EDUCATING MINDS, TRANSFORMING LIVES

High School

ACADEMIC CATALOG

2026
2027

ics.edu.sg

International Community School

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Mission

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

Vision

Our authentic international educational community will serve as a gateway to purpose, empowering and equipping global learners to lead positive change

Core Values

Academic Excellence
Biblical Worldview
Caring Community
Personal Excellence

Expected Student Outcomes

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

Interpersonal

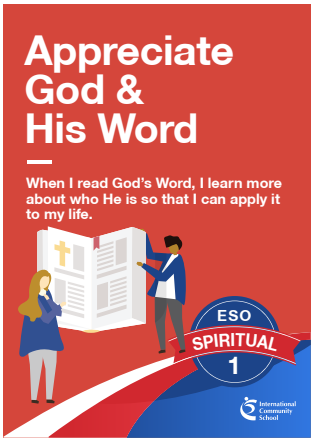
ICS students will recognize their personal uniqueness through demonstrating cultural sensitivity, developing a godly self-image, and living productively.

Curricular

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

Spiritual

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



Cultural Sensitivity

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



ESO INTERPERSONAL 1

Godly Self-Image

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



ESO INTERPERSONAL 2

Living Productively

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



ESO INTERPERSONAL 3

Critical Thinkers

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



ESO CURRICULAR 1

Quality Communicators

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



ESO CURRICULAR 2

Problem Solvers

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



ESO CURRICULAR 3

Develop Biblical Character by Imitating Christ

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



ESO SPIRITUAL 2A

Develop Biblical Character by Modeling Teachers

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



ESO SPIRITUAL 2B

Develop Biblical Character by Obeying Biblical Authority

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



ESO SPIRITUAL 2C

Graduation Requirements for the Classes of 2027 and 2028

In order for a student to graduate from ICS, he or she must receive 25 credits in the following areas:

Subject Area	Required Credits*	Remarks
English	4	
Mathematics	3	• Must include 1 credit each of Algebra 1 and Geometry or equivalent • Students who take Algebra 1 or Geometry in Grade 8 must still complete 3 years of mathematics in high school
Science	3	
Social Studies	3	
World Language	2	• Two credits must be in the same language
Fine Arts	1	• 0.5 credit of visual arts • 0.5 credit of performing arts
Technology	1	
PE	1	
Health	0.5	
Electives & Service Learning	6	• For each year a student is enrolled at ICS, he/she is required to pass and earn 0.5 credit of Bible • For each year a student is enrolled at ICS, he/she is required to pass and earn 0.25 credit of Service Learning (WWW) Week Without Walls • For each spring enrolled in the HS program at ICS, students must attend Week Without Walls as part of Service Learning • Students who do not attend Week Without Walls must complete an additional pre-arranged 50 hours of service to meet Service Learning credit
Honors Senior Thesis**	0.5	
Total Credits	**25**	
Service Hours		**6 hours per semester a student is enrolled at ICS. This is separate from the Service Learning Capstone Project: Week without Walls.**

** (1 Credit is Equivalent to 1 Academic Year of Study)*

***This requirement is waived for 12 grade/4th-year students admitted for 2nd semester from another NICS school or regionally accredited American curriculum High School.*

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

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

World Language Requirement Addendum:

Students who take and pass an AP world language course as their first credit of world language and pass the AP exam in that language (receiving a score of 3 or higher) are exempt from the second credit of the world language graduation requirement.

In choosing to be exempt from the second credit of the world language graduation requirement, students are solely responsible for enquiring with potential universities whether or not this will meet the university's entrance requirements. ICS is not responsible for a student not meeting university entrance requirements for a foreign language due to the student's choice to be exempt from the second credit for world language.

Students who are exempt from the second credit of world language are still required to receive 25 credits to graduate. The additional credit is filled as an elective course.

High School: Conferment of Honors at Graduation:

At graduation, students will be honored by the following designation:

- 3.7-3.99 cum laude
- 4.0-4.249 magna cum laude
- 4.25 or higher summa cum laude

Students must enroll in at least two AP or honors classes to qualify for any honors distinction and must have no history of academic dishonesty. The valedictorian and salutatorian designate will no longer be given.

Graduation Requirements for the Classes of 2029 and 2030

In order for a student to graduate from ICS, he or she must receive 25 credits in the following areas.

Subject Area	Required Credits*	Remarks
English	4	
Mathematics	3	• Must include 1 credit each of Algebra 1 and Geometry or equivalent • Students who take Algebra 1 or Geometry in Grade 8 must still complete 3 years of mathematics in high school
Science	3	
Social Studies***	3	• Must include one credit each of geography, history and economics
World Language	2	• Two credits must be in the same language
Fine Arts	1	• 0.5 credit of visual arts • 0.5 credit of performing arts
Technology	1	
PE	1	
Health	0.5	
Electives & Service Learning	6	• For each year a student is enrolled at ICS, he/she is required to pass and earn 0.5 credit of Bible • For each year a student is enrolled at ICS, he/she is required to pass and earn 0.25 credit of Service Learning Week Without Walls • For each spring enrolled in the HS program at ICS, students must attend Week Without Walls as part of Service Learning • Students who do not attend Week Without Walls must complete an additional pre-arranged 50 hours of service to meet Service Learning credit
Honors Senior Thesis**	0.5	
Total Credits	**25**	
Service Hours		**6 hours per semester a student is enrolled at ICS. This is separate from the Service Learning Capstone Project: Week without Walls.**

** (1 Credit is Equivalent to 1 Academic Year of Study)*

***This requirement is waived for 12 grade/4th-year students admitted for 2nd semester from another NICS school or regionally accredited American curriculum High School.*

****Social Studies requirements will apply to the Class of 2029 and beyond.*

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

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

World Language Requirement Addendum:

Students who take and pass an AP world language course as their first credit of world language and pass the AP exam in that language (receiving a score of 3 or higher) are exempt from the second credit of the world language graduation requirement.

In choosing to be exempt from the second credit of the world language graduation requirement, students are solely responsible for enquiring with potential universities whether or not this will meet the university's entrance requirements. ICS is not responsible for a student not meeting university entrance requirements for a foreign language due to the student's choice to be exempt from the second credit for world language.

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High School: Conferment of Honors at Graduation:

At graduation, students will be honored by the following designation:

- 3.7-3.99 cum laude
- 4.0-4.249 magna cum laude
- 4.25 or higher summa cum laude

Students must enroll in at least two AP or honors classes to qualify for any honors distinction and must have no history of academic dishonesty. The valedictorian and salutatorian designate will no longer be given.

Advanced Placement (AP) Modules

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

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

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

Honors and AP Enrollment Criteria

Students who wish to enroll in honors or AP courses must meet the following criteria:

- Complete all prerequisite courses in the same content area with a grade of B or higher.
- Receive teacher approval to enroll in the honors or AP course.

Upon enrolling in an honors or AP course, students are expected to:

- Maintain a B or higher in all honors and AP courses. Students who receive a C+ or below as a semester grade in an honors or AP course may be removed from the course at the principal's discretion.
- Remain enrolled in the course for the entire year.
- Maintain high standards of academic integrity.
- Attend class every day. Students who have excessive absences may be removed from honors or AP courses at the principal's discretion.

The inclusion of a course description in this guide does not guarantee the course offered will fit into a student's schedule or will have space for enrollment. A course scheduling often depends on a minimum number of interested students.

Service Learning



SERVICE LEARNING "Project 4:12" | Length: Year

The service learning program empowers students to be people of service beyond just requirements or programs, but who instead live a lifestyle of service, serving with joy and intention to benefit others. The ICS community wants to foster their ability to see that they can make a difference at any age level and in any location, serving and loving others just as Christ has served and loved us.

The service learning program:

- Provides the ICS community with opportunities to explore concepts of sacrifice, intentionality, humility, and varying methods of serving others so that as they grow, students will learn to look beyond themselves, see the needs of others, and be willing to help. Throughout the year, students will serve and reflect on their experiences.
- Equips community members to discover the needs of those around them and identify ways they can sacrificially meet those needs through their time, talents, and abilities.
- Our capstone project for Service Learning is Week Without Walls. Students serve both locally and globally on teams made up of middle and high school students to meet the needs of partner organizations.
- As part of this course, students are assessed on several service learning reflections, including: a reflection over their serving in the yearly PTF Carnival, service reflections over their semester community service hourly requirements, and reflections regarding their Capstone Service Learning Project, Week Without Walls.

Bible



BIBLE 101: THE ROOTS OF BIBLICAL FAITH | Length: Semester

This course provides an opportunity for students to continue discovering the roots of Biblical faith which began in Middle School Bible. Since both testaments of the Bible are inseparably connected and integrated as one grand revelation, the continuity of God's unfolding plan of redemption found in Jesus the Messiah is emphasized. The majority of the class will be walking through the Old Testament, starting with the book of Joshua, tracing the main characters and themes of God. The theme of Bible 101 is Divine Providence and how God partners with imperfect humans to accomplish his perfect plan of redemption and justice. The Old Testament paves the way for New Testament truths that will be discovered in Bible 102, and thus this course emphasizes how each part of the story points ahead to Christ.

BIBLE 102: GOSPEL GROWING BIBLICAL FAITH | Length: Semester

This course is a continuation of the Bible 101 course. It is a study of God's plan of redemption and the outcomes of Biblical faith. The coming of the Kingdom of God was the central theme in Jesus' mission and the core of His teachings.. Students are challenged to move beyond merely knowing about God's kingdom to participating in God's kingdom. Topics included in this study

are the Gospels, Redemption, the Sermon on the Mount, the Parables of Jesus and lastly the crucifixion and Resurrection of Jesus. The course agenda will be set by the Gospels; thus, the ethical teachings of Jesus will be explored in order for students to learn about and desire to replicate the life of Christ and Kingdom principles. Because healthy faith stems from healthy roots, the goal of the course is for students to apply these key concepts in their daily living in order to produce healthy and fruitful lives within the context of their respective communities.

BIBLE 103: The Fruits of Biblical Faith | Length: Semester

This course is a continuation of the Bible 101 & 102 courses. It is a study of God's continued plan of redemption through the followers of Christ. The coming of the Kingdom of God was the central theme in Jesus' mission and the core of His teachings. This course will work through the book of Acts and selected Epistles of the Apostle Paul (focusing on Romans & Ephesians), to see where God is directing His followers today through understanding the foundations of the Christian church and how theology impacts our daily lives in the modern age. Students will connect the Biblical theme of individual redemption to community and global impact. By the end of this class, students will be able to articulate basic theology, as well as the history of the church as told in the New Testament. The theme of this class is that the church is unified and the church advances, and thus the students will apply the knowledge that they glean through the study of Acts and the epistles to apply to studying Unreached People Groups in the modern era, and how the gospel can be shared in different cultures to transform lives for the glory of God and to build his Kingdom, fulfilling the Great Commission.

BIBLICAL WORLDVIEW | Length: Semester

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

English

ENGLISH 9: LITERATURE AND COMPOSITION | Length: Year

The purpose of English 9 is to build a foundation in grammar, vocabulary, writing, literary, and poetic analysis so that the student will be able to progress and excel in English classes throughout the rest of high school. In this class, students will read novels, plays, and poems and analyze them through writing essays that follow a claim, evidence, and reasoning structure. By the end of the course, students will gain skills of comprehension, literary analysis, speaking, and writing. Students will explore how humans relate to one another through the course of literature, and will be exposed to (and will wrestle with) varying worldviews, while holding these up to the lens of a biblical worldview.

ENGLISH 10: GENRE STUDIES | Length: Year

The purpose of English 10 is to explore how literary categories are created and how they influence our understanding of the human condition. Students will engage with texts from various authors and time periods to analyze the form and beauty of specific genres. This course emphasizes the development of writing and research skills, specifically through an extended independent project and the mastery of MLA style. While building on the foundations of grammar and vocabulary, students will also be challenged to evaluate the philosophical questions raised by different genres through a biblical worldview. By the end of the course, students will have gained the analytical tools necessary to understand the complex relationship between fiction and reality.

ENGLISH 11: LITERATURE AND IDENTITY | Length: Year

Where do I belong? This course explores how literature constructs, questions, and transforms identity across individual, cultural, and collective dimensions. Through myths, novels, plays, poetry, and film from diverse traditions, students examine how writers represent selfhood: the search for belonging, the pain of alienation, the weight of inheritance, and the possibility of reinvention. From ancient narratives of origin to contemporary explorations of consciousness, students investigate how identity emerges in relation to others, how it is built under pressure, and how storytelling becomes a means of discovering who we are.

The course emphasizes close reading, evidence-based writing, and rhetorical awareness. Students analyze themes, evaluate authorial choices, and construct arguments grounded in textual evidence.

ENGLISH 12: GLOBAL LITERATURE | Length: Year

What does it mean to belong when home exists in more than one place, or nowhere at all? This course examines how English, shaped by colonialism, migration, and cultural exchange, has become a vehicle for diverse literary voices worldwide. Through novels from the Caribbean, West Africa, the American South, and Afghanistan, students explore how writers navigate language, inheritance, and belonging from positions between cultures, histories, and selves. Building on G11's exploration of identity formation, this course asks how identity travels and reassembles across borders, generations, and the weight of the past.

The course emphasizes close reading, evidence-based writing, comparative analysis across cultural contexts, and development of voice. Students analyze how authors negotiate power, memory, and selfhood through language while cultivating their own precision and authenticity as writers.

AP ENGLISH LANGUAGE AND COMPOSITION | Length: Year

AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situations, claims and evidence, reasoning and organization, and style.

AP ENGLISH LITERATURE AND COMPOSITION | Length: Year

This college-level course includes an intensive study of global literary works written in several genres from the sixteenth century to the present. The curriculum requirements are based on the AP English course description and are intended to fully prepare each student for the

corresponding College Board exam at the end of the academic year. The concentration of content of this course is the study of the artistic use of language in increasing complexity as employed by authors to achieve specific effects on their readers. The purpose of this course is to challenge students to reach a university-level proficiency in literature, which would include reading (comprehension and analysis), writing, and discussion.

Fine Arts

Visual Arts

2-D ART | Length: Semester

This course focuses on creating two dimensional works of art. Students will be introduced to historical and contemporary artists, respond through art critique methods, connect their personal artwork to various conceptual challenges, and practice drawing, painting, and printmaking techniques to produce a visual art portfolio that presents their artwork.

CERAMICS | Length: Semester

This course focuses on creating 3D ceramic works of art. Students will be introduced to historical and contemporary artists, respond through art critique methods, connect their personal artwork to various conceptual challenges, and practice hand-building, wheel-throwing, and glazing techniques to produce a visual art portfolio that presents their artwork.

DIGITAL ART | Length: Semester

This course focuses on creating both raster and vector graphics using industry standard programs. Students will be introduced to historical and contemporary artists, respond through art critique methods, connect their personal artwork to various conceptual challenges, and practice techniques using Adobe Photoshop and Adobe Illustrator to produce a visual art portfolio that presents their artwork.

FOUNDATIONS OF ART AND DESIGN | Length: Semester

This course is an introduction to various studio explorations in both 2 and 3 dimensional mediums with an emphasis on the creative process while also learning about art theory and art history. Students will learn foundational skills that can be applied to any form of art or design that they may choose to continue in the future.

INDEPENDENT STUDY IN ART | Length: Semester

Independent Study in Art is an intermediate level course that gives students the opportunity to strengthen and deepen their skills and creative ideas in any particular medium of art. Students are allowed to choose any type of art to focus on for the duration of the course. Subject to teacher approval, they will then choose and design their own projects by researching, planning, and executing their ideas throughout the semester. Students will then reflect on and present their artwork in a portfolio.

AP STUDIO ART: DRAWING | Length: Year

Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams.

The AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing courses are designed to be equivalent to an introductory college course in 2-D art and design, 3-D art and design, and drawing, respectively.

AP STUDIO ART: 2-D DESIGN | Length: Year

Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams.

The AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing courses are designed to be equivalent to an introductory college course in 2-D art and design, 3-D art and design, and drawing, respectively.

AP STUDIO ART: 3-D DESIGN | Length: Year

Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams.

The AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing courses are designed to be equivalent to an introductory college course in 2-D art and design, 3-D art and design, and drawing, respectively.

Performing Arts



CHOIR | Length: Semester

High School Choir is a traditional performing ensemble designed as the logical progression of the choral experience. This course advances students' mastery of vocal production techniques and deepens their proficiency in reading and interpreting Western musical notation in both treble and bass clefs. Through the rigorous study of standard choral literature, students explore a sophisticated repertoire that includes sacred and secular Classical masterworks, Jazz,

Broadway, Folk music, and contemporary arrangements in two- to four-part harmony. Participants refine their artistry through consistent rehearsal and various public performances.

KEYBOARDING I | Length: Semester

Keyboarding I is an introductory course designed to establish a foundational proficiency in piano performance. Students focus on the development of essential technical skills, including proper hand positioning, posture, and the interpretation of musical notation. The curriculum integrates basic music theory with practical application, guiding students through a progression from simple melodies in C major to the mastery of scales and foundational chordal accompaniments. Beyond technical instruction, the course emphasizes the cultivation of self-discipline and effective practice habits necessary for artistic growth. Students demonstrate their progress through regular classroom evaluations and semester performances.

KEYBOARDING II | Length: Semester

Keyboarding II is an intermediate-level course designed as a logical continuation for students who have completed Keyboarding I or are currently engaged in private piano instruction. This curriculum builds upon foundational skills by introducing advanced musical notation, complex key signatures, and comprehensive music theory. Students will expand their technical facility through the study of arpeggios and sophisticated chord progressions while exploring a diverse and challenging repertoire across various musical styles. Emphasis remains on the self-discipline required to maintain rigorous practice habits. In addition to regular classroom evaluations and semester concerts, students in this course will have the opportunity to develop collaborative skills by accompanying the school's choral ensembles during semester performances.

MODERN WORSHIP BAND | Length: Semester

Modern Worship Band is a combined practical and philosophical course centered on the study and leadership of Christian worship. The primary objective of the ensemble is to provide musical leadership for chapel services and various spiritually focused events throughout the academic year. Students explore a diverse range of repertoire, including modern praise and worship, traditional and reformed hymnody, and international Christian music. While the ensemble is fundamentally band-led (utilizing vocals, guitar, bass, piano, and percussion) participation is open to all instrumentalists. This course is designed for students with intermediate-level proficiency in their instrument or voice who seek to blend technical musicality with thoughtful worship leadership.

MUSIC APPRECIATION | Length: Semester

Music Appreciation is an academic, non-performance course designed to broaden students' musical horizons through intensive listening and historical exploration. The curriculum provides a comprehensive survey of diverse musical traditions, including Classical, Folk, Musical Theater, Jazz, and contemporary Popular genres. Students investigate the lives and contributions of pivotal composers and performers who have shaped these styles throughout history. Coursework is highly interactive, consisting of directed listening exercises, analytical discussions, and research-based projects and presentations. Mastery of the subject matter is demonstrated through a variety of assessments, including quizzes, unit examinations, and creative summative projects.

DRAMA | Length: Semester

High School Drama offers an immersive study of both the performance and technical aspects of theatrical production. The curriculum focuses on advanced acting techniques, improvisation, and character development, including the study of vocal accents where appropriate. Students gain a comprehensive understanding of the "behind-the-scenes" elements of theater, including staging, set and prop design, lighting, and sound engineering. During the first semester, students engage directly in the annual school production, contributing to essential areas such as dramaturgical research, rehearsal preparation, blocking, and technical design. Performance remains a central component throughout the year, with students participating in semester programs and in-class reader's theater showcases to refine their stagecraft and interpretive skills.

Math



ALGEBRA I | Length: Year

This course builds on foundational pre-algebra skills to solve more advanced equations and systems of equations. Students will be introduced to function notation and will explore linear functions through both graphical and analytical approaches. The curriculum includes operations with polynomials and methods for solving quadratic equations, including factoring, completing the square, and graphing. Additionally, students will gain a preliminary understanding of nonlinear functions, including inverse, radical, and rational and exponential functions.

GEOMETRY | Length: Year

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

ALGEBRA II | Length: Year

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

ADVANCED QUANTITATIVE REASONING | Length: Year

AQR is a class that takes students all around the world of mathematics, introducing them to concepts that have not been covered in other courses but that will affect their lives going forward. Course content will involve discussions of mathematical applications to elections, power comparisons, touring neighborhoods, networks, money, symmetry, and other real-world subjects.

AP STATISTICS | Length: Year

The purpose of this AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes. The first is exploring data in describing patterns and departures from patterns. The second theme is sampling and experimentation, in addition to planning and conducting a study. The third theme is anticipating patterns, along with exploring random phenomena using probability and simulation. The fourth theme involves statistical inference, estimating population parameters, and testing hypotheses.

HONORS PRECALCULUS | Length: Year

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

AP CALCULUS AB | Length: Year

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

AP CALCULUS BC | Length: Year

Students in AP Calculus BC will cover all the concepts of Calculus AB as well as applying these concepts to parametric, polar, and vector functions, and series.

Science



INTEGRATED SCIENCE 9 | Length: Year

Integrated Science 9 is a continuation of Science 8 in which students learn more advanced investigation and design skills, explore authentic STEM databases and studies, and expand their communication & collaboration skills for science. Students will deepen their understanding of our natural world and human impacts like climate change. This course continues to integrate all STEM disciplines (physics, chemistry, biology, and earth science) to prepare students for active participation as citizens and caregivers of Earth, and in pursuit of their chosen career. Integrated Science 9 content will anchor on two main themes: Food, Nutrition & Fitness and The Quest for Energy.

INTEGRATED SCIENCE 10 | Length: Year

Integrated Science 10 is a continuation of a three-year sequence in which students face more complex experimental and problem-solving tasks over longer periods of time. They become more autonomous and engage in authentic peer review as they prepare to author their own scientific or technical paper. Students complete The Quest for Energy and Health, Drugs & Disease. Then they take Environmental Dynamics to the next level of difficulty, probing local and global issues such as air quality and pollution; food systems, soils and land use; various marine topics from the deep ocean to rising seas; and the stewardship of near-earth orbit through the lens of satellite pollution. Students who successfully complete the entire Integrated Science sequence are well prepared to enter any advanced science or STEM course in Grades 11-12.

GENERAL CHEMISTRY | Length: Year

General Chemistry is a course designed to introduce students to the basics of the interaction of atoms and subatomic particles. It is a laboratory course dealing primarily with analytical, physical, and organic chemistry. Students are introduced to naming chemical formulas, balancing chemical equations, quantum mechanics, chemical bonding, solutions, and oxidation-reduction reactions.

CONCEPTUAL PHYSICS WITH ALGEBRA I | Length: Year

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

AP BIOLOGY | Length: Year

This course is aligned to the College Board AP Biology Curriculum Framework that encompass core scientific principles, theories and processes that cut across traditional boundaries and provide a broad way of thinking about living organisms and biological systems. Students will explore phenomenons related to cellular processes, energy and communication, genetics, information transfer, evolution, ecology and interactions. Twenty-five percent of instructional time is devoted to hands-on laboratory work with an emphasis on inquiry-based investigations. Investigations require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress. This course is designed to prepare students for the Biology College Board Advanced Placement Exam.

AP CHEMISTRY | Length: Year

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The key

concepts and related content that define the AP Chemistry course and exam are organized around underlying principles called the Big Ideas. They encompass core scientific principles, theories and processes that cut across traditional boundaries and provide a broad way of thinking about the particulate nature of matter underlying the observations students make about the physical world. Big Ideas cover content areas including: characteristics of matter, chemical bonding, chemical reactions and energy, kinetics, thermodynamics, and equilibrium.

AP ENVIRONMENTAL SCIENCE | Length: Year

(alternates with Human Anatomy & Physiology)

AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. Students will use 8 science practices to analyze environmental issues caused by humans, evaluate associated risks and debate on alternative solutions for resolving or preventing the issues. In this course, students will learn through 6 projects, where each project will culminate in a proposed solution to a real world challenge. The projects are Sustainability in Action, Community Ecology, Agricultural Systems, Global Climate Summit and Oceans In Action. Students will also be exposed to environmental legislation and policies. This course is designed to be an equivalent of a one-semester introductory college course in environmental science. It prepares students for the College Board AP Environmental Science exam. The course also consists of lab and field investigation.

HUMAN ANATOMY & PHYSIOLOGY | Length: Year

(alternates with AP Environmental Science)

The Anatomy and Physiology course is designed to provide an opportunity to investigate the structure and function of the human body and how it reacts to external stimuli. The course will cover the anatomy of major organ systems, and how different organ systems work together to achieve homeostasis and key daily functions. Dissections of various animal organs will help compliment the course work. The course also requires students to conduct a year long investigation on a specific topic relevant to a health condition of student's choice. This course is for anyone considering life sciences or health majors in university.

AP PHYSICS 1: ALGEBRA-BASED | Length: Year

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

AP PHYSICS C: MECHANICS | Length: Year

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

Social Studies



MODERN WORLD HISTORY | Length: Year

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

U.S. HISTORY | Length: Year

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

ECONOMICS | Length: Year

This course introduces students to the foundational principles of economics, equipping them with the tools to make informed decisions as consumers, producers, and citizens in an increasingly interconnected world. Key topics include scarcity and resource allocation, the role of incentives, markets and prices, trade and specialization, and the impact of government policies on economic outcomes. Through engaging lessons and real-world applications, students will explore concepts such as opportunity cost, supply and demand, economic systems, entrepreneurship, and global trade. They will also examine the consequences of economic fluctuations, inflation, and unemployment. By fostering critical thinking and economic reasoning, this course prepares students to analyze the costs and benefits of decisions and to navigate the complexities of the modern economy.

HUMAN GEOGRAPHY | Length: Year

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

AP EUROPEAN HISTORY | Length: Year

(alternates with AP Comparative Government & Politics)

AP European History explores modern European history from 1450 to the present, covering topics like the Renaissance, Reformation, Revolutions, Industrialization, the World Wars, and the European Union. Students examine Europe's global connections and how political, economic, cultural, and technological forces shaped society. The course emphasizes the rise of capitalism, the impact of innovation, and the interplay of class, power, and ideas across time.

AP HUMAN GEOGRAPHY | Length: Year

AP Human Geography introduces high school students to college-level introductory human geography or cultural geography. The content is presented thematically rather than regionally and is organized around the discipline's main subfields: economic geography, cultural geography, political geography, and urban geography. The approach is spatial and problem oriented. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich analysis of the impacts of phenomena such as globalization, colonialism, and human–environment relationships on places, regions, cultural landscapes, and patterns of interaction.

AP WORLD HISTORY: MODERN | Length: Year

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

AP PSYCHOLOGY | Length: Year

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas.

AP MACROECONOMICS | Length: Semester

AP Macroeconomics introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

AP MICROECONOMICS | Length: Semester

AP Microeconomics is a college-level course that introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

AP COMPARATIVE GOVERNMENT AND POLITICS | Length: Year

(alternates with AP European History)

AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures, policies, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia and the United Kingdom. Students compare the effectiveness of approaches to many global issues by examining how different governments solve similar problems. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments.

World Languages



MANDARIN I | Length: Year

Mandarin I introduces students to the basics of the language, including Han Yu Pin Yin (the Mandarin phonetic system) and Chinese character writing strokes. Students will learn basic listening, speaking, reading, and writing skills based on topics covered, such as: greetings; numbers; date and time; introducing oneself and one's family; countries and languages; occupations; and transport. Students will also be exposed to elements of Chinese Culture.

MANDARIN II | Length: Year

Mandarin II builds upon the foundational language skills acquired from Mandarin I. Students will continue to expand their Mandarin vocabulary and sentence patterns. Students will develop their language skills in listening, reading, writing, and speaking by exploring topics such as describing one's home, neighborhood, meals, weather, hobbies, school subjects and facilities. Students will also be introduced to more aspects of Chinese culture.

MANDARIN III | Length: Year

Mandarin III students will continue to learn a wider range of vocabulary, grammar and new phrases to construct longer and more complicated sentences. Students will be able to make a series of useful sentences that can be utilized in day to day communication. Topics covered will consist of school life, food, festivals, shopping, and travel. Students will continue to develop the four ways of communication : reading, writing, listening and speaking and apply their conversational skills to the real world setting through engaging activities.

HONORS MANDARIN IV | Length: Year

Honors Mandarin IV continues to build on students' language skills while broadening their cultural understanding. The course explores engaging topics such as family relationships, personality, holidays, Chinese study tour, Chinese cuisine, geography, and community involvement. Students will strengthen their listening, speaking, reading, and writing abilities while expanding vocabulary and grammatical knowledge, as well as gaining a deeper understanding of Chinese idioms. Whether students aim to pursue advanced Mandarin studies or simply wish to enhance their language proficiency, this course provides a valuable and rewarding next step.

HONORS MANDARIN V | Length: Year

Honors Mandarin V emphasizes the continued development of students' practical language skills and cultural understanding. Students will explore a variety of meaningful topics, including comparisons between Chinese and Western customs and lifestyles, careers, studying abroad, technology, media, leisure activities, and community engagement. Students will expand their vocabulary and refine their listening, speaking, reading, and writing skills, with an emphasis on real-world applications and cultural exploration. They will also develop the ability to respond spontaneously in conversations. In addition, students will explore Chinese literature and history to gain a deeper appreciation for both the language and culture.

AP CHINESE LANGUAGE AND CULTURE | Length: Year

The AP Chinese Language and Culture course provides an immersive learning experience designed to enhance fluency and deepen cultural understanding. Through interpersonal, interpretive, and presentational activities, students develop practical communication skills for real-world contexts. The curriculum covers a broad range of topics, including family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges. This course provides students with a well-rounded and engaging learning experience, focusing on both language proficiency and cultural appreciation.

SPANISH I | Length: Year

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

SPANISH II | Length: Year

Spanish II builds upon the foundational skills acquired in Spanish I, focusing on expanding vocabulary, sentence patterns, and proficiency in listening, reading, writing, and speaking. Instruction is primarily conducted in Spanish to help students become familiar with the sounds of the language. Students will also be exposed to cultural elements of Spanish-speaking countries, enhancing their understanding of the language in a broader context.

SPANISH III | Length: Year

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

HONORS SPANISH IV | Length: Year

The purpose of Spanish IV is to build on the comprehension and conversational skills students have attained in Spanish I–III by expanding vocabulary, strengthening reading skills, and developing a deeper understanding of Spanish grammar through writing. As in Spanish III, instruction will be conducted primarily in Spanish so that students continue to acclimate to the sounds of the language while recognizing new vocabulary and sentence structures. Students in Spanish IV are encouraged to actively listen and respond in Spanish. While listening, speaking, and reading remain important components of the course, a major focus of Spanish IV is improving conversational skills through meaningful communication.

AP SPANISH LANGUAGE AND CULTURE | Length: Year

AP Spanish Language and Culture is equivalent to an intermediate-level college Spanish course. Students deepen their understanding of the Spanish language and the cultures of the Spanish-speaking world by engaging in interpersonal, interpretive, and presentational modes of communication in real-life contexts. The course explores themes such as families and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges

Technology

INTEGRATED DESIGN TECHNOLOGY | Length: Semester

This course provides students with an understanding of key technology concepts and skills, preparing them for advanced pathways. Students will actively engage in the Design Process, applying it to solve real-world challenges. The curriculum focuses on exploring and analyzing problems, brainstorming and developing ideas, creating innovative solutions, and evaluating their outcomes. Additionally, the course offers an introduction to various high school pathways available at ICS, such as Robotics, Computer Science, Model Making, and Yearbook. Each unit incorporates essential skills like collaboration, communication, digital citizenship, and the technical competencies required for success in the Information and Communication Technology (ICT) industry.

DESIGN TECHNOLOGY: MODEL MAKING | Length: Semester

This course enhances students' understanding of design concepts, skills, and knowledge, fostering creative problem solvers who can navigate the demands of an increasingly technological society. Students will explore the significance of design in life, society, and the environment while developing an appreciation for the elements of design. The curriculum emphasizes the use of Information and Communication Technology (ICT) for research and problem-solving. Central to the course is the design cycle, guiding students through inquiry and analysis, idea development, creation, and evaluation. 3D design and digital modeling skills will be developed using a variety of platforms including Tinkercad, Sketchup, and Fusion360.

DESIGN TECHNOLOGY: ROBOTICS | Length: Semester

This course builds on the foundational knowledge, skills, and concepts of Design and Engineering, aiming to develop critical thinkers and problem solvers. Students will learn to balance functionality and aesthetics, recognizing the impact of design on daily life, society, and the environment. The curriculum includes block coding techniques and the creation of an engineering notebook to document design plans and ideas. Through hands-on projects, students will deepen their understanding of the design process while honing their technical and creative abilities.

DESIGN TECHNOLOGY: COMPUTER SCIENCE PRINCIPLES | Length: Semester

This course introduces students to the foundational concepts of computer science and programming. They will design and evaluate solutions through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students are challenged to use their creative thinking and problem solving skills by exploring real world applications. Students will also be exposed to the basic commands of the Python language and learn how to apply them to more complex challenges.

DESIGN TECHNOLOGY: COMPUTER SCIENCE APPLICATIONS | Length: Semester

This course continues to develop the foundational concepts of computer science and programming learned in CS: Principles. In this advanced course, students will choose a content focus; Web Design, Game Design, AI, Data Science, or Physical Computing using Arduinos. They will continue to design and evaluate solutions through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students are challenged to use their creative thinking and problem solving skills by exploring real world applications and be ready to showcase their final project to the community.

DESIGN TECHNOLOGY: GENIUS HOUR | Length: Semester

In this course students will dig deeper into the skills they have learned in previous Design Technology courses. This course is designed to give students the opportunity to pursue their passions and build 21st century skills. Students will have the freedom to choose a focus area/skill, set their own goals, and create their own project to showcase their learning. Students will use the design process to identify and solve real-world problems and create imaginative and meaningful solutions using the skills and tools they are passionate about. Students will have the opportunity to develop, test, and refine prototypes. This course will empower students and give them the time and space to innovate and pursue their own passion.

YEARBOOK | Length: Year

In this course, students will manage a comprehensive project to design and produce a school yearbook that reflects the entire school community for the year. Emphasizing photography, students will learn to capture and compose high-quality images using school-owned cameras, mastering manual adjustments for optimal results. Alongside photography, students will develop skills in page design, including creating style guides, establishing visual hierarchy, emphasizing key elements, and achieving alignment in layouts. This course requires a commitment to work outside of class, including attending school events to document moments for the yearbook.

AP COMPUTER SCIENCE A | Length: Year

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

Physical Education



FUNCTIONAL FITNESS | Length: Semester

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

HEALTH | Length: Semester

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

INDIVIDUAL FITNESS | Length: Semester

Individual Fitness follows on from Functional Fitness and is designed for students to learn and enjoy becoming physically fit for life. It is designed based on the principles of multimodal fitness. In this course students will review the components of fitness, basic movements in functional fitness, and how to program workouts to suit the needs of an individual regardless of the equipment and space available. More complex movements will be introduced to the

workouts as well as the element of long term planning for improvement. By the end of this course students will be able to build and implement a long-term physical fitness routine for themselves and equipment available to them.

PHYSICAL EDUCATION I / PHYSICAL EDUCATION II | Length: Semester

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

Other Required Classes



HONORS SENIOR THESIS | Length: Semester

This is an independent study class where students will work on their Senior Research Thesis. Each student is required to complete a thesis as a prerequisite for graduation. This course is designed to prepare students for college level research writing and organization. Students will be supported through workshops, study halls, conferencing one on one with instructors and the use of scholarly resources to succeed in writing their thesis. Students will learn advanced methods for research writing including: selecting high quality research questions; evaluating sources; assessing arguments and clarity of expression; and building logical support for claims. Conventions of academic writing styles will also be covered. Students should expect a high degree of interaction and coaching for writing and argumentation, rather than passively being examined. Ultimately, students should expect to complete this class having a substantial research document that they can be proud of in any future context. Students will build academic confidence as they interact with and participate in the production of knowledge.

Electives



ICS offers a wide variety of elective opportunities that encourage students to develop their talents and interests and to stretch themselves in new directions. Elective classes in each discipline allow for advanced study in areas of special interest and deepen student engagement with subject area content. Some programs involve extracurricular components and provide students with the possibility of travel, performance and competition.

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

- **AP Biology**
- **AP Calculus AB**
- **AP Calculus BC**
- **AP Chemistry**
- **AP Comparative Politics and Government**
- **AP Computer Science Principles**
- **AP Computer Science A**
- **AP Environmental Science**
- **AP European History**
- **AP Human Geography**
- **AP Language & Composition**
- **AP Literature & Composition**
- **AP Macroeconomics**
- **AP Microeconomics**
- **AP Physics 1**
- **AP Physics C: Mechanics**
- **AP Psychology**
- **AP Statistics**
- **AP US Government and Politics**
- **AP US History**
- **AP World Modern History**

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

- **2-D Art**
- **Ceramics**
- **Choir**
- **Design Technology: Computer Science Principles**
- **Design Technology: Computer Science Applications**
- **Design Technology: Genius Hour**
- **Design Technology: Robotics**
- **Design Technology: Model Making**
- **Digital Art**
- **Drama**
- **Functional Fitness**
- **Foundations of Art and Design**
- **Health**
- **Independent Study in Art**
- **Individual Fitness**
- **Integrated Design Technology**
- **Keyboarding I**
- **Keyboarding II**
- **Modern Worship Band**
- **Music Appreciation**
- **Physical Education I**
- **Physical Education II**

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