral proficiency in the Novice range.
- ◆ Demonstrate understanding of the rules governing proper Chinese character writing.

MSL Chinese Novice 2 – 1 credit

Grades 9-12

Prerequisites:

Completion and meeting standards of Novice 1 and department approval

Home Learning: Moderate 

Course Description

Novice 2 continues to stress the development of effective communication skills to meet daily needs and interests. The major themes include school life, shopping, Chinese food, weather and transportation. Students learn to read and decode information from authentic materials such as menus, maps, and street signs.

Sample Learning Outcomes

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

- ◆ Inquire and provide information regarding appointments, language learning strategies, school life, weather, and shopping.
- ◆ 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.
- ◆ Solid mastery of Hanyu Pinyin.
- ◆ Decode meaning from simple and common authentic informational sources (both oral and written).
- ◆ Attain spoken oral proficiency in the Novice range.
- ◆ Apply understanding of the rules governing proper Chinese character writing assisting learning new characters.

MSL Chinese Intermediate 1 – 1 credit

MSL Chinese Intermediate 2 – 1 credit

Proficiency level: Intermediate Low

Grades 9-12

Prerequisites:

Intermediate 1: Completion and meeting standards of Novice 2 and departmental approval

Intermediate 2: Completion of Intermediate 1

Home Learning: Moderate 

Course Description

Intermediate 1 and Intermediate 2 continue to stress the development of effective communication skills to meet daily needs and interests. The major themes include school community, home compound and surroundings, leisure life and relationships. One focus is to develop students' skills to read authentic materials such as menus, maps, and street signs. The targeted proficiency level is Intermediate Low based on ACTFL standard.

Different from novice courses, Intermediate 1 and Intermediate 2 provides students an opportunity to fully develop their communication skills to the level of Intermediate Low according to ACTFL standard in a period of two years if needed. They will be awarded 1 credit for a successful completion of one-year study.

Sample Learning Outcomes

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

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

MSL Chinese Intermediate 3 – 1 credit

MSL Chinese Intermediate 4 – 1 credit

Proficiency level: Intermediate Mid

Grades 9-12

Prerequisites:

Intermediate 3: Successful completion of Intermediate 1 with a B+ or higher and departmental approval. Or, completion of Intermediate 2

Intermediate 4: Completion of Intermediate 3

Home Learning: Moderate 

Course Description

Intermediate 3 and Intermediate 4 continue to stress the development of effective communication skills in Mandarin and the consolidation of good language learning habits. The major themes in this course include school life, health life, festivals and celebration and summer plans. Strong emphasis is placed on the application of the language in real world situations. The targeted proficiency level is Intermediate Mid based on ACTFL standard.

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

Sample Learning Outcomes

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

- ◆ Plan for a trip and make reservations.
- ◆ Discuss 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.

MSL Chinese Intermediate 5 – 1 credit

Grades 9-12

Prerequisites: Successful completion of Intermediate 3 with a B+ or higher and department approval

Completion and meeting standards of Intermediate 4 and department approval

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 shopping, course selection, student's life, Chinese geography and the influence of Internet. Chinese culture forms another major part of this course with a focus of the traditional Chinese festivals. Students are engaged in motivating activities that develop their ability to use Chinese authentically.

Exercises focus on self-expression through creative thinking, speaking and writing. A variety of exercises and activities are based on common situations and help students build proficiency in interpretation, interaction and presentation.

Sample Learning Outcomes

At the conclusion of Intermediate 3, 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.
- ◆ Attain proficiency in the Intermediate Mid/High range.
- ◆ Be able to 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.
- ◆ Be able to introduce the origin, practice and product of traditional Chinese festivals, and to make comparisons.

MSL Chinese Advanced 1 – 1 credit AP Chinese – 1 credit

Grades 9-12

Prerequisites:

Advanced 1: Completion and meeting standards of Intermediate 5 achieving a B or higher and departmental approval

Home Learning: Moderate 

Prerequisites:

Advanced Placement: Successful completion of Intermediate 5 with a B+ or higher and departmental approval

Home Learning: Heavy 

Course Description

Texts, teaching materials and activities introduced in this course are intended to develop students' advanced communication skills through various language activities and authentic materials.

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. Topics include knowing China, life & environment, families in different societies and the influence of science and technology. Chinese culture is an important aspect in this course which is embedded in each topic including practice, products, value and beliefs.

Sample Learning Outcomes

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

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

For Advanced students, assessments will be differentiated and assessed by modified versions of the Advanced Placement rubrics designated by the College Board.

MSL Chinese Advanced 2 – 1 credit

Grades 9-12

Prerequisites: Completion and meeting standards of Advanced 1 or Advanced Placement achieving a B or higher and departmental approval

Home Learning: Moderate 

Course Description

This course is comprised of texts written largely for American college students in second-year or beginning third-year of study. Students 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 and become comfortable to read literature work.

Sample Learning Outcomes:

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

- ◆ Research and debate complex social and environmental issues facing China.
- ◆ Express understanding of Chinese social and personal values that reflect its religious and philosophical traditions and how they come to play in contemporary society.
- ◆ Acquire further familiarity with language that reflects more formal, written style.

Mandarin for Near-Native (MNN) Learners

MNN Chinese Language & Culture 1 – 1 credit

MNN Chinese Language & Culture 2 – 1 credit

Grades 9-12

Prerequisites (2021-2022):

MNN Language and Culture 1: Department approval. Oral proficiency is in the intermediate-mid range

MNN Language and Culture 2: Department approval. Oral proficiency is in the intermediate-mid range

Prerequisites (2022-2023):

MNN Language and Culture 1: Department approval. Oral proficiency is in the intermediate-mid range

MNN Language and Culture 2: Completion of MNN Language and Culture 1 and department approval

Home Learning: Moderate 

Course Description

MNN Language and Culture 1/2 is designed for students of Intermediate Middle Level to gain more knowledge of Chinese language and culture while strengthening their Chinese language proficiency. 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. They have an opportunity to fully develop their communication skills to the targeted proficiency level in a period of two years if needed. 1 credit will be awarded for a successful completion of one-year study.

Sample Learning Outcomes

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

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

MNN Chinese Language & Culture 3 – 1 credit

MNN Chinese Language & Culture 4 – 1 credit

Grades 9-12

Prerequisites (2021-2022):

MNN Language and Culture 3: Successful completion of MNN2 and department approval

MNN Language and Culture 4: Successful completion of MNN Culture and Language A or completion of MNN3 and department approval

Prerequisites (2022-2023):

MNN Language and Culture 3: Successful completion of MNN Language and Culture 1 achieving B+ or higher, or completion of MNN Language and Culture 2 and department approval

MNN Language and Culture 4: Completion of MNN Language and Culture 3 and department approval

Home Learning: Moderate 

Course Description

MNN Language and Culture 3/4 is designed for students of intermediate high level to gain more advanced knowledge of Chinese culture while improving their language proficiency. 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. Students will learn to expand their speaking, reading and writing to more intellectually and linguistically challenging topics, such as understanding education, childhood memories and becoming a better self. 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. By the end of the course, students are encouraged to take HSK Level 5 exam.

Sample Learning Outcomes

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

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

MNN Chinese Language & Culture 5 – 1 credit

Grades 9-12

Prerequisites (2021-2022):

Successful completion of MNN Culture and Language A with a B+ or higher and departmental approval

Prerequisites (2022-2023):

Successful completion of MNN Language and Culture 3 achieving B+ or higher, or completion of MNN Language and Culture 4 and departmental approval

Home Learning: Moderate 

Course Description

This course is comprised of texts written largely for American college students of Chinese at the third-year level of study. Students gain a more in-depth understanding of both traditional and contemporary lifestyle in China and Hong Kong through readings and viewing. Among the topics of study are aspects of Chinese geography, Chinese language, the cultural diversity and global issues in the 21st century. Students also explore their family history as it reflects the changing lives of Chinese people in the region and under various historical influences.

Sample Learning Outcomes

At the conclusion of MNN 3, 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.
- ◆ Demonstrate a basic understanding of regional and Chinese history since 1949.
- ◆ Relate the origins of major Chinese cultural holidays, along with their associated practices and customs.
- ◆ Write in a style that reflects aspects of written (formal) usage.
- ◆ Read selected/edited newspaper articles.
- ◆ Read and interpret common informational text and signage.
- ◆ Read selected works of short authentic literature.
- ◆ Be proficient in the use of a variety of authentic language resources, including dictionaries.
- ◆ Spoken Mandarin proficiency in the advanced range by ACTFL standard.

MNN Advanced Chinese Literature & Society – 1 credit

Grades 10-12

Prerequisites (2021-2022):

Completion and meeting standards of Chinese Literature and Society or Advanced Chinese Literature & History B and departmental approval

Prerequisites (2022-2023):

Completion and meeting standards of Chinese Literature and Society and departmental approval

Home Learning: Moderate 

Course Description

This course aims to develop advanced literacy skills and extensive knowledge of Chinese society across different eras. Students will study masterpieces in modern and contemporary Chinese literature, including poetry, prose, novels and drama. In addition, they will study Tang poetry to deeply appreciate the aesthetic beauty of Chinese language. They will learn to compare different genres and techniques of literary creation. Through this process students will gain a deeper and broader understanding of the social and historical realities as reflected in the works studied.

Sample Learning Outcomes

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

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

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

MNN Chinese Literature & Society – 1 credit

Grades 10-12

Prerequisites (2021-2022):

Completion and meeting standards of MNN 3 and departmental approval

Home Learning: Moderate 

Course Description

This course aims at enhancing students advanced communication skills. Students continue to explore topics related to their own life and their heritage. Contemporary literature by renowned writers will form an important part of the course content on the purpose of developing student's appreciation of the beauty of Chinese language. Students will be exposed to a wider range of written vocabulary, more sophisticated sentence structures and writing techniques. Different genres will be introduced and reinforced throughout the course.

Sample Learning Outcomes

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

- ◆ Read formal authentic materials such as newspaper and selected literature work.
- ◆ Exchange information and ideas in a clear, coherent and convincing manner.
- ◆ Make well-informed comments on current events and others' opinions.
- ◆ Collect and understand different opinions with cultural awareness.
- ◆ 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.

MNN Advanced Chinese Literature & History – 1 credit

(This course will not be offered in 2021-2022 but will be offered in 2022-2023.)

Grades 10-12

Prerequisites (2021-2022):

Completion of Chinese Honors Literature and Society and Advanced Chinese Literature & History B and departmental recommendation

Prerequisites (2022-2023):

Completion and meeting the standards of MNN Advanced Literature and Society and departmental recommendation

Home Learning: Moderate 

Course Description

This course further develops the skills and habits of mind required for attaining a close reading, analysis and appreciation of literature texts, and analyzing the texts in the broad

contexts of historical events and societal changes. The students read a novel such as 家 (Family by Be Jin) and short stories written in the early 20th century, 狂人日记, and 药 by Lu Xun, poetry of the new era and comparison of the ancient poetry and the modern history. Students also study the modern history and society in the early 20th century. In-class analytical writing and student-led discussion provide opportunities for independent thought, creativity, and the authentic application of language.

Sample learning outcomes

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

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

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

World Languages: Romance Languages – French & Spanish

“The limits of my language are the limits of my world.”

– Ludwig Wittgenstein

We believe that World Language Education:

Foreign language acquisition encourages students to respect and understand other cultures as well as heightens the awareness of one’s own culture and language. Teaching students about culture promotes increased sensitivity and compassion, whilst seeking the value of differing perspectives. Foreign language acquisition equips students to participate more actively in the global community and to be more adaptable in an increasingly interconnected world.

The aim for the Romance Language Program is to develop communicatively competent and culturally enriched students. Our program places a differentiated focus on the three modes of communication (interpersonal, interpretive and presentational). In a proficiency-oriented classroom, teachers design curricula and teach “specifically for proficiency outcomes balancing the three components of proficiency: content (the topics of communication), function (a task; the purpose of a spoken or written communication), and accuracy (correctness or appropriateness in pronunciation, writing, grammar, culture, and vocabulary choice).”

We believe that engaged World Language learners:

1. Work collaboratively as well as independently.
2. Listen to and respect multiple perspectives.
3. Take risks and demonstrate resilience.
4. Demonstrate creative problem solving skills.
5. As often as possible, use an ever increasing amount of the target language in student-student, student-teacher interactions.
6. Display and promote intercultural understanding and respect of other cultures.
7. Use the target language to exchange ideas in a variety of contexts.
8. Go beyond the classroom to seek opportunities in their local community to use their linguistic and cultural competencies.

We agree that World Language Education happens best when:

1. Communication is at the heart of language instruction.
2. Teachers foster an atmosphere of trust, care and safety.
3. Students share responsibility for the atmosphere and learning experiences; are proactive and take ownership for their own learning.
4. Learning is inquiry-based, collaborative and interactive.
5. Teachers integrate authentic resources and technology to help students develop cultural and linguistic competency.
6. Units are topic focused and proficiency based. Learners need a command of grammar and a wide breadth of vocabulary to communicate effectively in a language. The proficiency-based approach employs these components in the context of productive, communicative activities.

Most competitive universities require or recommend from three to four years of the same modern language at the high school level. Less competitive universities may recommend two or three years of the same modern language at the high school level.

Placement is based on an interview and/or placement test. Students need a solid foundation at early levels for success at higher levels. All courses are sequential.

Rising HKIS Middle School students will be recommended for a level by their current language teacher, based on proficiency. In order to be placed into the High School program, students not currently enrolled in a Middle School Romance Language class would need to consult with the High School Romance Language Department.

The department provides multiple opportunities for reinforcement and enrichment and does not believe students should have to hire outside tutors. However, when there is interest, it has been a tradition in the Romance Language department to promote and facilitate peer tutoring through the Romance Language Support Center. A student leader at an advanced level of French and Spanish will match highly proficient students with those who need extra support according to mutually agreed availability.

The focus of the program is based on the three modes of communication (interpersonal, interpretive, presentational.) The interpersonal and presentational modes focus on both oral and written communication. In the interpersonal mode, students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. In the presentational mode, students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. The interpretive mode is present in most activities, whether spoken or written. Students gain practice in the three modes of communication in vocabulary and structure activities in a meaningful context. Students will complete a variety of performance-based assessments, such as impromptu and recorded conversations, oral and written presentations, creative writing, collaborative assignments and projects.

The Department encourages the use of technology both inside and outside of the classroom in order to bring authentic language to our students.

French

French Novice – 1 credit

Grades 9-12

Prerequisites: None

Home Learning: Light 

Course Description

It is a beginner course to teach the basic skills of comprehension and communication. The three modes of communication are incorporated. Authentic listening and reading materials are included in the course.

Learning Outcomes

Students will be able to:

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

- ◆ Express preferences.
- ◆ Relate future plans and activities.

Assessment

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

French Intermediate 1 – 1 credit

Grades 9-12

Prerequisites (2021-2022):

Completion and meeting standards of French I and departmental approval

Prerequisites (2022-2023):

Completion and meeting standards of of French Novice and departmental approval

Home Learning: Moderate 

Course Description

In this course, there is a continued emphasis on interpretation and production in the three modes of communication. Functions of the language continues to be taught through the study of such topics as food, shopping, leisure activities, transport and travel. A variety of media will support the learning. Students develop cultural awareness through interpretative tasks based on authentic materials from France and the Francophone world.

Learning Outcomes

Students will be able to:

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

Assessment

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

French Intermediate 2 – 1 credit

French Intermediate 3 – 1 credit

Grades 9-12

Prerequisites (2021-2022):

French Intermediate 2: Successful completion of French II and departmental approval

French Intermediate 3: Completion of French III and departmental approval

Prerequisites (2022-2023):

French Intermediate 2: Successful completion of French Intermediate 1 and departmental approval.

French Intermediate 3: Completion of French Intermediate 2 and departmental approval

Home Learning: Moderate 

Course Description

Students continue to develop their proficiency in the three modes of communication. Students develop cultural awareness through interpretative tasks based on authentic materials from France and the Francophone world.

Intermediate 2 and Intermediate 3 provides students an opportunity to fully develop their communication skills to the level of Intermediate Mid according to ACTFL standard in a period of two years if needed. They will be awarded 1 credit for a successful completion of one-year study.

Learning Outcomes

Students will be able to:

- ◆ Describe relationships.
- ◆ Evaluate friendship and the value of having friends.
- ◆ Discuss daily routines in the present, future and past.
- ◆ Discuss options for future careers and plans.
- ◆ Advise, discuss and plan travel arrangements in the Francophone world and make recommendations.
- ◆ Relate past experiences and talk about childhood and the way life used to be for student and others.
- ◆ Describe the local area and its advantages and challenges.
- ◆ Relate events and plans in the present, future and past.
- ◆ Discuss current problems facing the planet.
- ◆ Make comparisons.

Assessment

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

French Intermediate 4 – 1 credit

Grades 9-12

Prerequisites (2021-2022):

Successful completion of French III and departmental approval

Prerequisites (2022-2023):

B+ or higher in French Intermediate 2, or completion of French Intermediate 3 and departmental approval

Home Learning: Moderate 

Course Description

Advanced communication skills are refined through grammar study, vocabulary expansion, discussions and debates, role-plays and oral presentations in order to further develop proficiency. Advanced grammar is studied within the context of writing and reading, with mastery as the aim. A strong emphasis is placed on using authentic resources for listening and reading activities. Students will listen to excerpts of French and Francophone radio and television programs. They will read news articles from the French and Francophone press. Students will be exposed to a variety of accents. French and Francophone cultures are studied through different media: songs, literature, news articles, movie clips, radio and TV excerpts. Students are expected to use French only in class. This course is conducted exclusively in French and prepares students for the Honors class and for the AP French Language and Culture course.

Learning Outcomes

Students will be able to:

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

Assessment

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

French Advanced – 1 credit

AP French Language and Culture – 1 credit

Grades 10-12

Prerequisites (2021-2022):

French Advanced: Successful completion of French IV and departmental approval

French Advanced Placement: B+ or higher in French Honors Language and Culture and departmental approval

Prerequisites (2022-2023):

French Advanced: Successful completion of French Intermediate 4 and departmental approval

French Advanced Placement: B+ or higher in French Advanced and departmental approval

Each of the courses in this two-year cycle prepares students for the Advanced Placement Language Exam. Students must sit for the AP exam in May of the year in which they receive AP designation on their transcripts. Students are also expected to take full responsibility for their own learning and be self-motivated.

Advanced Home Learning: Moderate to Heavy 

AP Home Learning: Heavy 

Course Description

The curriculum and materials used for these courses rotate in a two-year cycle, but the outcomes and the themes are the same. The rotation allows students to complete both courses at the same level of challenge and enrich mastery. Both courses strengthen fluency and accuracy as well as develop a deeper appreciation of French and Francophone literature, history, current events and culture. Students who chose to take both of the courses in the two-year cycle benefit from the enrichment of their skills.

As required by the College Board, this course is taught ONLY in French using authentic resources. Students will read French and Francophone short stories, poems, songs, novels, plays, and articles from the press in order to improve reading comprehension, writing, listening and speaking skills. Students are expected to research current events, French and Francophone history, famous French and Francophone people and cultural topics in French and to present this material to others in a workshop situation. The units covered in both classes follow the new curriculum published in 2019 by the College Board for the Advanced Placement Language and Culture examination. Students are expected to speak FRENCH ONLY in this class. Classes are conducted in a seminar style where students are expected to be prepared and fully involved in class discussions and debates.

Learning Outcomes

Students will:

- ◆ Discuss families in different societies.
- ◆ Understand the influence of language on culture and identity.
- ◆ Comprehend the influences of beauty and art.
- ◆ Analyze how science and technology affect our lives.

- ◆ Contrast the factors that impact the quality of life.
- ◆ Describe environmental, political and societal challenges.
- ◆ Write well-constructed grammatically correct emails and persuasive essays based on sources.
- ◆ Review grammar to improve accuracy in written and oral assessments.
- ◆ Express ideas in both the oral and written mode with accuracy and fluency.
- ◆ Be able to have a simulated conversation in French.
- ◆ Compare a cultural or social artifacts in the student's own community with artifacts in France or in a Francophone country.

Assessment

A variety of formative and summative assessments including emails, essays, quizzes, listening/speaking activities, projects, debates and presentations will be used. Emphasis is placed on evaluation according to the standards set forth by the College Board for this level of instruction. Students will have the opportunity to conduct peer- review and do self-assessment.

For Honors students, assessments will be differentiated and assessed by differentiated versions of the AP rubrics.

All students will have the opportunity to practice their skills during the year by taking a mock AP exam.

Spanish

Spanish Novice – 1 credit

Grades 9-12

Prerequisites: None

Home Learning: Light 

Course Description

Spanish Novice is an introductory course designed to provide basic language skills using the three modes of communication: Interpretive, interpersonal, and presentational. Vocabulary, grammar and culture are presented in a practical, proficiency-based format.

Learning Outcomes

Students will be able to:

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

- ◆ Describe food and drink in Spanish-speaking countries and acquire the vocabulary needed to order a meal in a restaurant.

Assessment

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

Spanish Intermediate 1 – 1 credit

Spanish Intermediate 2 – 1 credit

Grades 9-12

Prerequisites (2021-2022):

Spanish Intermediate 1: Completion and meeting standards of Spanish I and departmental approval

Spanish Intermediate 2: Completion of Spanish II and departmental approval

Prerequisites (2022-2023):

Spanish Intermediate 1: Completion and meeting standards of Spanish Novioce and departmental approval

Spanish Intermediate 2: Completion of Spanish Intermediate 1 and departmental approval

Home Learning: Moderate 

Course Description

In this course, there is a continued emphasis on interpretation and production in communication skills with reading the three modes of communication. Functions of the language continue to be taught through the study of such topics as food, shopping, leisure activities, transport and travel. A variety of media will support the learning. Authentic listening and reading materials are included in the course.

Learning Outcomes

Students will be able to:

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

Assessment

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

Spanish Intermediate 3 – 1 credit

Grades 9-12

Prerequisites (2021-2022):

Completion and meeting standards of Spanish II and departmental approval

Prerequisites (2022-2023):

Completion and meeting standards of Spanish Intermediate 1 achieving B+ or higher, or completion of Spanish Intermediate 2 and departmental approval

Home Learning: Moderate 

Course Description

Students continue to develop their skills in reading, writing, listening and speaking. Emphasis is placed on developing accuracy and freedom of expression in oral and written forms. Students develop cultural awareness through the reading of authentic materials and short stories from Spain and Hispanic America.

Learning Outcomes

Students will be able to:

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

Assessment

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

Spanish Intermediate 4 – 1 credit

Grades 9-12

Prerequisites (2021-2022):

Completion and meeting standards of Spanish III and departmental approval

Prerequisites (2022-2023):

Completion and meeting standards of Spanish Intermediate 3 and departmental approval

Home Learning: Moderate to Heavy 

Course Description

Advanced communication skills are refined through grammar study, vocabulary expansion, discussions and debates, role-plays and oral presentations in order to further develop proficiency. Advanced grammar is studied within the context of writing and reading, with mastery as the aim. A strong emphasis is placed on using authentic resources for listening and reading activities. Students will listen to excerpts of Spanish radio and television programs. They will read news articles from Spain and the Spanish speaking press. Students will be exposed to a variety of accents. Spain and Hispanic cultures are studied through different media: songs, literature, news articles, movie clips, radio and TV excerpts. Students are expected to use Spanish only in class. This course is conducted exclusively in Spanish and prepares students for the Honors class and for the AP Spanish Language and Culture course.

Learning Outcomes

Students will be able to:

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

Assessment

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

Spanish Advanced – 1 credit

AP Spanish Language and Culture – 1 credit

Grades 10-12

Prerequisites (2021-2022):

Spanish Advanced: Successful completion of Spanish IV and departmental approval

Spanish Advanced Placement: B+ or higher in Spanish Language and Culture (Honors) and departmental approval

Prerequisites (2022-2023):

Spanish Advanced: Successful completion of Spanish Intermediate 4 and departmental approval

Spanish Advanced Placement: B+ or higher in Spanish Advanced and departmental approval

Each of the courses in this two-year cycle prepares students for the Advanced Placement Language Exam. Students must sit for the AP exam in May of the year in which they receive AP designation on their transcripts. Students are also expected to take full responsibility for their own learning and be self-motivated.

Advanced Home Learning: Moderate to Heavy 

AP Home Learning: Heavy 

Course Description

The curriculum and materials used for these courses rotate in a two-year cycle, but the outcomes and the themes are the same. The rotation allows students to complete both courses at the same level of challenge and enrich mastery. Both courses strengthen fluency and accuracy as well as develop a deeper appreciation of Spanish and Hispanic literature, history, current events and culture. Students who chose to take both of the courses in the two-year cycle benefit from the enrichment of their skills.

As required by the College Board, this course is taught ONLY in Spanish using authentic resources. Students will read Spanish and Hispanic short stories, poems, songs, novels, plays, and articles from the press in order to improve reading comprehension, writing, listening and speaking skills. Students are expected to research current events, Spanish and Hispanic history, famous Spanish and Hispanic people and cultural topics in Spanish and to present this material to others in a workshop situation. The units covered in both classes follow the new curriculum published in 2019 by the College Board for the Advanced Placement Language and Culture examination. Students are expected to speak Spanish ONLY in this class. Classes are conducted in a seminar style where students are expected to be prepared and fully involved in class discussions and debates.

Learning Outcomes

Students will:

- ◆ Discuss families in different societies.
- ◆ Understand the influence of language on culture and identity.
- ◆ Comprehend the influences of beauty and art.
- ◆ Analyze how science and technology affect our lives.

- ◆ Contrast the factors that impact the quality of life.
- ◆ Describe environmental, political and societal challenges.
- ◆ Write well-constructed grammatically correct emails and persuasive essays based on sources.
- ◆ Review grammar to improve accuracy in written and oral assessments.
- ◆ Express ideas in both the oral and written mode with accuracy and fluency.
- ◆ Be able to have a simulated conversation in Spanish.
- ◆ Compare a cultural or social artifacts in the student's own community with artifacts in Spain or in a Spanish speaking country.

Assessment

A variety of formative and summative assessments including process writing, essays, listening/speaking activities, projects, presentations and home learning will be used. Emphasis is placed on evaluation according to the standards set forth by the College Board for this level of instruction. Students will have the opportunity to conduct peer review and self-assess.

For Advanced students, assessments will be differentiated and assessed by modified versions of the Advanced Placement rubrics designated by the College Board.

All students will have the opportunity to practice their skills during the year by taking a mock AP Exam.

VADT – Visual Arts Design and Technology

Fine Arts Graduation Requirement: You must have a course from Visual Arts, Design and Technology column and a course from the Performing Arts column to meet the 1.5 credit graduation requirement.

Visual Arts, Design and Technology

VADT Foundation (.5)
3D Form and Function (.5)
Advanced Computer Science Studio (1.0)
Advanced Film Photography (.5)
Advanced Studio (.5)
Advertising & Layout Design (.5)
AP Art History (1.0)
AP Computer Science A (1.0)
AP Computer Science Principles (1.0)
AP Studio Art (1.0)
– Drawing
– 2D Art + Design
– 3D Art + Design
Coding in Action (.5)
Digital Photography (.5)
Drawing & Painting (.5)
Fashion & Textiles Studio (.5)
Graphic Design (.5)
Independent Studio (.5)
Introduction to Fashion & Textiles (.5)
Introduction to Photography (.5)
Mobile App Development (.5)
Mobile Games Development (.5)
Printmaking (.5)
Product Design (.5)
Robotics (.5)
Spatial & Urban Design (.5)
Street Art (.5)

Performing Arts

High School Beginner Band (.5 or 1.0)
Symphonic Band (1.0)
– Brass, Woodwinds or Percussion
Wind Ensemble (1.0)
– Brass or Woodwinds or Percussion
Orchestra (.5)
Orchestra Winds (.25)
String Ensemble (1.0)
Chamber Strings (1.0)
Concert Choir (.5 or 1.0)
Men’s Choir (1.0)
Women’s Choir (1.0)
Madrigal Singers (1.0)
Guitar I & II (.5 each)
Digital Music Production and Recording
Design 1 (.5)
Drama Workshop I & II (.5 each)
Drama Production Musical (.5)
Drama Production Play, Non-Musical (.5)
Makeup Design and Application (.5)
Stagecraft for the Theatre (.5)
Effective Speech Communication (.5)
*Performing Arts Ensemble Leadership

Visual Arts Design and Technology

Our goals at HKIS are to make visual arts, design and technology accessible to all students, to provide learning opportunities throughout the entire curriculum, to use a wide-range of information and visual communication tools. We expect to see all students graduate from HKIS with a good understanding of design thinking.

The inclusion of the arts and technology are an essential component of the curriculum and promotes the HKIS student learning results. Each discipline of the arts, design, and technology offers specialized knowledge and skills, set within a broader context of guided creativity and aesthetic awareness. The study of the arts fosters a deeper understanding of self, empathy for others, global understanding and spiritual awareness, likewise students should be able to use appropriate technologies to gather information strategically and critically, to learn and create new knowledge with this information and to communicate that knowledge successfully to various audiences.

VADT Foundation

This course is the prerequisite for all Visual Arts and Design Technology courses.

Home Learning: Moderate 

Grading Scheme: Pass/Fail

Course Description

Through a series of projects students will gain and develop knowledge and skills in both traditional and digital media. To complement and support the development of artworks, students will also be required to research into art and artists from across periods and cultures. All students will be expected to keep a sketchbook to document the learning process.

Learning Outcomes

Students will:

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

Assessment

The assessment of student achievement is based on:

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

Note: VADT Foundation will be taken on a pass/fail basis. No letter grade will be given. If it is determined that course standards have been met at a proficient level as demonstrated in all summative assessments, a “PASS” (P) mark will be recorded and credit toward HKIS graduation requirements will be granted. A “PASS” (P) is not factored into the overall GPA calculation. If course standards have not been met and/or all summatives not taken, an “F” will be recorded and credit will not be granted. An “F” IS factored into the overall GPA calculation.

3D Form and Function – ½ credit

Elective: Grades 9-12

Prerequisites: VADT Foundation

Home Learning: Moderate 

Course Description

This course introduces students to various materials through design projects. Students will get the opportunity to design and make both functional and sculptural products. They will learn to work with materials such as clay, paper, plastics and metal. Students research artists and designers for inspiration and to give them an idea of how design has evolved over time and cultures. Students work through a design cycle to fulfill a design brief.

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.

Advanced Computer Science Studio – 1 credit

Elective: Grades 11-12

Prerequisites: VADT Foundation and one (1) full year coding experience or equivalent and departmental approval

Home Learning: Heavy 

Course Description

Advanced Computer Science Topics provides students interested in a career in Computer Science a pathway to current trends in Data Manipulation, Learning Systems and their application to Micro-controllers. Students will have the opportunity to explore their passion for Data and Systems in this project-based course. Students can also choose the AP Computer Science A Pathway through this course.

Learning Outcomes

Students will:

- ◆ Learn modern Project Management Methodologies.
- ◆ Develop relational Databases.
- ◆ Explore Machine Learning models.
- ◆ Understand advanced coding design patterns.

Assessment

Students will be assessed using a variety of activities and assessment tools, some of which may include presentations, independent research assignments, group discussions, writing tasks, tests and quizzes.

Advanced Film Photography – ½ credit

Elective: Grades 10-12

Prerequisites: VADT Foundation and Introduction to Photography

Home Learning: Moderate 

Course Description

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

Learning Outcomes

Students will:

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

Assessment

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

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

Advanced Studio – ½ credit

Elective: Grades 10-12

Prerequisites: VADT Foundation and Drawing and Painting before entering the class and with departmental approval

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.

Assessment

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

Advertising & Layout Design – ½ credit

Elective: Grades 9-12

Prerequisites: VADT Foundation and Graphic Design

Home Learning: Moderate 

Course Description

Through real life design briefs students will be guided through the design process to creatively 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 together to help create a variety of advertising products including album covers, concert posters, multiple-page magazine layouts and print advertisements for a variety of products.

Students interested in Graphic Design and Digital Illustration as an option for *AP Studio* should strongly consider taking 2D courses in addition to the Graphic Design to develop drawing techniques and demonstrate exploration of traditional media.

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, which are transferable and contribute to lifelong learning through the design cycle.
- ◆ Reflect on themes and issues encountered during each project and evaluate creative development and processes. Demonstrate the creative cycle in the visual journal.

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.

AP Art History – 1 credit

Elective: Grades 10-12

Prerequisites: VADT Foundation and a minimum grade of a B in Humanities or English

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

This semester course will be offered in alternative years starting with 2021-22 then again in 2023-24.

Home Learning: Heavy 

*This course has intensive reading

Course Description

This course is designed to provide an introductory college level course in art history. It will provide an understanding and appreciation of architecture, sculpture, painting and other art forms within historical and cultural contexts. In this class students will examine major forms of artistic expression from the past to the present and from a variety of cultures. The three particular, though not equal, areas of study are: Ancient Through Medieval, Renaissance to Present and Non-European Artistic Traditions. The class will involve students in a range of activities including reading, critique, presentation, independent research, class and group discussions and writing. Our sources of information will include slides, texts, videos, biographies, memoirs, galleries and museums.

Students must take the three-hour culminating examination as set by the College Board.

An optional overseas trip will be offered to either France or Italy if enough students sign up for the trip. This unique opportunity to view the real works of art studied, will be advantageous in consolidating key concepts examined during the Art History course.

Learning Outcomes

Students will:

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

Assessment

Students will be assessed using a variety of activities and assessment tools, some of which may include critiques, presentations, independent research assignments, group discussions, writing tasks, tests and quizzes.

AP Computer Science A: Self-Paced Study – 1 credit

Elective: Grades 11-12

Prerequisites:

- VADT Foundation
- 1.0 Credit of Coding Experience (1 year)
- Free period in each semester
- Departmental approval

*Students and parents will have a meeting with the supervising teacher during course registration to ensure that all parties understand the structure of this course.

Home Learning: Heavy 

Course Description

Students will self-study the AP Computer Science A course utilizing our online learning platform. Students will have access to online-learning materials, projects and revision quizzes to help them prepare for the College Board exam. Feedback and check-in opportunities with a VADT teacher will be provided upon request.

Fundamental topics in this course include the design of solutions to problems, the use of data structures to organise large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasises object-oriented programming and designed using the Java Programming language.

Learning Outcomes

Students will:

- ◆ Learn problem-solving skills.
- ◆ Develop logical thought processes that support creativity.
- ◆ Learn to program in Java.

Assessment and Grading

Feedback will be given throughout the course. It is the student's responsibility to alert the supervising teacher when assignments are complete so feedback is timely. A progress letter grade and Approaches to Learning (ATLs) will be given at the end of semester one and a final letter grade with ATLs will be given at the end of semester 2. All students taking this class are required to take the AP Computer Science A AP exam.

Note

Since this class is self-paced and independent, the supervising teacher will not be available during parent-teacher conferences unless there is an extenuating circumstance.

AP Computer Science Principles – 1 credit

Elective: Grades 11-12

Prerequisites: VADT Foundation, departmental approval, and successful completion of one of the following classes: Introduction to Programming, Robotics, Coding in Action

Home Learning: Heavy 

Course Description

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

Learning Outcomes

Students will:

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

Assessment

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

AP Studio Art – 1 credit

Elective: Grades 11 and 12

Prerequisites: VADT Foundation plus successful completion in two semesters of art before entering the class and departmental permission with portfolio review.

Home Learning: Heavy 

Course Description

This is an advanced studio course that offers highly motivated students an opportunity to build a portfolio of work that represents his/her individual strengths and interests in the visual arts and design. The emphasis of the course is for students to develop a cohesive body of work through sustained investigation of ideas, materials and art-making processes of their choice. Areas of focus include drawing, painting, photography, graphic

design, fashion design and architectural design. Students may select a particular area of focus or a multidisciplinary combination in constructing their portfolio of work.

*This course may be repeated and students can choose to submit multiple portfolios of work for additional AP credits (up to three per year).

Learning Outcomes

Students will:

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

Assessment

The class functions as a practical workshop where students develop personal artwork towards their portfolio. All students are expected to keep a sketchbook of ideas, self-reflections and assignments. Each student presents a 15 piece portfolio of work at the end of the year. This course culminates with an AP Exhibition of each student's portfolio.

Coding in Action – ½ credit

Elective: Grades 9-12

Prerequisite: VADT Foundation

Home Learning: Light 

Course Description

Programming is more than just coding; problem solving is the heart of programming and solutions can be presented in digital/non-digital ways. Using design thinking and different communication skills, students will learn how to identify problems through listening, designing solutions creatively and implement the solutions with a team.

Learning Outcomes

Students will:

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

Assessment

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

Digital Photography – ½ credit

Elective: Grades 9-12

Prerequisites: VADT Foundation and Introduction to Photography

*Students are required to have access to a digital (DSLR) camera with manual control of Shutter Speed/Aperture.

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 the Adobe 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 an 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.

Drawing and Painting – ½ credit

Elective: Grades 9-12

Prerequisites: VADT Foundation

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. Many 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.

Fashion & Textiles Studio – ½ credit

Elective: Grades 10-12

Prerequisites: VADT Foundation and Introduction to Fashion & Textiles

Home Learning: Moderate 

Course Description

Giving students an opportunity to continue and develop working in a specific medium namely fashion and textiles, building on their skills acquired in the Introduction to Fashion & Textiles. Following the design cycle, students will develop skills to ideate, research and communicate fashion design as well as develop their own designs. Students will learn pattern cutting skills through to manufacture of functioning prototypes. Students will consider environmental issues and sustainability of “Fast Fashion”.

Learning Outcomes

Students will:

- ◆ Learn how to develop and source ideas from the world around them from different times, places and cultures to inspire their own work through research and observing other designs and designers.
- ◆ Explain how the choices of artists and designers show references to historical/contemporary/cultural influences in their work and their own.
- ◆ Demonstrate sequential development of ideas and concepts through research, drawings and mock-ups. The visual journal will document experiments with materials, techniques and processes, in conjunction with research and contextual studies.

- ◆ Use a variety of materials, technologies and processes to make well designed and constructed clothing.
- ◆ Reflect on and respond to their own and others' designs. Through the reflection process students will review, adapt and modify their work to realize their intentions.

Assessment

The assessment of student achievement is based on:

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

Graphic Design – ½ credit

Elective: Grades 9-12

Prerequisites: VADT

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.
- ◆ Apply the elements and principles of design for the realisation of work in order to communicate intentions for the expression of ideas, thoughts and feelings.
- ◆ Demonstrate technical skills, knowledge and experience in a range of design applications.
- ◆ 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.
- ◆ Portfolio of work-design briefs.
- ◆ Class presentations.

Independent Studio – ½ credit

Elective: Grades 10-12

Prerequisites: Successful completion of VADT Foundation and two semesters of visual art and design courses before entering the class and/or with departmental approval

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 approach. 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.

Assessment

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

Introduction to Fashion & Textiles – ½ credit

Elective: Grades 9-12

Prerequisite: VADT Foundation

Home Learning: Moderate 

Course Description

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

Learning Outcomes

Students will:

- ◆ Learn how to develop and source ideas from the world around them and from different times, places and cultures to inspire their own work.
- ◆ Understand the links between contemporary and historical fashion, literature, art and music, history and their own designs.
- ◆ Learn how to use a sewing machine and hand stitch to construct their own garments.
- ◆ Demonstrate sequential development of ideas and concepts through drawings and mock-ups. The visual journal will document experiments with materials, techniques and processes, in conjunction with research and contextual studies.
- ◆ Reflect on and respond to their own and others' designs. Through the reflection process students will review, adapt and modify their work to realize their intentions.

Assessment

The assessment of student achievement is based on:

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

Introduction to Photography – ½ credit

Elective: Grades 9-12

Prerequisites: VADT Foundation

Home Learning: Light 

Course Description

This studio elective introduces basic skills and concepts of photography in both 35mm film and digital formats. Topics studied include: image composition, camera controls, darkroom printing and manipulation of digital images. Many projects allow for open-

ended exploration and students will be encouraged to develop their own personal approach to photography. Additionally, students will be introduced to both historically significant and contemporary photographers as they develop their portfolio of work.

Learning Outcomes

Student will:

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

Assessment

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

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

Mobile App Development – ½ credit

Elective: Grades 9-12

Prerequisites: VADT Foundation

Home Learning: Light 

Course Description

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

Learning Outcomes

Students will:

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

Assessment

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

Mobile Games Development – ½ credit

Elective: Grades 9-12

Prerequisites: VADT Foundation

Home Learning: Light 

Course Description

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

Learning Outcomes

Students will:

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

Assessment

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

Printmaking – ½ credit

Elective: Grades 9-12

Prerequisite: VADT Foundation

Home Learning: Light 

Course Description

This introductory printmaking course offers students a look into the use of a variety of printing techniques and tools included in mono, relief and screen printing. Printmaking is varied, repeatable, and tactile with an opportunity to create multiples, limited editions

or unique works of printed art. Through the research of the history of printmaking and utilization of drawing practices students will gain experience in the process of printing through the use of critical and creative problem solving to achieve success in this exciting form of art making.

Learning Outcomes

Students will:

- ◆ Make informed judgments based on an understanding of the aesthetic elements and principles of art and design.
- ◆ Incorporate an understanding of printed works from a variety of times, places and cultures into their own work.
- ◆ Use creative thinking skills to explore complex printing problems.
- ◆ Translate complex ideas into visual imagery.
- ◆ Realize the potential and limitations of materials, tools and technology through a process of experimentation and research.
- ◆ Refine skills and techniques with a variety of printmaking techniques, tools and presses.

Assessment

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

- ◆ Personal and creative printed imagery in a variety of printing techniques.
- ◆ Research work on historical practices and contemporary print artists.
- ◆ Limited Edition Prints based on Hong Kong Culture.
- ◆ Digital Portfolio of personal works, reflections and research.

Product Design – ½ credit

Elective: Grades 9-12

Prerequisites: VADT Foundation

Home Learning: Moderate 

Course Description

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

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 fulfil a design brief.

Assessment

The assessment of student achievement is based on:

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

Robotics – ½ credit

Elective: Grades 9-12

Prerequisites: VADT Foundation

Home Learning: Light 

Course Description

This course presents an overview of robotics, topics including coordinate transformations, sensors, path planning, kinematics, feedback and feed-forward control, stressing the importance of integrating sensors, effectors and control. Course information will be tied to lab experiments; students will work in teams to build and test increasingly more complex VEX-based robots, culminating in an end-of-semester robot contest.

Learning Outcomes

Students will:

- ◆ Identify and describe the functions of the components in common robotic systems.
- ◆ Argue and assess the differences between robot and human.
- ◆ Analyze and break down complex challenges into solvable steps.
- ◆ Apply programming skills to implement the solutions from the analysis.

Assessment

Students should expect a range of projects, on-going documentation (blog/engineering notebook), in-class assignments, quizzes and oral examination.

Spatial & Urban Design – ½ credit

Elective: Grades 9-12

Prerequisites: VADT Foundation and Architecture 1

Home Learning: Moderate 

Course Description

This course complements the Architecture I course and offers greater insight into the mind and 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 platform 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.

Assessment

Presentations, display drawings and physical models, digital models and fly-throughs. Visual design journal & digital portfolio, peer and self-critiques.

Street Art – ½ credit

Elective: Grades 9-12

Prerequisites: VADT Foundation

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

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

Performing Arts

Fine Arts Graduation Requirement: The inclusion of the arts as an essential component of the curriculum promotes HKIS's Student Learning Results. Each discipline of the arts offers specialized knowledge and skills, set within a broader context of guided creativity and aesthetic awareness. The study of the arts fosters a deeper understanding of self, empathy for others, global understanding and spiritual awareness.

You must have a course from Visual Arts column and a course from the Performing Arts column to meet the 1.5 credit graduation requirement.

Visual Arts, Design and Technology

VADT Foundation (.5)
3D Form and Function (.5)
Advanced Computer Science Studio (1.0)
Advanced Film Photography (.5)
Advanced Studio (.5)
Advertising & Layout Design (.5)
AP Art History (1.0)
AP Computer Science A (1.0)
AP Computer Science Principles (1.0)
AP Studio Art (1.0)
– Drawing
– 2D Art + Design
– 3D Art + Design
Coding in Action (.5)
Digital Photography (.5)
Drawing & Painting (.5)
Fashion & Textiles Studio (.5)
Graphic Design (.5)
Independent Studio (.5)
Introduction to Fashion & Textiles (.5)
Introduction to Photography (.5)
Mobile App Development (.5)
Mobile Games Development (.5)
Printmaking (.5)
Product Design (.5)
Robotics (.5)
Spatial & Urban Design (.5)
Street Art (.5)

Performing Arts

High School Beginner Band (.5 or 1.0)
Symphonic Band (1.0)
– Brass, Woodwinds or Percussion
Wind Ensemble (1.0)
– Brass, Woodwinds or Percussion
Orchestra (.5)
Orchestra Winds (.25)
String Ensemble (1.0)
Chamber Strings (1.0)
Concert Choir (.5 or 1.0)
Men's Choir (1.0)
Women's Choir (1.0)
Madrigal Singers (1.0)
Guitar I & II (.5 each)
Digital Music Production and Recording Design 1 (.5)
Drama Workshop I & II (.5 each)
Drama Production Musical (.5)
Drama Production Play, Non-Musical (.5)
Makeup Design and Application (.5)
Stagecraft for the Theatre (.5)
Effective Speech Communication (.5)
*Performing Arts Ensemble Leadership

Music Courses

High School Beginner Band – ½ or 1 credit option

*If taking the semester option students must take this class in Semester one

Elective: Grades 9-12

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. After assignment is learned, students will perform summative tests to provide a signpost on their progress towards outlined standards. Students will also write periodic theory quizzes and receive ensemble skills marks. The latter are designed to provide regular feedback to students about the learning habits they display regularly in class.

Symphonic Band Brass – 1 credit

Symphonic Band Woodwinds – 1 credit

Symphonic Band Percussion – 1 credit

Electives: Grades 9-12

*In extenuating circumstances a student may join for one semester

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

Students should select the appropriate section for their chosen instruments:

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

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

Learning Outcomes

Students will:

- ◆ Demonstrate an appreciation for a variety of musical styles by performing with good attention to the technical and expressive elements contained in the music.
- ◆ Perform quality music at a standard that provides enjoyment for both the listener and the performer.
- ◆ Independently prepare the parts of music given to them by learning 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 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. 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 marks. 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.

Wind Ensemble – Brass – 1 credit

Wind Ensemble – Woodwinds – 1 credit

Wind Ensemble – Percussion – 1 credit

Electives: Grades 9-12

*In extenuating circumstances a student may join for one semester

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

Home Learning: Moderate 

Course Description

This course is designed to offer experienced musicians the opportunity to perform quality literature in an advanced level ensemble. Students will receive individualized attention as needed, but the ability to learn one's part independently is expected. Repertoire from a variety of eras and styles will be studied and performed in order to help students to express themselves effectively and to develop their appreciation for a variety of musical styles. Students will also develop an understanding that performing artistic music requires discipline and teamwork, and that this pursuit of quality naturally leads not only to better performances, but to greater appreciation and understanding of the elements that shape beautiful music.

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

Learning Outcomes

Students will:

- ◆ Demonstrate an appreciation for a variety of musical styles by performing with good attention to the technical and expressive elements contained in the music.
- ◆ Perform advanced High School band literature at a standard that provides enjoyment

for both the listener and the performer by attending to ensemble balance, blend, intonation, precision and the expressive elements of music.

- ◆ Independently prepare the parts of music given to them by learning 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 in order to demonstrate that students understand the importance of individual preparation to ensemble success.

Assessment

Students will be assessed according to the individual progress they make on their own instruments, how well they prepare their music, and how well they work in as a member of the ensemble. This will be determined through the use of regular playing quizzes and tests, reflective activities, and a performance portfolio. Students will also write periodic theory quizzes and receive ensemble skills marks. 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.

Orchestra Winds – ¼ credit for one semester and ½ credit for full year (meets Mondays outside school hours)

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

Home Learning: Moderate 

Course Description

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

Learning Outcomes

Students will learn to:

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

Assessment

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

Orchestra – ½ credit – Full Year (meets Mondays outside school hours)

Elective: Grades 10-12

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

Home Learning: Moderate 

Course Description

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

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

Learning Outcomes

Students will learn to:

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

Assessment

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

String Ensemble – 1 credit

Elective: Grades 9-12

Home Learning: Moderate 

Course Description

This course is intended for those students who always wanted to learn to play a string instrument, but never had the opportunity. The course also gives students the

opportunity to change from one string instrument to another. It's never too late to learn to play an instrument! In addition, students who play for a short amount of time, or haven't played for a while and want to brush up their skill are welcome to join.

The course provides instruction on proper playing techniques, basic music notation and string performance. Students will also be given opportunities throughout the year to perform for the public on their own or along with Chamber Strings and Orchestra.

Learning Outcomes

Students will:

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

Assessment

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

Chamber Strings – 1 credit

Elective: Grades 9-12

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

Home Learning: Moderate 

Course Description

Students, in a group setting, are taught more advanced playing techniques on their individual instruments. Students also concentrate on ensemble building aspects and are given opportunities throughout the year to perform for the public.

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

Learning Outcomes

Students will:

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

Assessment

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

Choral Courses

Concert Choir – ½ or 1 credit option

*Students taking ½ credit may join in semester one only.

Elective: Grades 9-12

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. No audition is required.

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

Learning Outcomes

Students will:

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

Assessment

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

Men's Choir – 1 credit

Elective: Grades 9-12

Prerequisites: Concert Choir; students must audition for admission to this class.

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 solfège syllables, and have a basic understanding of vocal technique and music theory by the end of the course. Course is open to any students who wish to improve their vocal ability.

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

Learning Outcomes

Students will:

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

Assessment

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

Women's Choir – 1 credit

Elective: Grades 9-12

Prerequisites: Concert Choir; students must audition for admission to this class.

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 solfège syllables, and have a basic understanding of vocal technique and music theory by the end of the course. Previous experience in a vocal music ensemble or permission of the choral instructor is required for class registration.

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

Learning Outcomes

Students will:

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

Assessment

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

Madrigal Singers – 1 credit

Elective: Grades 10-12

Prerequisites: 1 credit of Choir or equivalent. Students must audition for admission to this class.

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.

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

Learning Outcomes

Students will:

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

Assessment

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

Guitar I and Guitar II – ½ credit each

Elective: Grades 9-12

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

Home Learning: Moderate 

Course Description

Guitar 1

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

Guitar 2

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

Learning Outcomes, Guitar 1

Students will:

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

Learning Outcomes, Guitar 2

Students will:

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

Assessment

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

Digital Music Production and Recording – ½ credit

Elective: Grades 9-12

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

Home Learning: Light 

Course Description

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

Learning Outcomes

Students will:

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

Assessment

This is a project-based course. Students will be presented with real life scenarios and will create original music to meet the needs. The final project will be to produce an album of original music. Special note – students will be expected to attend 1-2 live events outside of class time to run the soundboard and learn skills for digitally manipulating live sounds.

Performing Arts Leadership

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

Home Learning: Moderate  

Grading Scheme: Pass/Fail

Course Description

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

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

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

Learning Outcomes

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

Assessment

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

Classes for which this applies:

Chamber Strings
Concert Choir
Drama Production
Madrigal Singers
Men's Choir
Orchestra
Percussion
Stagecraft
Symphonic Band (Brass)
Symphonic Band (Winds)
Symphonic Band (Percussion)
Wind Ensemble (Brass)
Wind Ensemble (Winds)
Wind Ensemble (Percussion)
Women's Choir
Woodwinds

Drama Courses

Drama Workshop I – ½ credit

Elective: Grades 9-12

Prerequisites: None

Home Learning: Light 

Course Description

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

Learning Outcomes

Students will:

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

Assessment

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

Drama Workshop II – ½ credit

Elective: Grades 9-12

Prerequisites: Successful completion of Drama Workshop I or departmental approval

Home Learning: Light 

Course Description

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

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

- ◆ Practice Stage Combat
- ◆ Devise improvisational scenes integrating stage combat techniques

Assessment

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

Drama Production: Musical – ½ credit

Elective: Grades 9-12

Prerequisites: Students new to this course must interview with the instructor before being placed in the course.

Acting experience is helpful, but not required.

Home Learning: Moderate 

Course Description

This course functions as a practical workshop that culminates in a presentation of a musical for the school community. Students may take this course as a technician or as a performer and this course may be taken more than once. Students start as apprentices, move to journeymen and lastly, masters. **This course meets outside the traditional school day which does include some Saturdays and weekends** for additional rehearsals or set construction, as needed. Theater is a collaborative art form, therefore dependable students are desired. The course will be graded on a Pass/Fail basis and is not sequential, and students may repeat enrollment during their High School career.

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

Learning Outcomes

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

- ◆ Students will be able to demonstrate their knowledge of rehearsing a play and performing in front of a live audience.
- ◆ Students will gain knowledge of the history of the particular play/musical they are producing/directing.
- ◆ Students will be able to demonstrate their knowledge of various acting techniques and character analysis relevant for musical theater performances and for theatrical plays.
- ◆ Students will be able to apply their knowledge of performance analysis and evaluation through self evaluation and peer evaluation.

Assessment

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

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

Drama Production: Play, Non-Musical – ½ credit

Elective: Grades 9-12

Prerequisites: Students new to the course must interview with the instructor before placement in the course.

Acting experience is helpful, but not required.

Home Learning: Moderate 

Course Description

These courses function as a practical workshop that culminates in a presentation of a play for the school community. Students may take this course as a technician or as a performer and this course may be taken more than once. Students start as apprentices, move to journeymen and lastly, masters.

Class time is spent on all aspects of preparation for performance. Students are required to meet outside of class for additional rehearsals or set construction, as needed. Theater is a collaborative art form, therefore dependable students are desired.

This course is not sequential, and students may repeat enrollment during their High School career.

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

Learning Outcomes

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

- ◆ Students will be able to demonstrate their knowledge of rehearsing a play and performing in front of a live audience.
- ◆ Students will gain knowledge of the history of the particular play/musical they are producing/directing.
- ◆ Students will be able to demonstrate their knowledge of various acting techniques and character analysis relevant for musical theatre performances and for theatrical plays.
- ◆ Students will be able to apply their knowledge of performance analysis and evaluation through self evaluation and peer evaluation.

Assessment

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

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

Makeup Design and Application – ½ credit

*This course may be repeated for credit.

Elective: Grades 9-12

Prerequisites: None

Home Learning: Light 

Course Description

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

Learning Outcomes

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

Assessment

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

Stagecraft – ½ credit

Elective: Grades 9-12

Prerequisites: None

Home Learning: Light 

Course Description

Do you love working with your hands? Do you love building things? Do you love watching your designs come to life? Are you open to the idea of working with tools? Then this class is for you! This course is intended for students who enjoy working to create theatrical sets and theatrical props for our main stage theatrical productions in the Fall or Spring Semester.

This course may be taken more than once, as every semester students in the class are working on a different play or musical. Students begin as apprentices, to the journeyman level and ultimately to the master level.

Learning Outcomes

Students will:

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

Assessment

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

Effective Speech Communication – ½ credit (Performing Arts credit or English elective credit)

Grades 9-12

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.

Physical Education

Mission and Aim

Beginning with the Class of 2021, a full credit Wellness Block will be offered at HKIS. In their Wellness Block, students will develop their physical, mental, and spiritual well-being through a Physical Education, Counseling Seminar, and Spiritual Exploration course.

Physical Education at HKIS is an integral part of the educational process and contributes to the physical, intellectual, social and spiritual development of every student. The mission of Physical Education at HKIS is the development of autonomous, lifelong learners who readily participate in meaningful physical activity on a regular basis. The aim of Physical Education at HKIS is lifelong participation. Further, the aim is to foster the development of positive attitudes toward a lifetime commitment to physical activity and well-being – through lessons focusing on understanding games, skill development and participation. The graduation requirement is 1/2 credit of Physical Education for each year in attendance at HKIS.

Program Goals

1. Concept-based skill development
 - ◆ To educate students as to the structure of games and movement skills whereby the tactical understanding and skill execution can be learned, transferred and perfected.

- ◆ To target each student's base skill level through differential teaching strategies to enable individual skill progression.
 - ◆ To enable learners to participate successfully in a physical activity even though it may not have been specifically included in the program.
2. Development of positive attitudes. These attitudes will focus on:
 - ◆ Physical activity.
 - ◆ Fitness.
 - ◆ Self-concept.
 - ◆ Relationships with others.
 - ◆ Social behavior.
 - ◆ Personal and group safety.
 3. A lifestyle oriented to overall well-being:
 - ◆ To provide each student with the opportunity to develop an optimal level of fitness.
 - ◆ To educate and excite students about pursuing active, healthy lifestyles.
 - ◆ To assist students in the development of attitudes, knowledge and skills necessary to initiate and maintain appropriate fitness programs.
 - ◆ To promote self-motivated learning as related to fitness and well-being.
 - ◆ To give students the opportunity to live what they have learned through participation in physical education.
 - ◆ To educate and excite students to improve their diet and well-being.

Learning Outcomes

Students will:

1. Through Fitness Training:
 - ◆ Demonstrate competency in physical fitness.
 - ◆ Demonstrate swimming proficiency.
 - ◆ Make gains on cardio vascular fitness, strength and flexibility.
2. Through Teamwork Experiences:
 - ◆ Work constructively with others to accomplish a goal.
 - ◆ Improve co-operative interpersonal skills.
 - ◆ Demonstrate responsible personal and social behavior.
3. Through Developing Competition Strategies and Technique:
 - ◆ Use basic offensive and defensive strategies in a variety of games and activities.
 - ◆ Take responsibility for their own learning.
4. Through the Striving for Wellness:
 - ◆ Develop strategies for a lifelong healthy lifestyle and diet.
 - ◆ Increase confidence and self-esteem.
 - ◆ Utilize activity to reduce stress in everyday life.
5. Through Exercising Leadership:
 - ◆ Develop leadership capacity.
 - ◆ Develop the skills of judgment and decision-making.
6. Through Exercising Good Sportsmanship:
 - ◆ Follow prescribed rules and promote fair play.
 - ◆ Apply the rules, strategies and etiquette appropriately when playing sports.

Assessment

The assessment instruments are dependent upon individual course content. Assessment pieces common to all courses include:

- ◆ Full Value Contract which is a measure of focus and effort; assessments conducted by self, by peer and by the teacher.
- ◆ Health and Fitness Profile which is a measure of common fitness tests tracked through the High School career; progress measured against norm-referenced data.

Other assessment instruments may include:

- ◆ Written and verbal assessment of rules.
- ◆ Time in heart rate zone.
- ◆ Fitness log.
- ◆ Participation in forum discussions.
- ◆ Nutrition logs and fact sheets.

Physical Education 9 – ½ credit (required in Grade 9)

Home Learning: Moderate 

Course Elements

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

Physical Education 10 – ½ credit (required in Grade 10)

Home Learning: Moderate 

Course Description

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

Physical Education 11 – ½ credit (required in Grade 11)

Home Learning: Moderate 

Course Description

- ◆ Sport units in team handball, volleyball and ultimate Frisbee are designed to develop tactical game competency and to target each student's base skill level through differential teaching strategies to enable individual skill progression.

- ◆ Fitness units in aquatics, cardio training and resistance training are geared to teach students fundamentals of program design. The aquatics training has a focus on fitness. The resistance training has a focus on program development.

Physical Education 12 – ½ credit (required in Grade 12)

Home Learning: Moderate 

Course Description

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

Electives

Hong Kong National Sports – ¼ Credit

Elective: Grades 11 and 12

Course Description

Eligible candidates may elect to apply for ¼ credit.

Criteria

- ◆ Prospective candidates must represent Hong Kong internationally in a sport recognized by the Sport Development Board.
- ◆ A student is eligible to earn credit only once (i.e., ¼ 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.

Counseling Seminar Program

Counseling Seminar is part of a yearlong Wellness Block at HKIS. In their Wellness Block, students will develop their physical, mental, and spiritual well-being through Physical Education, Counseling Seminar, and Spiritual Exploration courses.

Grade 9 Seminar: Transitions to High School

Required in Grade 9

Home Learning: Light 

Course Description

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

Learning Outcomes

Students will:

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

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

Grade 10 Seminar: Positive Psychology

Required in Grade 10

Home Learning: Light 

Course Description

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

Learning Outcomes

Students will:

- ◆ Understand the tenets of positive psychology.
- ◆ Students will learn about the mental health continuum and resources to help themselves or others, and reflect on their own experiences.
- ◆ Explore and apply the pillars of well-being (positive emotion, engagement, relationships, meaning, accomplishment, and health).
- ◆ Students will identify and share unique cultural influences which inform their values.
- ◆ Apply learning to envision potential futures via a career research project.

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

Grade 11 Seminar: College and Career

Required in Grade 11

Home Learning: Light 

Course Description

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

Learning Outcomes

Students will:

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

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

Grade 12 Seminar: Transitions

Required in Grade 12

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 relationship 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.

Learning Strategies

Learning Strategies – ½ credit

Elective: Grades 9-12

May be repeated for elective credit.

Special Requirements: Permission of instructor.

Home Learning: Light 

Grading Scheme: Pass/Fail

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.

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.

Strategies for Self-Advocacy – ¼ credit

Elective: Grade 12

Special Requirements: Permission of the instructor

Home Learning: Light 

Grading Scheme: Pass/Fail

Course Description

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

Learning Outcomes

Students will:

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

Assessment

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

SUMMER ACADEMIC TERM (JUNE 2021)

2021 marks the 26th Summer Academic Term for High School credit. Taking courses during the Summer Academic Term allows students increased flexibility and choice in managing their four-year programs of study at the High School.

All courses, are taught by HKIS teachers.

- ◆ Summer Academic Term courses are intensive and demanding because the work of an entire semester is compressed into two weeks (May 31 to June 11). *Applied Practices of Mindfulness May 31 to June 9 (including Saturday, June 5 and Sunday, June 6).
- ◆ In view of the intensive nature of the program, students cannot be enrolled in other courses or programs while enrolled in Summer Academic Term.
- ◆ Students enrolling in a course must commit themselves to successfully completing the course and participating fully in the program.
- ◆ HKIS reserves the right to dismiss a student from any course, without a refund, if that student displays harmful or inappropriate behavior toward faculty, other students or property.

Who is eligible?

Check course prerequisites for eligibility. Students not enrolled at HKIS are not eligible. Graduating seniors may enroll in courses open to students entering Grade 12 if credit recovery is needed.

Attendance

Given the intensity of the courses, students need to attend every session in order to meet the requirements for credit.

NOTE: Because of the intensity of the summer course schedule, students are not allowed to enroll in more than one course.

Credit

- ◆ All courses in the program are for credit.
- ◆ Students will be issued a Report Card with the course grade and credit awarded. This information will also appear on the Semester 1 transcript of the following academic year.
- ◆ Students enrolled during the summer are still required to take a minimum of 6.75 credits (9th graders) and 6.25 credits (10th to 12 graders) during the regular school year.

Registration Information

Registration will open Monday, January 25, 2021 and will close at 4pm, Friday, February 26, 2021.

If you are interested in registering your daughter or son for a summer course, please complete the Registration Form and return it to Ms. Lui in the High School Office by 4pm, February 26, 2021, along with a crossed check for the full tuition.

Checks should be made payable to "Hong Kong International School." [A copy of the form is included at the end of this booklet.](#)

FAX APPLICATIONS ARE NOT ACCEPTABLE.

A final decision on whether or not a course will proceed will be based on enrollment requests and will be made the week of March 1, 2021. Should any courses be canceled, you will be informed accordingly.

Late Registration Fee

A late registration fee of \$500 for space available will be charged for any application submitted after 4pm, Friday, February 26, 2021.

Cancellation Policy

A full refund will be made for any course that the school must cancel before the course commences. If it becomes necessary for you to cancel your child's enrollment in a course, HKIS will offer a full refund only if the position can be filled from the waiting list.

Transport and Services for on-campus courses

- ◆ Bus transportation is NOT provided. Students are responsible for being in class on time.
- ◆ There may be an option to sign up for a daily lunch box service; details will be sent with registration confirmation letters.
- ◆ An administrator will be present on campus during the summer session.

For further information about registration, please contact:

Ms. Lui in the High School office on 3149 7170 or at summerterm@hkis.edu.hk

HKIS Summer Opportunities

Biblical Explorations – ½ credit (meets the grade 11/12 Religious Studies elective requirement for graduation)

Dates: Monday, May 31 to Friday, June 11

Tuition: \$4,750

Prerequisites: Spiritual Exploration 9 and 10; open to students entering grades 11-12

Grading Scheme: Pass/Fail

Course Description

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

Learning Outcomes

Students will learn:

- ◆ Develop an understanding of the universality of the message of the Bible and its impact on history and civilization.

- ◆ Understand the historical development and major literary forms of the Bible.
- ◆ Explore the relationship between the Old and New Testaments.
- ◆ Understand and respect the framework of faith that informs the community for whom this is their “story”.
- ◆ Understand and articulate basic themes in the Bible.
- ◆ Develop skills of interpretation necessary for a meaningful reading of the Bible.
- ◆ Understand the Christian message.

Assessment

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

Applied Practices of Mindfulness – ½ credit (meets the grade 11/12 Religious Studies elective requirement for graduation)

Dates: Monday, May 31 to Wednesday, June 9 including Saturday (June 5) and Sunday (June 6)

Tuition: \$4,750

Prerequisites: Open to students entering grades 11-12

Grading Scheme: Pass/Fail

Course Description

Applied Practices of Mindfulness will explore and train the students in mindfulness, meditation, yoga, and mental habits derived from contemporary research in positive psychology. The historical religious roots of yoga and meditation will also be examined as a way to understand current developments and practices. Every class is designed so students will engage in a succession of mindfulness practice training, seeking to enhance mental stability, self-awareness, compassion, and positive mental states.

Students will be asked to commit to a regular practice of meditation as a way of discovering for themselves the very human experience of awareness, presence, and self-compassion. The course will also take an in-depth and critical look into the research supporting mindfulness and other contemplative practices that support positive mental states and well-being.

Learning Outcomes

Students will learn:

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

Assessment

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

Moral Philosophy – ½ credit (meets the grade 11/12 Religious Studies elective requirement for graduation)

Dates: Monday, May 31 to Friday, June 11

Tuition: \$4,750

Prerequisites: Open to students entering grades 11-12

Grading Scheme: Pass/Fail

Course Description

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

Learning Outcomes

Students will:

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

Assessment

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

VADT Foundation – ½ credit

Note: Meets part of the 1.5 credit Fine Arts graduation requirement. This course is the prerequisite for all Visual Arts and Design Technology courses.

Note: Incoming 8th grade students taking this course must register for a VADT elective course for the 2021-22 school year.

Dates: Monday, May 31 to Friday, June 11

Tuition: \$4,750

Prerequisites: None; open to students entering grades 9-12

Grading Scheme: Pass/Fail

Course Description

Through a series of projects students will gain and develop knowledge and skills in both traditional and digital media. To complement and support the development of artworks, students will also be required to research into art and artists from across periods and cultures. All students will be expected to keep a sketchbook and digital ePortfolio to document the learning process.

Learning Outcomes

Students will:

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

Assessment

The assessment of student achievement is based on:

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

Mobile App Development – ½ credit

*This course is online only

Dates: Monday, May 31 to Friday, June 11

Tuition: \$4,750

Prerequisites: VADT Foundation

Course Description

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

Learning Outcomes

Students will:

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

Assessment

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

Mobile Games Development – ½ credit

*This course is online only

Dates: Monday, May 31 to Friday, June 11

Tuition: \$4,750

Prerequisites: VADT Foundation

Course Description

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

Learning Outcomes

Students will:

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

Assessment

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

Introduction to Psychology – ½ credit

Dates: Monday, May 31 to Friday, June 11

Tuition: \$4,750

Prerequisites: Open to students entering grades 10-12

Course Description

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

Learning Outcomes

Students will develop basic understanding in the following areas:

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

Assessment

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

Marine Biology – ½ credit

Dates: Monday, May 31 to Friday, June 11

Tuition: \$4,750

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

Course Description

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

Learning Outcomes

Students will:

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

Assessment

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

GOA Summer Courses:

Summer@GOA offers some of their most popular courses in an intensive 7-week format. Please see their offerings and registration details here

<https://drive.google.com/file/d/19CC23hi2qdfIPeM9WqpASDxscrpRkwii/view>

Please contact Mrs. Carrie Bennett for more information.

2021 HKIS Summer Academic Term Registration Form

Student Last Name _____ First Name _____

Student ID Number _____

Entering Grade 9 10 11 12 in August 2021 (please circle as appropriate)

Home Address _____

Name of Parent/Guardian _____

Daytime Telephone _____ Fax _____

Evening Telephone _____ Fax _____

Email _____

Space is limited. Registration is on a first-come, first-served basis.

COURSE NAME _____

Tuition Fee attached HK\$ _____

A late registration fee of \$500 for space available will be charged for forms received after Friday, February 26, 2021.

I have read the program, course descriptions, and the conditions of registration, and I give my full approval and support to my student's attendance.

Parent Signature _____ Date _____

Course registration forms must be returned to Ms. Doreen Lui in the High School Office by 4pm, February 26, 2021 along with a crossed check equivalent to the full tuition made payable to "Hong Kong International School."

Ms. Lui can be contacted on 3149-7170 or at summerterm@hkis.edu.hk.



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