MISSION AND CHARACTER OF HKIS

LEARNING AT HKIS

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MAPS OF THE FOUR-YEAR COURSE OF STUDY

Maps of the Sequence of Study in Each Department

• Humanities
• Math
• Science
• Mandarin
• Romance Languages
• Visual Arts, Design & Technology
• Performing Arts
• Student Wellness

COURSES PROJECTED FOR ACADEMIC YEAR 2017-18

• Humanities
• English
• Social Studies
• AP Capstone Program
• Religion
• Mathematics
• Science
• Modern Languages – Mandarin
• Modern Languages – French & Spanish
• Visual Arts & Design
• Design & Technology
• Performing Arts
• Physical Education
• Counseling
• Learning Strategies

SUMMER SCHOOL OFFERINGS (2018)
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 (R-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. These families are culturally diverse, achievement-oriented and highly mobile. While some 20% of the students stay at HKIS five years or more, many others remain only a year or two.

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 Planner 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, 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 are limited.

Help us take care of the network by taking care of your own devices.

Students need to bring with them a MacBook that has the following minimum requirements.

- Operating System: OSX v 10.12 (Sierra) or later.
- Processor: Intel i5 chip set, 2.5 Ghz or faster.
- Memory: 8GB RAM / 256 GB Storage.

The MacBook will need to be brought to ETS for an initial check. In some cases, we may need to install additional software or completely reinstall the MacBook’s operating system. Students are expected to have a complete backup of their MacBook before bringing it to HKIS.

Please remember, you own the learning! If you have any questions, please ask the HS Technology Coaches.

**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 news, photos, archives of student newspapers, handbooks and other useful information 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 (GAFE)**

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. Students’ student number becomes their GAFE ID for their time at HKIS. We expect them to use their GAFE 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://powerschool.hkis.edu.hk](https://powerschool.hkis.edu.hk)**

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](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 after each term. Parents have access to the course page to view student’s discussion, assignment due dates and other course related activities.

**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.

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**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 35,000 print volumes of nonfiction and fiction, 1200 titles in digital format, more than 100 periodicals, newspapers and hundreds of video materials. 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. Individual quiet study is the norm among the stacks, where 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 Needs Program**
The High School Learning Needs 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 Needs 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 an ESOL 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.
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. The minimum yearly course load for students in Grades 11 and 12 is 6 credits; students in Grade 9 and 10 must register for a minimum of 6.25 credits.
   - A load of fewer than 6 or more than 7.5 credits may be taken only with approval from the Coordinator of Academic Programs and/or the Associate Principal for Teaching & Learning.
   - Free periods provide time for meeting teachers and working in the library and around campus.
   - Students and parents should think seriously before scheduling an overload; a withdrawal from a course after the drop deadline will be recorded on the transcript as a “W”.
   - 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. Approval from the Associate Principal for Teaching and Learning is required for students who seek to register for more than three Advanced Placement (AP) credits in an academic year.

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 eighth day of class is the last day that the course can be dropped without penalty or record; for semester courses, the fourth 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 February.
    - The High School administration, in consultation with department heads, determines the program of courses to be offered for the following academic year.
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 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 register for courses in June or August (or January for second semester entry) with a counselor.

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. 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.

Grading and Assessment Practice
Assessment is the process of establishing what a student knows, understands and can do and involves giving a student feedback on progress and learning throughout a course. Assessment is ongoing and includes the range and variety of feedback that a teacher gives a student on their work during the duration of a class.

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, a few 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.
For further information on approach to assessment and grading in our High School, please consult the Assessment and Grading page on DragonNet (http://www.hkis.edu.hk/uploaded/documents/Schools/HS/06-22-17_HKIS_G_A-2017_(1).pdf)

**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 and Performing Arts – 1½ credits:** These courses must include one semester of visual arts and one semester of performing arts. The remaining ½ credit may come from either department.

**Wellness – 3½ credits:** For the class of 2021 and beyond, these courses are part of the “wellness block” and include Spiritual Explorations, Physical Education and Counseling Seminars for each grade level. Religion – ¼ credit each year of Spiritual Explorations and ½ credit elective taken either Junior or Senior year. Classes of 2019 and 2020 complete their Physical Education and Counseling Seminar classes as well as World Religions, Biblical Traditions and an elective during Junior/Senior year.

**Interim –** Successful completion of INTERIM each year at HKIS.

**Senior Project –** Senior Project is an opportunity for seniors 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 some of HKIS’ Student Learning Results.

**Distributive Credits: 18**  
**Electives: 4**  
**Total Required Credits: 22**

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**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
- **Service, Society & the Sacred:** 1/2 credit
- **Learning Service in Action:** 1/2 credit
- **Senior English Asian:** 1 credit

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 counseled to take a maximum of one AP credit while 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 Teaching and Learning.
- 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 marks 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 27 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 is also an option for Mandarin students off campus
    • Science
      • Biology, Chemistry, Environmental Science, Physics I, Physics C: Electricity and Magnetism, Physics C: Mechanics
    • Social Sciences
    • 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.
  - AP with WE Service Component. Granted to students in AP courses working with WE who have successfully completed a service-learning component.

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.
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.
- **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.

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”.
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.

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 Coordination of 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.

The following courses are offered through GOA in 2018-2019:

**Art, Media, and Design**
- Architecture – 0.5 credit.
- Creative Non-fiction – 0.5 credit.
- Digital Photography – 0.5 credit.
- Fiction Writing – 0.5 credit.
- Filmmaking – 0.5 credit.
- Computer Science II: Game Design and Development – 0.5 credit.
- Graphic Design – 0.5 credit.
- Music Theory & Digital Composition – 0.5 credit.
- Poetry Writing – 0.5 credit.

**Science and Health**
- Abnormal Psychology – 0.5 credit.
- Bioethics – 0.5 credit.
- Global Health – 0.5 credit.
- Introduction to Psychology – 0.5 credit.
- Medical Problem Solving I – 0.5 credit.
- Medical Problem Solving II – 0.5 credit.
- Neuropsychology – 0.5 credit.
- Social Psychology – 0.5 credit.

**Mathematics and Technology**
- Computer Science I: Computational Thinking – 0.5 credit.
- Computer Science II: Analyzing Data with Python – 0.5 credit.
- Computer Science II: Game Design and Development – 0.5 credit.
- Computer Science II: Java – 0.5 credit.
- Game Theory – 0.5 credit.
- iOS App Design – 0.5 credit.
- Linear Algebra – 0.5 credit.
- Multivariable Calculus – 1.0 credit.
- Number Theory – 0.5 credit.
Social Sciences

- 9/11 in a Global Context – 0.5 credit.
- Advanced Topics in Economics – 0.5 credit.
- Applying Philosophy to Modern Global Issues – 0.5 credit.
- Comparative Politics – 0.5 credit.
- Entrepreneurship in a Global Context – 0.5 credit.
- Entrepreneurial Leadership – 0.5 credit. *Followup course to a residential component offered in Summer 2018 at the African Leadership Academy in South Africa.*
- Gender Studies – 0.5 credit.
- Genocide and Human Rights – 0.5 credit.
- Introduction to Investments – 0.5 credit.
- Macroeconomics – 0.5 credit.
- Microeconomics – 0.5 credit.
- Prisons and the Criminal Law – 0.5 credit (offered through Wake Forest University)

World Languages (Yearlong)

- Arabic Language Through Culture (Level I-III) – 1.0 credit.
- Japanese Language Through Culture I – 1.0 credit.
- Japanese Language Through Culture II – 1.0 credit.

More information on the Global Online Academy offerings can be found online at http://www.globalonlineacademy.org/

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

Last year 98% of the HKIS graduates were admitted to 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.

<table>
<thead>
<tr>
<th>Light</th>
<th>fewer than 30 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderate</td>
<td>30-60 minutes</td>
</tr>
<tr>
<td>Heavy</td>
<td>more than 60 minutes</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Interdisciplinary Humanities I or I in Action (English/History)</td>
</tr>
<tr>
<td>1</td>
<td>Mathematics (according to placement)</td>
</tr>
<tr>
<td>1</td>
<td>Science (according to placement)</td>
</tr>
<tr>
<td>1</td>
<td>Modern Language (according to placement)</td>
</tr>
<tr>
<td>½</td>
<td>Performing or Visual Arts</td>
</tr>
<tr>
<td>½</td>
<td>Physical Education 9</td>
</tr>
<tr>
<td>¼</td>
<td>Spiritual Explorations 9</td>
</tr>
<tr>
<td></td>
<td>Grade 9 Seminar</td>
</tr>
</tbody>
</table>

**Sophomores**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Interdisciplinary Humanities II or II in Action (English/History)</td>
</tr>
<tr>
<td>1</td>
<td>Mathematics</td>
</tr>
<tr>
<td>1</td>
<td>Science</td>
</tr>
<tr>
<td>1</td>
<td>Modern Language</td>
</tr>
<tr>
<td>½</td>
<td>Performing or Visual Arts</td>
</tr>
<tr>
<td>½</td>
<td>Physical Education 10</td>
</tr>
<tr>
<td>¼</td>
<td>Spiritual Explorations 10</td>
</tr>
<tr>
<td></td>
<td>Grade 10 Seminar</td>
</tr>
</tbody>
</table>

**Juniors**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 or 2</td>
<td>Interdisciplinary Humanities III (English/History) OR 1 credit of Junior English OR AP English Language</td>
</tr>
<tr>
<td>1</td>
<td>Mathematics</td>
</tr>
<tr>
<td>1</td>
<td>Science</td>
</tr>
</tbody>
</table>
### Seniors

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English 12 (Senior English Western or Asian or AP English Literature)</td>
</tr>
<tr>
<td>1</td>
<td>Mathematics</td>
</tr>
<tr>
<td>1</td>
<td>Science</td>
</tr>
<tr>
<td>1</td>
<td>Modern Language</td>
</tr>
<tr>
<td>½</td>
<td>Social Studies</td>
</tr>
<tr>
<td>½</td>
<td>Performing or Visual Arts (if not completed in Junior year)</td>
</tr>
<tr>
<td>¼</td>
<td>Spiritual Explorations 12</td>
</tr>
<tr>
<td>½</td>
<td>Physical Education 12</td>
</tr>
<tr>
<td>½</td>
<td>Religion (if not completed in Junior year)</td>
</tr>
<tr>
<td></td>
<td>Grade 12 Seminar</td>
</tr>
</tbody>
</table>

---

**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
  - June: SAT Subject Tests as appropriate

- **JUNIOR YEAR** (Grade 11)
  - October: PSAT
  - March/May: SAT
  - June: SAT Subject Tests as appropriate
  - TOEFL/IELTS – English language proficiency tests, as needed

- **SENIOR YEAR** (Grade 12)
  - October: SAT
  - November: SAT Subject Tests as appropriate
  - December: SAT or SAT Subject Tests as necessary
  - TOEFL/IELTS – English language proficiency tests, as needed

- **SAT and SAT Subject Tests:** Many colleges and universities require students to take SAT/ACT Tests. A select few colleges and universities may recommend two or three SAT Subject Tests. While scores generally improve the second time, colleges and universities tend to question why students take the tests more than three times. Students should take both in the spring of the junior year and then retake them if necessary in October and November of the senior year.

  Please note that the SAT Languages with Listening tests are offered only in November, so it is appropriate to take these tests in either Grade 11 or 12.
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 and 10, students must take at least 6.25 credits. In grades 11 and 12, students must take at least 6 credits per year.

<table>
<thead>
<tr>
<th>AREA OF STUDY</th>
<th>Graduation Requirement</th>
<th>GRADE 9 20__ - 20__</th>
<th>GRADE 10 20__ - 20__</th>
<th>GRADE 11 20__ - 20__</th>
<th>GRADE 12 20__ - 20__</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Required Credits</td>
<td>Course Name</td>
<td>Credit</td>
<td>Course Name</td>
<td>Credit</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>4</td>
<td>Humanities I</td>
<td>1</td>
<td>Humanities II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(English/History)</td>
<td>(Interdisciplinary Course)</td>
<td>OR</td>
<td>(English/History)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR</td>
<td>Humanities I in Action (English/History) (Interdisciplinary Course)</td>
<td>OR</td>
<td>Humanities II in Action (English/History) (Interdisciplinary Course)</td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>3</td>
<td>Algebra I or Geometry</td>
<td>1</td>
<td>Advanced Algebra, Geometry or Math Models</td>
<td>1</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>2</td>
<td>Physical or Biological Science</td>
<td>1</td>
<td>Biological if not taken in 9th Grade or Physical</td>
<td>1</td>
</tr>
<tr>
<td>WORLD LANGUAGES</td>
<td>2</td>
<td>Mandarin, Spanish or French</td>
<td>1</td>
<td>Mandarin, Spanish or French</td>
<td>1</td>
</tr>
<tr>
<td>FINE ARTS</td>
<td>1.5</td>
<td>Visual or Performing Art</td>
<td>0.5/1</td>
<td>Visual or Performing Art</td>
<td>0.5/1</td>
</tr>
<tr>
<td>WELLNESS (RELIGION, PHYSICAL EDUCATION, HEALTH, COUNSELING SEMINARS)</td>
<td>3.5</td>
<td>Spiritual Exploration 9 (.25) AND Physical Education 9 (.5) AND Grade 9 Seminar: Transitions to High School</td>
<td>0.75</td>
<td>Spiritual Exploration 10 (.25) AND Physical Education 10 (.5) AND Grade 10 Seminar: Positive Psychology</td>
<td>0.75</td>
</tr>
<tr>
<td>ELECTIVES</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td>22</td>
<td>6.25 minimum</td>
<td>6.25 minimum</td>
<td>6 minimum</td>
<td>6 minimum</td>
</tr>
</tbody>
</table>
### 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

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>Interdisciplinary courses – fulfill both English and Social Studies requirements</td>
<td>• 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</td>
<td>• 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</td>
</tr>
</tbody>
</table>

#### English

<table>
<thead>
<tr>
<th>4 credits required:</th>
<th>2 credits required:</th>
<th>1½ credit required:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities I (1 English credit, 1 Social Studies credit)</td>
<td>Humanities I or Humanities I In Action required (1 credit); Humanities II required (1 credit); electives (2 credits)</td>
<td>World Religions required (½ credit); Biblical Traditions required (½ credit); elective (½ credit)</td>
</tr>
<tr>
<td>See Humanities Section above</td>
<td>See Humanities Section above</td>
<td>Beginning with the class of 2021, the World Religions class requirement will be met through successful completion of Spiritual Exploration 9; a part of the new “Wellness Block”</td>
</tr>
<tr>
<td>See Humanities Section above</td>
<td>See Humanities Section above</td>
<td>Religion Elective (½ Religion credit) – May be taken in grade 11 or 12</td>
</tr>
</tbody>
</table>

#### Social Studies

See specific course descriptions for prerequisites and grade-level restrictions

#### Religion

See specific course descriptions for prerequisites and grade-level restrictions

#### Social Studies Electives

| Learning Service in Action – (½ credit) – 10-12 grade |
| Introduction to Psychology (½ credit) – 10-12 grade |
| Business Leadership (½ credit) – 11-12 grade |

#### English Electives

| English – Journalism (½ or 1 credit) – 11-12 grade |
| English – Film: A Critical Introduction (1 credit) – 11-12 grade |
| Effective Speech Communication (½ English or Performing Arts credit) – 10-12 grade |

#### AP Courses

| AP European History (1 credit) – 10-12 grade |
| AP Human Geography (1 credit) – 10-12 grade |
| AP World History – (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

| Numerous Religion Electives (½ credit) – (see Religion section for details) |

#### Summer Religion Courses

- Biblical Traditions – on campus and online (Grade 10-12, ½ Religion credit – Meets Biblical Studies requirement)
- Applied Practices of Mindfulness (Grade 11-12, ½ Elective Religion credit)
- Italy: Power and Faith

* Students who completed AP English Language & Composition in their junior year are not eligible to take this course senior year.
At the recommendation of the instructor, students may move from regular to Honors, or Honors to regular, for the next course in their sequence. With departmental approval, some students who do well 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.
Two units of science, one of which must be Biology, are required during the student’s high school career. Students after grade 9 may take two science courses if they meet the minimum requirements with approval from their Science teacher and the Science Department Chair. Movement along the pathways above is dependent on the completion of the prerequisites outlined in this handbook.
Course Sequence
Mandarin as a Second Language (MSL)

Course Sequence
Mandarin for Near Native Speakers (MNN)
Mapping the Romance Languages Program

“Language and Communication are at the heart of the human experience.”

American Council on Teaching of Foreign Languages

- Graduation requirement for languages is fulfilled by taking two courses during the four years at the high school level.
- Students who are passionate about languages may opt to study two languages.
- Courses are consecutive. Mastery of the standards and benchmarks of a previous course is essential for success at the subsequent level.
- Strong approaches to learning are indicators for success.
- Honors Language and Culture is a pre-requisite for Advanced Placement unless approved by the instructor.
Mapping the Visual Arts, Design and Technology Program

Foundation in Digital and Interactive Media
- Coding in Action
- Robotics
- Design for Interactive Entertainment
  - Fashion Design
  - Graphic Design
  - Introduction to Photography
  - Street Gallery
  - 3D: Form and Function
  - Drawing & Painting

Foundation in Visual Art
- Project Runway
- Advertisement & Layout Design
- Digital Photography
- Film Photography

AP Computer Science A
- AP Computer Science Principles
- Cybernetics and Systems

Invent to Learn
- Grade 10-12
- AP Art History

Advanced Studio
- Pre-req: Completion of 1 of the foundation courses
- + 2 other courses in green/yellow

Independent Studio
- Pre-req: Completion of 1 of the foundation courses
- + 3 other courses in green/yellow

AP Studio Art
- Pre-req: Completion of 1 of the foundation courses
- + 3 other courses in green/yellow
Mapping the Band Program

Students from Grade 8 Bands...

- Beginner Band → Symphonic Band → Wind Ensembles
- Symphonic Band (most common) → Wind Ensembles → Orchestra Winds
- Wind Ensembles (rare-audition only) → Orchestra Winds

Mapping the Strings Program

Students from Grade 8...

- Beginning Strings
- Strings Ensemble
- Orchestra (meets after school – by audition)
Mapping the Choir Program

Students from Grade 8...

Concert Choir

Men’s or Women’s Choir (by audition)

Madrigal Singers (by audition)

Music Enrichment

Students from Grade 8...

Guitar I

Guitar II

Music Theory & Composition (by teacher recommendation)
Mapping the Theatre Arts Program

Performance Track

- Effective Speech
- Drama Workshop I
- Drama Production: Musical (meets after school)
- Drama Production: Play

Design Track

- Stagecraft for the Theatre
- Theatrical Makeup Design

Drama Workshop II

Students from Grade 8 …
Mapping the Student Wellness Program

Grade 9
- Physical Education 9
- Grade 9 Seminar: Transitions to high school
- Spiritual Exploration 9

Grade 10
- Physical Education 10
- Grade 10 Seminar: Positive Psychology
- Spiritual Exploration 10

Grade 11
- Physical Education 11
- Grade 11 Seminar: College and Career

Grade 12
- Physical Education 12
- Grade 12 Seminar: Transitions
Cross Curricular

**Creative Problem Solving Project**
Elective: Grades 11-12

**Home Learning:** Moderate

**Course Description**
Through guided inquiry, students research and present a solution to a large scale question. “In what ways will schools need to change by 2025?” As a team, students work to generate and evaluate ideas and solutions. They will learn about data, explore constraints, work through processes, and challenge convention as they build a “toolkit” of strategies and techniques for discovering, inventing, and assessing authentic ideas, application and solutions. Upon completion, students will be able to analyze a situation and choose the best approach to drive the creative problem-solving process in an organizational setting.

**Learning Outcomes**
Students will:
- Understand research terminology.
- Be aware of the ethical principles of research, ethical challenges and approval processes.
- Describe quantitative, qualitative and mixed methods approaches to research.
- Recognize, define and apply the design thinking cycle (based on the d.School design thinking model) as a problem solving framework.
- Breakdown complex issues to solvable pieces and present them in a logical manner.
- Determine appropriate means for data collection.
- Approach data through a statistical lens, learning and using a programming language to accomplish this task.
- Use appropriate media and approaches to communicate the solution(s) to different audiences.

**Assessment**
Grades will be determined by a series of projects, products, tests and quizzes, and class participation.
Advanced Placement (AP) Capstone Seminar – 1 credit (elective – Social Studies or English)

Grade 10 or 11

Prerequisites: Departmental approval.

Home Learning: Moderate 🌐

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

College Board Assessments
Assessment overview for the AP Exam:
Performance Task I – 20% of AP Score Team Project and Presentation
Performance Task 2 – 35% of AP Score Individual Research-Based Essay and Presentation
End of Course Exam – 45% of AP Score

Classroom Assessments (non-AP)
To be successful in this class, students must come prepared to engage in discussion and critical thinking. While there is no prescribed content that must be masters, 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.
Advanced Placement (AP) Capstone Research – 1 credit (elective – Social Studies or English)

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.
Architecture I (formerly Mathematics of Architectural Design) – ½ credit (can be used towards Math Graduation requirement or as an elective credit)

Prerequisites: Successful completion of Geometry.

Home Learning: Light

Course Description
The first project-based course in architecture gives students the tools to make sense of the buildings they see today and the tools to help them make smart choices for tomorrow’s buildings. Students will explore the fundamentals of architectural design through hands-on activities—while investigating the question, “Can there be any relationship between architecture and mathematics?” Sustainability and green architecture are woven throughout the entire course while students also investigate well-known residential buildings throughout the world.

Learning Outcomes
The Architecture course will enable the student to:

- Understand and apply important concepts that architects consider when designing a new building on an empty piece of property: the relationship of the new building to its neighbors, the position of the building on the land, the height and shape of the land, and the path to the front door.
- Explore and apply the process an architect goes through in designing a floor plan, including thinking about who will use the building, the dimensions of the rooms, the placement of windows and doors, and the location of the mechanical, electrical, and plumbing systems.
- Design group projects, sketch, model-make, map, research, critical think, problem solve and prepare class presentations.

Assessment
The course assessment is project-based with a series of formative activities throughout the semester. A final grade will be determined at the end of the semester.

Architecture II – ½ credit (can be used as an elective credit)

Prerequisites: Successful completion of Geometry and Architecture I (Mathematics of Architectural Design).

Home Learning: Light

Course Description
This second project-based architecture course offers greater insight into the mind and world of an architect. The course serves as a window to explore and understand more about the relationship between culture, technology and history by further investigating the question, “How are the subjects of architecture and mathematics connected?” Students will cultivate their curiosity towards the world through hands-on learning experiences that look at the technical aspects of architecture, as well as gaining deeper knowledge and ability to create a story that helps define their design.
Learning Outcomes
The Continuing Architecture course will enable the student to:

- Foster and understand the creative and critical thinking mind-set of an architect;
- Enrich and enhance their awareness of environmental and cultural conservation;
- Apply the language of architecture; used to analyze cultural, historical, environmental and ethical implications.
- Represent and communicate ideas visually through a variety of different mediums.

Assessment
The course assessment is project-based with a series of formative activities throughout the semester. A final grade will be determined at the end of the semester.

Effective Speech Communication – ½ credit (can be used towards Performance Arts Graduation requirement or as an elective English credit)

Elective: Grades 9-12

Home Learning: Moderate

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.
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
This interdisciplinary course will study various societies in the past and present – their literature and history, their values and ideals, their great strengths and their distressing inequalities – to inform students’ own vision of how to live a life that is committed to the Common Good. The Greek dictum, “Know thyself,” is given great emphasis in the course as students look into three mirrors: the study of literature that helps students reflect upon their shared humanity with others; the study of present social structures that helps students understand the contemporary world; and, finally, participation in service activities, which helps students understand needs beyond their own and
consider their ability to make a difference. Various lenses will be used to inform students of their understanding of the human experience – the lenses of history, literature, sociology, psychology, religion, and the fine arts. In addition, students will draw upon their participation in experiential learning outings and a trip to a state-run orphanage in Foshan, China to help deepen their understanding of themselves and their society. Through their study and experiences, it is hoped that students will gain a greater appreciation of the beauty and depravity of the human condition and consider their own place in the world. 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 service or experiential learning activities outside the formal instructional time, mostly on Saturdays, approximately once per month, including at least one overnight experience.

**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 whether they took Humanities I in Action).

**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 a US 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:
- Journal responses.
- Timed writing.
- Processed written assignments.
- Socratic seminar / shared inquiry.
- An extensive research paper.
- Presentations and projects (individual and group).
- Small group and class discussions/activities.
- Quizzes and tests.

English/History 10: Humanities II in Action – 2 credits
(1 credit of English and 1 credit of Social Studies)

Home Learning: Moderate 🏃‍♂️เหมาะสม

Prerequisite: Humanities I OR Humanities I in Action (Please note: Students may take Humanities II in Action regardless of whether they took Humanities I in Action).

Course Description
The course is a reflection on the role of myth in America as well as the role of myth in student’s personal lives and the world around them. We will examine the role of America in a global context with an emphasis on our personal actions and how they relate to the way Americans and America are perceived by the rest of the world. A primary goal is to develop an understanding of how American ideals were founded and shaped throughout time according to the historical and literary narratives that exist today. The historical eras explored in the course will range from the founding of the American colonies to the present day, but will have a focus on the relationship between history and contemporary events. The course is interdisciplinary and will draw from a variety of texts including historical documents, novels, short stories, poems and film. These historical and literary inquiries will revolve around questions of worldview with an emphasis on self-reflection and interpersonal service. Students will have multiple opportunities to grow personally through service and hands on engagement with the American community in Hong Kong as well as out of the classroom experiences aligned with major themes of the course.

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.

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:**

◆ Extensions of the Humanities I in Action experiences.

◆ Overnight environmental field trip.

◆ Engagement with the American business community through the Chamber of Commerce.

◆ Voter registration drives with the U.S. consulate.

◆ Engagement with local school students studying American history.

◆ Service projects within the HKIS and Hong Kong community.
English/History 11: Humanities III – 2 credits
(1 credit of English and 1 credit of Social Studies)

Home Learning: Moderate

Course Description
Humanities III is an interdisciplinary, yearlong thematically structured course that encourages students to explore open-ended questions about the evolution of western thought and history and its impact on our world today. By studying a variety of texts in context – literature, art, film, music, historical documents – students become better thinkers, readers and writers, articulating a worldview and making connections among ideas, themes, values and time periods. Thematic units are built around questions dealing with fate and destiny, rule of law and individual rights, revolution, faith and reason, and the costs of progress to our world today.

Learning Outcomes
Students will:
- Become familiar with the great ideas in the story of Western civilization by reading works by authors such as Plato, Chaucer, Shakespeare, Petrarch, Erasmus, Luther, Calvin, Newton, Locke, Wordsworth, Byron, Shelley, Keats, and Orwell.
- Appreciate and understand characteristics of genres such as poetry, short stories, novels and essays by reading both classic and modern works of literature.
- Understand the problems facing the modern world and the various solutions that have been proposed by writers, philosophers, theologians, and politicians who have helped to shape this world.
- Demonstrate independent and critical thinking.
- Establish a personal voice and writing style by viewing writing as a process.
- Learn to make comparisons and connections among ideas from different authors and historical periods.
- Understand the value of interdisciplinary learning.

Assessment
Student assessments may include:
- Journal responses.
- Critical thinking exercises.
- Analytical essays.
- Written assignments that are created through a process.
- Teacher/peer/self-assessments.
- Socratic seminar / shared inquiry.
- Presentations and projects (individual and group).
- Small group and class discussions/activities.
- Quizzes and tests.
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, and drama, 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 genres.
- Contribute to and learn from class and group discussions.
- Speak articulately and confidently to an audience.

Assessment
Student assessments will include:
- Journal responses/blogs/thinking writing.
- In class essays.
- Graphic interpretations.
- Creative writing/emulation.
- Student designed demonstration of understanding.
- Processed written assignments.
- Teacher/peer/self-assessments.
- An extensive junior literary paper (JLP).
- Presentations and projects (individual and group).
- Small group and class discussions/shared inquiry/activities.
- Quizzes and tests.

Advanced Placement (AP) English Language and Composition – 1 credit

Prerequisites: Departmental Approval

Home Learning: Moderate

Course Description
AP 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 becoming flexible, reflective writers of tests addressed to diverse audiences for diverse purposes. The reading and writing students do in the course will deepen and expand 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 of various formal and informal genres.

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.

**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.

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**Advanced Placement (AP) English Literature and Composition – 1 credit**

**Prerequisites:** Recommendation of current AP Language and Composition or Junior English teacher, departmental approval.

**Home Learning:** Moderate 🏷️
Course Description
AP English 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, narrative, 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:
◆ Quizzes.
◆ AP multiple choice.
◆ Timed essays for AP Questions 1, 2 and 3.
◆ Formal essays.
◆ Presentations and projects (individual and group).
◆ Group discussions.
◆ Portfolio.

Summer Reading Requirement
1 text required

Senior English Western and Senior English Asian – 1 credit each

Home Learning: Moderate

Course Description
These courses begin with a unit on identity and a personal narrative assignment. This will assist students in the college application process and lead them to examine how they see themselves and their place in the world. Subsequent units include themes such as home, the role of culture, choices and consequences and persuasive writing. Students will explore poetry, drama, novels, short prose, film, speeches, and non-fiction with a focus on modern and contemporary writers. They will become critical readers.
and writers, understanding how people use language to make sense of the human experience. There are opportunities for students to demonstrate self-motivated learning and make choices about topics for independent study.

**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 inquiries.
- Found poems.
- Teacher/peer/self-assessments.
- Presentations and projects (individual and group).

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**Senior English – The Rhetoric of 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.

Note: Any Junior who took AP Language & Composition is not eligible to take this course as a senior.
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.
◆ Weekly written responses to class readings.
◆ Transactional Journals.
◆ Dialectical Journals.
◆ Media Research Project.
◆ Analytical Essays.
◆ Persuasive Essays.
◆ Campaign Commercial Project.

Elective English Courses

English: Journalism – ½ 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 11 and 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)

Elective: 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.
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: – ½ credit (formerly known as Asian History in Action)
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 do academic coursework to inform and direct their passion for service to society. Through this course, students will explore their motivations for making a difference and analyze different models of engaging in humanitarian work. By coming alongside professionals in the field working in one region in Asia, students will learn how development leaders engage local communities. Relevant issues to be studied include defining poverty, evaluating assets and needs, choosing practical solutions, achieving measurable results, creating accountability, conducting effective advocacy, and empowering beneficiaries. Because follow-up is an important aspect of this type of intentional engagement, the course involves two trips to the region under study over the course of the semester and a student exhibition night at the end of the semester.

Note: If students are unable to commit to both trip dates, it is not recommended that they sign up for this class as it will be detrimental to their overall experience. Students will need to check the dates with the HKIS Athletic Director for the fall China Cup and APAC prior to sign up. Please check the HKIS Schoolwide Calendar prior to signing up for this trip.

Experiential Learning Trips
◆ The region under study will alternate each year:
  - Fall 2017 – Cambodia with Concordia Welfare and Education Foundation (CWEF)
  - Fall 2018 – Philippines with International Care Ministries (ICM)
  - Fall 2019 – Cambodia
  - Fall 2020 – Philippines
◆ One trip is mandatory and a minimum requirement (both trips highly suggested).
◆ Expected trip dates: Fall Break and Thanksgiving Break.
◆ Approximate cost for both trips will be HK$16,000.
Learning Outcomes
Students will:

◆ Gain historical and cultural understanding about a region in Asia.
◆ Gain an emotionally-engaged understanding of the region through real relationships with people.
◆ 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.

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**
◆ Quizzes and unit tests on terminology and theory.
◆ Participation in class and group discussions and online forums.
◆ Case study.
◆ Role-plays and simulations.
◆ Participation in our speaker series.
◆ Mid-term and final examinations.

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**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.
Advanced Placement (AP) U.S. History – 1 credit
Grades 11-12

Prerequisites: Recommendation from the Humanities II teacher and departmental approval.
Note: This course meets the American Studies recommendation.

Home Learning: Heavy

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

Learning Outcomes
Students will:
◆ Use key primary and secondary sources in their research.
◆ Become familiar with the major events that have shaped the American nation.
◆ Write interpretive and analytical essays.
◆ Debate, discuss and comment on the themes that comprise the story of the American nation.
◆ Read and understand college texts in American history.
◆ Master the chronology from the colonial settlements in North America to the turn of the new millennium.
◆ Develop critical thinking skills by participating in seminars and colloquia on selected themes from American history.
◆ Listen to a lecture and take appropriate class notes.
◆ Take the Advanced Placement U.S. History examination in May.

Assessment
Assessments will include:
◆ Quizzes and unit examinations.
◆ Participation in class and group discussions.
◆ Crafting of document-based essays.
◆ PowerPoint presentations.
◆ Participation in debates and panel discussions.
◆ Role-playing.
◆ Mid-term examinations.
◆ The Advanced Placement U.S. History examination in May (mandatory).
Advanced Placement (AP) Comparative Government and Politics (½ credit) and Advanced Placement (AP) U.S. Government and Politics (½ credit)

Grades 11-12

Prerequisites: Recommendation from the Humanities II teacher and departmental approval.
Note: This course meets the American Studies recommendation.

Home Learning: Heavy 🏆ouflages

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
Students are expected to participate in class discussions and make oral presentations. Students will write essays on the government and politics of the nations studied. Students are required to take both AP exams.

Advanced Placement (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 🏆ouflages

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.
◆ Take the AP European History Exam in May.

Advanced Placement (AP) Human Geography – 1 credit
Grades 10-12

Prerequisites: Departmental approval

Home Learning: Heavy 🎥 FileInputStream

Course Description
This course would be 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
The AP scale will be used to evaluate all student performance, and students will be required to sit for the AP exam in May. Students are expected to keep their work up to date, to read widely, to participate in class discussions and to complete all set assignments, quizzes, presentations and a mock examination.

Advanced Placement (AP) Microeconomics (½ credit)/Macroeconomics (½ credit)
Grades 11-12

Prerequisites: Departmental approval

Home Learning: Moderate

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
Assessment will occur through unit tests and quizzes (similar to AP examination questions), class participation (analysis of current events), seminars (students teaching theory) and a web-based end-of-year project.
Advanced Placement (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, American Studies or Junior English.

Home Learning: Heavy  📚  📚  📚

Course Description
AP Psychology introduces students to the systematic, scientific, and in-depth study of behavior and mental processes. Throughout the year, students will focus on making connections between course content and applications in daily life by in class interactive activities and out-of-class assignments. During the first semester, learning will focus on areas including history and systems of psychology, understanding research and critical thinking, understanding statistics, neuroscience and behavior, the nature/nurture debate, and 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).

Advanced Placement (AP) World History – 1 credit
Grades 10-12

Prerequisites: Departmental approval

Home Learning: Heavy 🎧🎧🎧

Course Description
The purpose of AP World History 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 offers balanced global coverage, with Asia (including China, Japan, India, and the Middle East), Africa (including the Ghana and Mali empires), the Americas (including the Mayan, Aztec and Inca civilizations), 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 8000 B.C.E. to the present, with the period 8000 B.C.E. to 600 C.E. serving as the foundation for the balance of the course. 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.
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.

Advanced Placement (AP) Capstone Seminar – 1 credit

Grade 10 or 11

**Prerequisites:** Departmental approval.

**Home Learning:** Moderate 🏛️

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

**College Board Assessments**
Assessment overview for the AP Exam:
Performance Task I – 20% of AP Score Team Project and Presentation
Performance Task 2 – 35% of AP Score Individual Research-Based Essay and Presentation
End of Course Exam – 45% of AP Score

**Classroom Assessments (non-AP)**
To be successful in this class, students must come prepared to engage in discussion and critical thinking. While there is no prescribed content that must be masters, 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.

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**Advanced Placement (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 inquiry, 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.
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.

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. Jesus Christ Movie Star
ii. Spiritual Community
iii. Applied Practices in Mindfulness (formerly Spiritual Practices of the East)
iv. Existentialism
v. Peace Studies
vi. Service, Society, and Sacred
vii. Personal Spirituality Project (independent study with departmental approval and mentorship)

Required Courses

Spiritual Explorations 9 and 10 – ¼ credit – Religious Studies
Grade 9 and 10

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 understanding of the universal nature of religion.
◆ 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 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.
Biblical Traditions – ½ credit – Biblical Studies
Grade 11-12

Home Learning: Moderate 🏷️

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.

Religion Electives for Juniors and Seniors only

Jesus Christ: Movie Star – ½ credit – Biblical Studies
Grades 11-12

Home Learning: Light 🌟

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

◆ Grow in 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 reflective 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.

Spiritual Community – ½ or 1 credit – Religious Studies
Grades 11-12

Home Learning: Light

Course Description
Spiritual Community will explore the process of creating a compassionate community drawing upon in the major faith traditions of the world. Through shared exploration, we will build spiritual community as a class, and prepare Community Gatherings and other events to build spiritual community in our school.

Learning Outcomes
Students will understand:

◆ Why religious people engage in community practices.
◆ How to participate respectfully in the religious practices of the world’s major faiths.
◆ How to build spiritual community in a pluralistic society.

Assessment
Students will be expected to..

◆ Complete assigned readings, participate in class discussion, attend field trips, and engage respectfully in religious practices.
◆ Organize and lead a collective spiritual practice for the class that builds community in our pluralistic classroom.
◆ Organize and lead a Community Gathering that builds spiritual community in our pluralistic school.

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: Moderate 🍂🍂

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 religious historical 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 and awareness.
◆ A basic understanding of the origins of meditation and mindfulness practices through several schools of Buddhism.
◆ 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-judgmental awareness in the present moment.

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 600 HKD will be collected for ten 80-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.
Existentialism – ½ credit – Religious or Social Studies
Grades 11-12

Home Learning: Light

Course Description
Of all western philosophies, Existentialism is most clearly identified with life in the 20th century. This philosophy addresses the pointed and personal question: “How can I lead a life that has purpose and meaning when things around me often do not make sense?” The search for a clear answer to this question has influenced modern literature, the dramatic arts, politics and theology and is the focus of this class. The readings in the assigned books and the viewing, analysis and discussion of films will introduce students to the emotions that reflect the basis of Existentialism and give expression to it in more substantive form.

Learning Outcomes
Students will:
♦ Study the origins and definitions of Existentialism as a philosophy.
♦ Explore the expression of Existentialism within contemporary literature, theatre, music and film.
♦ Relate existentialist thinking to Christianity, to more recent metaphysical systems and to their own thinking.

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.

Peace Studies – ½ credit – Religious or Social Studies
Grades 11-12

Home Learning: Light

Course Description
Peace Studies is a broad interdisciplinary field, potentially drawing upon most, if not all, academic disciplines. This course encompasses the study of humanity’s imagination of peace and efforts to construct peace across space and time. Understanding peace as a dynamic process, it includes many topics, such as inner peace, restorative justice, truth and reconciliation, forgiveness, religious inspiration, nonviolence and civil disobedience, environmental peace movements, peace organizations, and the future of peace. Rejecting views that peace comes through violence or war, this field explores the possibilities for peace expressed in philosophical, religious, social, political, and spiritual thought, as well as in diverse cultural and artistic forms, social movements, and institutions, both within and across borders.

Learning Outcomes
Students will:
♦ Learn to do critical reading of scholarly articles.
Learn to identify the essence of an argument and communicate it.
Develop methods for the critical viewing of images.
Enhance their media literacy.
Improve their discussion skills by preparing for and leading discussions themselves.
Make connections with current events pertaining to Peace Studies.
Put their ideals into actions.

Assessment
- Peace One Day cooperative class project or Community Gathering.
- Peer and self assessments.
- Analysis of scholarly articles.
- Reflective writing pieces.
- Analytical essays on human nature and leaders beyond borders.
- Socratic seminar.
- Restorative justice conference.
- Self-designed project on nonviolence and civil disobedience.
- Power of One individual projects.

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

Service, Society & The Sacred – ½ credit – Religious or Social Studies
Grades 11-12

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 challenges students to develop non-reactivity beyond their immediate impulses of like and dislike; and training of the heart uses various spiritual practices to attune students to a sense of calling in their lives. It is hoped that this intensive self-exploration will enable students to be more at ease with themselves and to better understand how they can lead a life of purpose and service to society.

Learning Outcomes
Students will:
- Pay attention to their physical health and nutrition.
- Observe their emotional reactions and learn how to respond more positively with acceptance and gratitude.
- Discover their personality type and learn how to rebalance it through a variety of different practices and meditations.
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.

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

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**Personal Spirituality Project – ½ credit – Religious Studies**
Grades 11-12

**Home Learning:** Moderate

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

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

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

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

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**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 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 Mathematics with Business Applications, 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 regular 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 regular 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 regular 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. The recommendation of the current instructor and departmental approval is needed.

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 (C or better), or Grade 8 mathematics with teacher recommendation.

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 strengthens students’ algebra skills, while developing new algebraic concepts required for future math courses. Instructional approaches may include direct instruction; however, students will have 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, the recommendation of the Algebra teacher based on indication of exceptional motivation and ability in mathematics, and departmental approval.

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.

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### Advanced Algebra – 1 credit

**Prerequisites:** The successful completion of Geometry (C or better), the recommendation of current instructor and departmental approval.

**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.

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### Advanced Algebra (Honors) – 1 credit

**Prerequisites:** B+ or higher in Geometry (Honors) or A in Geometry with recommendation of instructor and departmental approval.

**Home Learning:** Heavy 😊😊😊
Course Description
In addition to the goals of the Advanced Algebra course, the honors course extends beyond the basic curriculum. Students will explore polynomial functions, complex numbers, trigonometry, and probability. Greater emphasis is placed on independent learning, research and problem-solving skills. Extensive use of electronic resources enhance the course.

Mathematics of Human Behavior – ½ credit

Prerequisites: This course must be preceded by “Advanced Algebra” or higher. (And since it is only a semester-long elective, the course is best followed/preceded by another semester-long elective.)

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 will be sprinkled with over a hundred real-world applications.

Learning Outcomes:
The student will be able to demonstrate – through incisive mathematical analysis – her/his understanding of:

♠ How Backward Induction, Nash Equilibrium and Game-Changing Strategies model interdependent decisions of a small number of individuals.
♠ How Market Mechanisms, Voting Paradoxes & Diffusion of Ideas model interdependent decisions by a large collection of individuals.
♠ How “Predictable Irrationality” models the sometime-irrational decisions of individuals.

The course will cover over a hundred real-life examples, which will gradually give the student an appreciation for the immense expressive power & practical applicability of mathematics. The student will demonstrate the ability to read a news article, identify key (individual and joint) decisions, and to interpret these decisions in light of the theory s/he has learned.

Assessment
Full attendance and attention is expected by default! Formative assessments will be made via problem worksheets (both individual and group work), and mini projects (e.g. a classroom simulation of the spread of the SARS epidemic). Summative assessments will be made via five quizzes during the course of the semester.
Architecture I (formerly Mathematics of Architectural Design) – ½ credit

Prerequisites: Successful completion of Geometry.

Home Learning: Light 🕐

Course Description
The first project-based course in architecture gives students the tools to make sense of the buildings they see today and the tools to help them make smart choices for tomorrow’s buildings. Students will explore the fundamentals of architectural design through hands-on activities—while investigating the question, “Can there be any relationship between architecture and mathematics?” Sustainability and green architecture are woven throughout the entire course while students also investigate well-known residential buildings throughout the world.

Learning Outcomes
The Architecture course will enable the student to:

- Understand and apply important concepts that architects consider when designing a new building on an empty piece of property: the relationship of the new building to its neighbors, the position of the building on the land, the height and shape of the land, and the path to the front door.
- Explore and apply the process an architect goes through in designing a floor plan, including thinking about who will use the building, the dimensions of the rooms, the placement of windows and doors, and the location of the mechanical, electrical, and plumbing systems.
- Design group projects, sketch, model-make, map, research, critical think, problem solve and prepare class presentations.

Assessment
The course assessment is project-based with a series of formative activities throughout the semester. A final grade will be determined at the end of the semester.

Architecture II – ½ credit

Prerequisites: Geometry and Architecture I.

Home Learning: Light 🕐

Course Description
This second project-based architecture course offers greater insight into the mind and world of an architect. The course serves as a window to explore and understand more about the relationship between culture, technology and history by further investigating the question, “How are the subjects of architecture and mathematics connected?” Students will cultivate their curiosity towards the world through hands-on learning experiences that look at the technical aspects of architecture, as well as gaining deeper knowledge and ability to create a story that helps define their design.

Learning Outcomes
The Continuing Architecture course will enable the student to:

- Foster and understand the creative and critical thinking mind-set of an architect;
◆ Enrich and enhance their awareness of environmental and cultural conservation;
◆ Apply the language of architecture; used to analyze cultural, historical, environmental and ethical implications.
◆ Represent and communicate ideas visually through a variety of different mediums.

Assessment
The course assessment is project-based with a series of formative activities throughout the semester. A final grade will be determined at the end of the semester.

Models in Mathematics – 1 credit

Prerequisites: The recommendation of the instructor and departmental approval is required. These courses may be taken in any sequence or combination following completion of 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.

Mathematics with Business Applications – ½ credit

Prerequisites: Completion of PreCalculus, recommendation of instructor, and departmental approval. This course may be taken in any sequence or combination following completion of PreCalculus.

Home Learning: Light
**Course Description**
Mathematics with Business Applications (MBA) focuses on an introduction to the field of mathematics dealing with finite and countable data, with particular emphasis on problems relating to business. This course provides exposure to using mathematics for modeling phenomena with tools other than those provided by the traditional study of functions.

**Learning Outcomes**
- Mathematics with Business Applications will enable the student to become versed in modeling business-world situations using techniques of discrete mathematics.
- Use graph theory and critical path analysis to solve problems.
- Understand the concepts and notation of set theory and Boolean algebra.
- Be exposed to the basic concepts of probability and combinatorics.
- Use election theory and game theory to solve a variety of problems, particularly those involving social choice.

**Assessment**
Assessment will occur through daily problem sets, journals, written and oral presentations of problems investigated, projects and exams.

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**Mathematics through the Ages – ½ credit**

**Elective:** Grades 11-12

**Prerequisites:** Successful completion of Advanced Algebra.

**Home Learning:** Light

**Course Description**
This course is an interdisciplinary course that explores mathematical ideas through the lenses of history and culture. A loose chronological approach will be followed, highlighting particular themes that dominated in mathematics in various periods of history. A sound understanding of the basic concepts of geometry, algebra, and functions is required; those students with a deeper background in mathematics will be able to delve more deeply into, and gain a greater understanding of, later developments in the field.

**Learning Outcomes**
Students will:
- Gain an appreciation for the history of ideas generally, and the development of mathematical ideas in particular.
- Understand how mathematics influenced the development of other human endeavors.
- Deepen their understanding of mathematical concepts by examining them in historical context.
- Form new connections between disciplines they have studied in school.

**Assessment**
While formative assessments will be ongoing, the final grade will be based on four components – a summative assessment for each unit studied, a book report (oral and written) on a mathematical topic written for the layperson, and a culminating project on a topic of personal interest to the student.
**PreCalculus – 1 credit**

**Prerequisites:** Successful completion of Advanced Algebra (C or better), recommendation of current instructor, and departmental approval.

**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.

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**PreCalculus (Honors) – 1 credit**

**Prerequisites:** B+ or higher in Advanced Algebra (Honors), or A in Advanced Algebra with recommendation of current instructor, and departmental approval.

**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.

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**Statistics – ½ credit**

**Prerequisites:** Successful completion of Advanced Algebra, the recommendation of instructor and departmental approval. This course may be taken in any sequence or combination following completion of Advanced Algebra.

**Home Learning:** Light 🏃‍♀️
Course Description
The Statistics course focuses on an introduction to the major concepts and techniques of statistical analysis. A variety of approaches is used, including hands- on activities, videos, and technological (graphing calculator and computer software) methods.

Learning Outcomes
The Statistics course will enable the student 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
Assessment will occur through daily problem sets, participation in class activities and discussion, regular quizzes and a culminating semester assessment.

Advanced Placement (AP) AB Calculus – 1 credit

Prerequisites: B+ or higher in PreCalculus and the recommendation of current instructor, and departmental approval.

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.

Advanced Placement (AP) BC Calculus – 1 credit

Prerequisites: B+ or higher in PreCalculus (Honors) and the recommendation of instructor or departmental approval.

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.

Advanced Placement (AP) Statistics – 1 credit

Prerequisites: B in PreCalculus (Honors), PreCalculus, Advanced Algebra (Honors) or A- in Advanced Algebra with teacher recommendation.

Home Learning: Moderate 🎒📓

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

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

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

Topics In Advanced Mathematics – 1 credit

Prerequisites: Successful completion of AP Calculus, the recommendation of instructor and departmental approval. With approval of the Department Head, exceptionally strong Grade 12 students may enroll concurrently with AP Calculus.

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 have input into the selection of topics studied, with possible inclusion of multivariable calculus, mathematical modeling, linear algebra, discrete mathematics, dynamical systems, number theory and graph theory.

Learning Outcomes
In this course, students explore:

◆ The application of their existing knowledge to mathematical modeling.
◆ Topics from advanced analysis, including multivariable calculus, complex analysis, or dynamical systems theory.
◆ The foundations of mathematics through group theory and logic.
◆ Elementary linear algebra and its application to the algebra of vectors.
◆ Topics in discrete mathematics, including number theory and graph theory.

Assessment
A variety of assessment techniques including investigations, journals, portfolios, projects, assignments, presentations of problem solutions (both written and oral), as well as more traditional tests and quizzes. 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.
The goal of the science department is to inspire and prepare scientifically literate students who will have the skills to synthesize, analyze and evaluate in our information-driven society. Courses are designed to foster inquiry and creativity through laboratory and research activities where students are expected to collaborate effectively. Courses aspire to facilitate an understanding of the ways that science, technology, environment, society and culture influence each other. Students are provided with tools to make decisions regarding responsible use of earth’s resources.

HKIS science courses are divided into specific disciplines that meet students’ interests, needs and ability levels. The Physical Science and Biology courses offer students the fundamental science skills needed for all scientific disciplines, and should be taken by the majority of students. Student interest should drive this course choice as both courses open doors to future studies in all areas of science.

Students who have taken Physical Science or Biology or who have the appropriate skill level and the recommendation of their current science teacher may register for Chemistry Honors or Biology Honors. Students may choose to take physics, chemistry or biology in any order, provided they meet the prerequisites. Introductory level courses may be 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, chemistry or physics. It is recommended to take more than two credits in science. Registration for all science courses requires the final approval of the student’s current science teacher or the Science Department Head.

**Physical Science –**
*0.5 credit Physical Science Chemistry*
*0.5 credit Physical Science Physics*

**Grade 9-10**

**Home Learning:** Light

**Course Description**
Physical Science is a course that investigates and analyzes scientific principles in Chemistry and Physics, and their effects on our everyday life. It presents and develops major scientific themes by encouraging critical thinking through the use of the scientific method. Students in ninth grade who take this course are required to sign up for both semesters of Physical Science. Students in tenth grade may choose one or both semesters.

**Learning Outcomes Physical Science Chemistry**
Students will:
- Develop an understanding of major themes of chemistry, including measurement, rates of reaction, periodic studies, atomic structure, chemical formulas and reactions.
- Develop skills in laboratory work, problem solving and critical thinking.
- Develop an appreciation of the role of scientific principles in everyday life.

**Learning Outcomes Physical Science Physics**
Students will:
- Develop an understanding of major themes of physics, including energy, forces and motion.
◆ Develop skills in laboratory work, problem solving and critical thinking.
◆ Develop an appreciation of the role of scientific principles in everyday life.

Assessment
The course will include core unit formative/summative assessments. Understanding of concepts will be developed through collaborative lab experiences and activities, but student’s learning in these situations will be assessed individually.

Biology – 1 credit
Grades 9-12

Home Learning: Light

Course Description
Biology is an introductory course that examines the basic processes that all organisms undergo, the chemical functions of various systems, ecology and the impact of human activities, hereditary patterns, and the evolution of plants and animals.

Learning Outcomes
Students will:
◆ Describe the structural and chemical nature of living things.
◆ Compare and contrast the diversity and probable evolutionary relationship among representative organisms from the plant and animal kingdoms.
◆ Describe the ways multi-cellular plants perform basic life functions and interrelationships among plants and animals in their environment.
◆ Describe the ways diverse animal organisms perform basic life functions and observe how these functions at the cellular level are essentially the same throughout the hierarchy of animal life.
◆ Relate the basic patterns of animal and plant reproduction and the hereditary mechanisms responsible for genetic continuity.

Assessment
The course will include summative/formative assessments. Understanding of concepts will be developed through collaborative lab experiences and projects, but student’s learning in these situations will be assessed individually.

Biology (Honors) – 1 credit

Home Learning: Heavy

Grade 9 Entry
Prerequisites: Recommendation of Grade 8 Science teacher (includes Grade Level Expectations/report card grades and Approaches to Learning.)

Grade 10 or higher Entry
Prerequisites: Completion of, or concurrent enrolment in Geometry or Geometry Honors, A- or higher in Physical Science, or departmental approval.
Course Description
Biology Honors is an introductory course geared towards students who are interested in upper-level science courses. It will move at a faster pace than the Biology course, cover more in-depth material, be interdisciplinary in nature and focus on higher-level thinking skills. A capacity for independent learning, basic chemistry knowledge and strong reading skills will aid the Biology Honors student’s learning.

Learning Outcomes
Students will:
- Describe the physical and chemical nature of living things, specifically looking at how structure relates to function.
- Compare and contrast the diversity and probable evolutionary relationships among representative organisms from the plant and animal kingdoms.
- Describe the ways multi-cellular plants perform basic life functions and the interrelationships among plants and animals in their environment.
- Describe ways diverse animal organisms perform basic life functions and observe how these functions, at the cellular level, are essentially the same throughout the hierarchy of animal life.
- Describe ways organisms interact with their environment at several levels.
- Describe ways the human population is impacting the Earth.

Assessment
The course will include summative/formative assessments. Understanding of concepts will be developed through collaborative lab experiences and projects, but student’s learning in these situations will be assessed individually.

Advanced Placement (AP) Biology – 1 credit
Grades 10-12

Prerequisites: B or higher in Biology Honors and Chemistry Honors, A- or higher in Biology and Chemistry, or departmental approval.

Note for tenth-grade entry: With the recommendation of their current teacher, Biology Honors students with an A and who have not taken Chemistry, will be able to register for AP Biology, provided they also register for Chemistry Honors in the same year.

Home Learning: Heavy

Course Description
AP Biology is intended for students who wish to study Biology at a level comparable to a first-year college course. Students are required to take the AP Biology exam at the end of the course.

Learning Outcomes
Students will:
- Expand upon the basic biological and chemical principles covered in previous science courses.
- Understand in some depth the unifying concepts of the life and physical sciences and earth sciences and recognize the role of observation and experimentation in the development of scientific theories.
Demonstrate an understanding of the central concepts, principles, and basic factual material in the following topics: molecular and cellular characteristics of living things, structure and function in plants and animals, genetics, evolution, plant and animal diversity and principles of classification, ecological relationships and animal behavior.

Assessment
The course will have formative/summative assessments, inquiry based laboratories, a semester exam and a mock examination in April using AP level essays.

Advanced Placement (AP) Environmental Science – 1 credit
Grades 10-12

Prerequisites: A grade of B+ or above in Biology and Chemistry or a grade of B or above in Biology Honors and Chemistry Honors. If taking the course in tenth grade, Chemistry must be taken concurrently.

Home Learning: Heavy 🐣ツアー

Course Description
AP Environmental Science is designed to be the equivalent of a one-semester, introductory college course in environmental science. It will provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world. Students will identify and analyze environmental problems both natural and human-made, and evaluate the relative risks associated with these problems. The course examines and designs solutions to current environmental challenges. Students will have opportunities for field trips during the year. Students are required to take the AP exam at the end of the course.

Learning Outcomes
Students will:

◆ Expand upon the physical laws, chemical, biological and economic principles covered in previous courses.

◆ Understand the unifying concepts of physical, chemical, earth and life sciences.

◆ Relate environmental problems to the cultural and social context in which they are set.

◆ Demonstrate an understanding of the central concepts, principles and material in ecology, biogeography, earth science and economics.

Assessment
The course will have a mock examination in April and will use AP level essays, formative/summative assessments, and investigative laboratories during the year. After the examination, students will work on an extended project.
Chemistry – 1 credit
Grades 10-12

Home Learning: Light

Prerequisites: Successful completion of, or concurrent enrollment in, Geometry or Geometry Honors or departmental approval.

Course Description
Chemistry is an introductory course that studies matter and the changes it undergoes. The course focuses on inquiry, problem solving, application and effective communication.

Learning Outcomes
Students will:
◆ Develop an understanding of the major themes in chemistry including periodic studies, atomic structure, matter, bonding, types of chemical reactions, stoichiometry, and energetics.
◆ Develop skills in laboratory work, problem solving and critical thinking.
◆ Develop an appreciation of the roles of chemical principles in everyday life.

Assessment
The course will include summative/formative assessments. Understanding of concepts will be developed through collaborative lab experiences and activities, but student’s learning in these situations will be assessed individually.

Chemistry (Honors) – 1 credit

Home Learning: Moderate

Grade 9 Entry
Prerequisites: Recommendation for Geometry Honors, and recommendation of Grade 8 Science teacher (includes Grade Level Expectations/report card grades and Approaches to Learning.)

Grade 10+ Entry
Prerequisites: Successful completion of, or concurrent enrollment in Geometry or Geometry Honors, a grade of A- or higher in Physical Science, and/or a grade of A- or higher in Biology or a grade of B or higher in Honors Biology or departmental approval.

Course Description
Honors Chemistry is an introductory chemistry course offered to students who exhibit a strong science and math background. It is a rigorous course that will cover chemical concepts in depth, in preparation for AP Chemistry. Students will be expected to exhibit independence and perseverance in their study habits and to have a genuine interest in chemistry. The Honors course is at a significantly deeper level than the regular Chemistry course.

Learning Outcomes
Students will develop:
◆ An understanding of the major themes in chemistry, including matter, formulas,
moles, stoichiometry, reactions, solutions, gas laws, periodic studies, atomic structure, bonding, organic chemistry, nuclear chemistry and thermochemistry.

- Skills in laboratory work, problem solving and critical thinking.
- An appreciation of the roles of chemical principles in everyday life.

**Assessment**
The course will include summative/formative assessments. Understanding of concepts will be developed through collaborative lab experiences and projects, but student’s learning in these situations will be assessed individually.

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**Advanced Placement (AP) Chemistry – 1 credit**

Grades 10-12

**Prerequisites:** A grade of A- or above in Chemistry Honors, and departmental approval. Ability in math will be a consideration in the recommendation to this course.

Note for tenth-grade entry: With the recommendation of their current teacher, Chemistry Honors students with an A and who have not taken Biology, will be able to register for AP Chemistry, provided they also register for Biology Honors in the same year.

**Home Learning:** Heavy

**Course Description**
AP Chemistry is intended for students who wish to study chemistry at a level comparable to a first-year college chemistry course. Students are required to take the AP exam at the end of the course.

**Learning Outcomes**
Students will:

- Develop skills in laboratory work, problem solving and critical thinking.

**Assessment**
The course will have a mock examination in April and will use AP level essays, formative/summative assessments, and investigative inquiry based laboratories during the year. After the examination, students will conduct an independent summative lab.

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**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 approval.

**Home Learning:** Moderate
Course Description
Physics covers a basic introduction to the concepts central to the study of physics. Topics studied include mechanics and electricity. These topics, whenever possible, will be related to their everyday use in society.

Learning Outcomes
Students will:
◆ Develop an appreciation of the role of the principles of physics as used in everyday life.
◆ Make observations, design experiments, analyze and interpret data.
◆ Demonstrate an understanding of the mathematical relationships expressed in physics and apply them to everyday situations.

Assessment
The course will include summative/formative assessments. Skills will be assessed using laboratory exercises as well as individual projects.

Physics (Honors) – 1 credit
Grades 10-12

Prerequisites: Completion of 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 with a focus on the topics of Mechanics and Electricity. It is a rigorous course that uses mathematics to derive and solve equations when appropriate.

Learning Outcomes
Students will:
◆ Develop an appreciation of the role of physics in everyday life.
◆ Demonstrate an understanding of the mathematical relationships in science and apply them to everyday situations.
◆ Make observations, analyze data and present valid conclusions based on experimental findings.

Assessment
The course will include summative/formative assessments. Understanding of concepts will be developed through collaborative lab experiences and projects, but student’s learning in these situations will be assessed individually.

Advanced Placement (AP) Physics 1 – 1 credit
Grades 11-12

Prerequisites: A minimum grade of B in Honors Physics or A- in Physics, and departmental approval. AP Chemistry students who earned a minimum grade of A- may be allowed to sign up for AP Physics 1 without a prior physics course. In this case, approval of the AP Chemistry teacher is necessary, in addition to commitment to complete extensive summer work in preparation for the course.
Home Learning: Heavy

Course Description
AP Physics 1 is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. An introduction to electric circuits and electrostatics is also included. It is assumed that students are familiar with algebra and trigonometry. A significant laboratory component is included.

Learning Outcomes
Students will:

◆ Develop a deeper understanding of the basic physical principles obtained in previous science courses.
◆ Describe physical laws and apply them to a variety of physical systems.
◆ Utilize mathematical relationships in the deeper appreciation of physical laws.
◆ Understand the limitations of observations in classical physics.
◆ Demonstrate through extensive laboratory experimentation, the basic principles of physics.
◆ Be able to observe independently, to organize and to analyze data from experiments.

Assessment
The course will include summative/formative assessments. Skills will be assessed using laboratory exercises as well as individual and group activities.

Advanced Placement (AP) Physics C – 1 credit
Grades 11-12

Prerequisites: Grade of A- in Physics Honors, completion of or concurrent enrolment in AP Calculus, and departmental approval.

Home Learning: Heavy

Course Description
AP Physics C course is offered to students who have the necessary math and science background to pursue a course that is rigorous in its application of mathematics to obtain a deep understanding of physical laws. The focus of this course is on the topics of Mechanics, Electricity and Magnetism.

Learning Outcomes
Students will:

◆ Develop a deeper understanding of the basic physical principles obtained in previous science courses.
◆ Describe physical laws and apply them to a variety of physical systems.
◆ Utilize mathematical relationships in the deeper appreciation of physical laws.
◆ Understand the limitations of observations in classical physics.
Demonstrate through extensive laboratory experimentation, the basic principles of physics.

Be able to observe independently, to organize and to analyze data from experiments.

**Assessment**
The course will include summative/formative assessments. Skills will be assessed using laboratory exercises as well as individual and group activities.

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**Astronomy – ½ credit**
Grades 10-12

**Prerequisites:** Completion of two years of High School science or concurrent enrollment in a year-long science class.

**Home Learning:** Light

**Course Description**
Astronomy will include the study of the Earth and its relationship within the solar system and the galaxy. It will also study the life and death of stars and the current cosmological theories.

**Learning Outcomes**
Students will describe the current theories about the evolution of the universe and of solar systems and explain the evidence supporting such theories, describe the special place of the earth in the universe and describe the relationship of astronomy to the other sciences.

**Assessment**
The course will include summative/formative assessments. Conceptual understanding and skills will be assessed using laboratory exercises as well as individual projects.

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**Forensic Science – ½ credit**
Grades 11-12

**Prerequisites:** Completion of Biology and Chemistry or departmental approval.

**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 involved in this course will benefit from casework experience and practicing forensic laboratory techniques.

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

- Trace evidence: collection techniques and analysis of evidence.
- Individualization techniques: fingerprinting, odontology, serology, hair and fibers, DNS: 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: 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

Prerequisites: 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. Local conservation and 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.
◆ Participate in and communicate the results of marine conservation work.

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; and conservation projects.

Earth Science – ½ credit
Grades 10-12

Prerequisites: Completion of two years of High School science or concurrent enrollment in a year-long science class.

Home Learning: Light

Course Description
This will be a one-semester lab-based course with emphasis placed on the NGSS Earth Science Standards for “Earth Systems” (ESS2) and “Earth and Human Activity” (ESS3).
To achieve these understandings, the course will focus on the following topics: dynamic Earth processes, energy in the Earth system, biogeochemical cycles, the structure and composition of Earth’s atmosphere, and local geology. This course would complement and enhance the AP Environmental Science curriculum.

Learning Outcomes
Students will:

◆ Analyze data, either from lab experience or presented data, to formulate models related to the key concepts being developed.

◆ Evaluate evidence and apply scientific reasoning for earth structure and plate tectonics.

◆ Develop models, plan and conduct investigations to understand the geomorphology of earth’s surfaces.

◆ Develop models and analyze evidence and make predictions in consideration of global climate change, cycling of materials and energy.

◆ Construct arguments and explanations based on evidence about the simultaneous coevolution of Earth’s systems and life on Earth.

Assessment
Students will be assessed using a variety of formative and summative tasks including investigative laboratories during the year. Understanding of concepts will be developed through collaborative lab experiences and projects, but student’s learning in these situations will be assessed individually.

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.

Placement of students in Mandarin classes is based solely on performance on a placement test or the recommendation of an HKIS high school Mandarin teacher.

**AP Chinese Language and Culture Exam**
The AP Chinese Language and Culture Exam is one of the newest offerings by the College Board in their repertoire of nationally standardized AP subject exams. This test is unique in that it is a computer-administered test rather than a pencil-and-paper test. The exam will be hosted by an off-site testing center.

The AP Chinese exam assesses students’ interpersonal communication skills, their abilities to present and interpret language in spoken and written forms, and includes authentic language samples to assess students’ functional familiarity with Chinese culture.

Unlike other AP curriculum areas, HKIS does not offer an AP Chinese class. Experience at HKIS with the test in recent years gives the department confidence that students who have performed strongly in Advanced Honors or above, or in MNN 3 or above, are appropriate candidates for the test and should expect to feel fully prepared to take the test.

**Mandarin as a Second Language (MSL)**

**Mandarin Foundation 1 – 1 credit**
Elective: 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 Foundation 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.

**Mandarin Foundation 2 – 1 credit**
Elective: Grades 9-12

**Prerequisites:** Completion of Foundation 1 with a grade of C with teacher’s recommendation or better or by placement.

**Home Learning:** Moderate 🎓

**Course Description**
Foundation 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 Foundation 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.
Mandarin Intermediate 1 – 1 credit
Elective: Grades 9-12

Prerequisites: Completion of Foundation 2 with a grade of C with teacher’s recommendation or better or by placement.

Home Learning: Moderate

Course Description
Intermediate 1 continues to stress the development of effective communication skills to meet daily needs and interests. The major themes include birthday celebration, asking directions, seeing a doctor, dating and renting an apartment. Students learn to read and decode information from authentic materials such as menus, maps, and street signs.

Sample learning outcomes
At the conclusion of Intermediate 1, students should be able to:

◆ Inquire and provide information regarding “getting around”, planning for a party, describing symptoms and finding an apartment.
◆ Use strategies to express misunderstanding or the need for clarification.
◆ Discuss and negotiate time, place, activity and price.
◆ Give recommendations.
◆ Read and write simple notes, invitations emails, or letters.
◆ Continue to develop an awareness of Chinese cultural practices in the marketplace and in daily life.
◆ Manage comfortably in a Mandarin-dominant classroom through asking and providing clarification.
◆ Decode meaning from simple and common authentic informational sources (both oral and written).
◆ Attain spoken oral proficiency in the Low Intermediate range.

Mandarin Intermediate 2 – 1 credit
Elective: Grades 9-12

Prerequisites: Completion of Intermediate 1 with a grade of C with teacher’s recommendation or better or by placement.

Home Learning: Moderate

Course Description
Intermediate 2 continues 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 travelling, school life and shopping. Strong emphasis is placed on the application of the language in real world situations.

Sample Learning Outcomes
At the conclusion of Intermediate 2, students should be able to:

◆ Order common dishes from authentic Chinese menus and simulate typical restaurant scenarios.
Plan for a trip and make reservations.

Use input of Chinese characters in common computer applications.

Talk about sports and habits.

Attain spoken oral proficiency in the Intermediate range.

**Mandarin Intermediate 3 – 1 credit**
Elective: Grades 9-12

**Prerequisites:** Completion of Intermediate 2 with a grade of C with teacher’s recommendation or better or by placement.

**Home Learning:** Moderate

**Course Description**
In Intermediate 3, 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 spoken oral proficiency in the Intermediate-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.

**Mandarin Advanced (Honors) – 1 credit**
Elective: Grades 9-12

**Prerequisites:** Completion of Intermediate 3 with a grade of A- or better or by teacher’s recommendation

**Home Learning:** Heavy

**Course Description**
Texts, teaching materials and activities introduced in this course are intended to develop
students’ more advanced communication skills through various language activities. Students will study Chinese culture in a broader spectrum.

Class is conducted in Mandarin. Major themes for this course include 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, Gender Equality and Chinese History.

**Sample learning outcomes**

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

- Provide reasons with supporting evidence and make comparison about complex topics such as environmental issues and gender equality.
- Understand some common sayings with rich cultural elements.
- Distinguish author’s opinions regarding preserving traditions vs merging into the modern world.
- Gain a deeper understanding of Chinese culture about geography, history, folklore and leisure activity.
- Contrast and compare Chinese values and perspectives with their own.
- Acquire familiarity with language that reflects more formal, written style.
- Attain spoken oral proficiency in the pre-advanced range.
- Be able to 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.

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**Mandarin Advanced 1 – 1 credit**

Elective: Grades 9-12

**Prerequisites:** Completion of Intermediate 3 with a grade of C with teacher’s recommendation or better or by placement.

**Home Learning:** Moderate 🎓

**Course Description**

Texts, teaching materials and activities introduced in this course are intended to develop students’ more advanced communication skills through various language activities. Class is conducted almost entirely in Mandarin. Major themes for this course include 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, Gender Equality and Chinese History.

**Sample learning outcomes**

At the conclusion of Advanced Honors, 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 spoken oral proficiency in the High Intermediate range.
Be able to 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.

**Mandarin Advanced 2 – 1 credit**
Elective: Grades 9-12

**Prerequisites:** Completion of Advanced 1 or Advanced Honors with a grade of C with teacher’s recommendation or better or by placement.

**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**

**Mandarin MNN 1 – 1 credit**
Elective: Grades 9-12

**Prerequisites:** Spoken competence in any dialect/language of Chinese (including Mandarin) acquired in a naturalistic setting, but with limited literacy skills.

**Home Learning:** Moderate

**Course Description**
Pinyin, tones, radicals, and rules of stroke orders are introduced at the beginning of the course to prepare students to develop writing and reading skills, as is a systematic introduction to proper (“standard”) Mandarin pronunciation. Effective oral communication skills are reinforced throughout the year as the foundation for the development of literacy skills. The major themes in the course are: greetings, personal background information, daily routines, visiting friends, language study, school life, shopping, weather, and travel. There is a strong emphasis on the writing and recognition of most frequently used Chinese characters.

**Sample learning outcomes**
At the conclusion of MNN 1, students should be able to:
Demonstrate competence in using pinyin for representing the sounds of standard Mandarin.

Demonstrate accuracy in spoken Mandarin pronunciation.

Engage in daily, conventional conversation, giving personal information and relating daily routines at home and at school.

Inquire and provide information regarding appointments, language learning strategies, school life, weather, shopping and “getting around”.

Participate fully with Mandarin as the dominant classroom language.

Read and write simple notes and letters.

Decode meaning from authentic weather forecasts and common signage.

Exchange simple notes and emails.

Demonstrate spoken oral proficiency in the intermediate range.

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**Mandarin MNN 2 – 1 credit**

Elective: Grades 9-12

**Prerequisites:** Completion of MNN 1 with a grade of C with teacher’s recommendation or higher or its equivalent; spoken oral proficiency in the intermediate range.

**Home Learning:** Moderate 🏝️

**Course Description**

This course continues to develop expressive skills in both speaking and in literacy through readings and discussion. The major themes in this course are: Chinese food, giving directions and describing the physical environment, discussing cultural and other celebrations, friendship, healthy lifestyles, and travel. Accuracy in standard Mandarin pronunciation and usage are stressed. Students learn to read and decode information from authentic materials, such as menus, maps, travel brochures, advertisements and street signs.

**Sample learning outcomes**

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

- Order common dishes from authentic Chinese menus and characterize aspects of different Chinese cuisines.
- Describe procedures for seeking resources and information online.
- Use input of Chinese characters in common computer applications.
- Describe their living environment and other aspects of the physical landscape.
- Discuss how communication practices now differ from those in the past and how they affect our lives.
- Discuss aspects of a healthy lifestyle.
- Make and assist with travel plans.
- Discuss family roots and biography.
- Attain spoken oral proficiency in the pre-advanced range.
- Be able to read materials written for students beginning their second year in an American college program.
Mandarin MNN 3 – 1 credit
Elective: Grades 9-12

Prerequisites: Completion of MNN 2 with a grade of C with teacher’s recommendation or higher or its equivalent; spoken Mandarin proficiency in the pre-advanced range by ACTFL standard.

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.

Chinese Culture and Language – 1 credit
Elective: Grades 10-12

Prerequisites: Completion of MNN3 or by teacher recommendation

Home Learning: Moderate

Course Description
This course is designed for students of intermediate 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 social issues and current events. 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.

**Sample learning outcomes**
At the conclusion of the course, students should be able to:

- Read and view selected authentic materials such as newspaper articles and TV shows.
- Explain different Chinese cultures such as food culture, festival culture, history, celebrity, etc. 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.

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**Mandarin MNN 4 – 1 credit**

Elective: Grades 9-12

**Prerequisites:** Completion of MNN 3 with a C grade with teacher’s recommendation or higher or its equivalent.

**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. Starting from this level, contemporary literature by renowned writers will be gradually introduced with an emphasis on developing students’ appreciation of the beauty of the essays. Students will be exposed to wider vocabulary and more sophisticated sentence structures and are expected to integrate the now information into their own writing. The application process relates and reflects their own experiences, aspirations, ideals and understanding of the issues derived from those essays. Different styles of writing and writing for a variety of purposes are introduced and reinforced throughout the course. Students will follow current affairs and local issues to apply and relate what they’re learning in the class to the real world.

**Sample learning outcomes**
At the conclusion of MNN 4, students should be able to:

- Study comprehensive authentic materials with the help of a dictionary.
- Describe and exchange information about professions, celebrities, etc.
- Exchange information and ideas in a clear, coherent and convincing manner.
- Make fair 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 different types of letter, email, speech, school magazines/newspaper articles and interview script, poster, argumentative articles.

Grasp the main ideas of different types of texts in various life situation.

Debate with clear opinion and convincing facts.

Apply new vocabulary and sentence structures naturally and meaningfully.

Explore self awareness and culture identity.

Present research projects on assigned topics.

**Mandarin MNN 5 – 1 credit**

*Elective: Grades 9-12*

**Prerequisites:** Completion of MNN 4 with a grade of C with teacher’s recommendation or higher or its equivalent.

**Home Learning:** Moderate

**Course Description**

Presentation and writing, as well as reading authentic texts. Students explore a variety of texts, both written and visual, covering a range of both literary, artistic, contemporary social and informational topics to enhance their understanding of China and its traditions as well as its changing regional and global role. Student writing will include the major genres of Chinese composition and will include substantial research presentations.

**Sample learning outcomes**

At the conclusion of MNN5, students should be able to:

- Identify the styles of writing.
- Reflect and relate the topics with their own experiences.
- Apply idioms appropriately.
- Integrate advance writing technique into their writing.
- Appreciate literature pieces by renowned contemporary writers.
- Analyze and summarize readings.
- Acquire an in-depth understanding of China.

**Upper Level Mandarin Courses**

Students who have successfully completed MNN 5 or its equivalent may choose either MNN 6A (Culture and Society) or MNN 6B (Literature and Society). These two courses are not sequential; one may elect to take “Culture and Society” in one year and “Literature and Society” the next year, or vice versa.

**Mandarin MNN 6B (Literature and Society) – 1 credit**

*Elective: Grades 9-12*

**Prerequisites:** Completion of MNN 5 with a grade of C with teacher’s recommendation or higher or its equivalent; spoken Mandarin proficiency in the superior range.

**Home Learning:** Moderate

**Course Description**

Contemporary China is undergoing major transition and transformation. How the Chinese people view changes in society, and view the nation’s changing role in the world, is often
most poignantly revealed in literature. MNN6B will introduce students to a sampling of some of the main formative and influential writing and writers of the 20th century, offering a glimpse into some of the social and political forces that have lead China on a path to today – into, through, and beyond Communist transformation. The course will be equally concerned with other features of China's literary landscape as they reveal society in its broader context and reflect an increasingly cosmopolitan and globally connected China. Poetry, essay, avant-garde expression in media, film and even online commentary are rich sources of information that can help students observe and interpret China in a variety of contexts.

Sample learning outcomes
At the conclusion of Chinese Literature and Society, 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.
- Begin to understand some of the social, historical and political forces that have influenced modern writers in China.
- Begin to examine Chinese literature as a world literature.
- 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.

Modern 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).

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 skill based; grammar and vocabulary provide the tools to communicate and understand.

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.

HKIS Middle School students are placed by their 8th Grade language teacher, based on performance.

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.

Various modes of communication skills will be assessed through the lenses of the interpretive, interpersonal and presentational modes. 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 I – 1 credit**
Elective: Grades 9-12

**Prerequisites:** None

**Home Learning:** Light

**Course Description**
This is a beginner course to teach basic comprehension and communication. The four skills, speaking, listening, reading and writing, are equally 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 things to do.

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

French II – 1 credit
Elective: Grades 9-12

Prerequisites: Successful completion of French I with a B or higher, and teacher recommendation. Students should consistently achieve meeting expectations or higher in all domains of Approaches to Learning.

Home Learning: Moderate 🏠

Course Description
In this course, there is a continued emphasis on interpretation and production in the four skills. Grammar 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. Authentic listening and reading materials are incorporated into the course.

Learning Outcomes
Students will be able to:

- Interact with others in multiple ways.
- 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.
- Compare daily routines which includes life at school.
- Relate leisure activities.
- Relate events in the past.
Assessment
A variety of formative and summative assessments, including process writing, quizzes, listening / speaking activities, presentations, projects, and home learning will be used. Emphasis is placed on performance-based assessments. Students develop cultural awareness through interpretative tasks based on authentic materials from France and the Francophone world.

French III – 1 credit
Elective: Grades 9-12

Prerequisites: Successful completion of French II with a B+ or higher, teacher recommendation. Students should consistently achieve.

Home Learning: Moderate 📚

Course Description
Students continue to develop their skills in reading, writing, listening and speaking. Emphasis is placed on developing accuracy and fluency of expression in oral and written forms. Students develop cultural awareness through interpretative tasks based on authentic materials from France and the Francophone world.

Learning Outcomes
Students will be able to:
- Describe people and discuss their appearance and relationships.
- Discuss daily routines in the present, future and past.
- Describe school life and 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 the way life used to be for student and others.
- Relate events in the present, future and past describe the local area, student’s homes discuss current problems facing the planet.
- Make comparisons and use negative expressions in a variety of ways.

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

French Conversation and Culture – 1 credit
Elective: Grades 10-12

Prerequisites: Completion of French III and teacher recommendation. Students should consistently meet the standards of Approaches to Learning.

Home Learning: Moderate 📚
Course Description
This is a project based class. Self-motivation is essential. Students will conduct independent and collaborative research both in and outside of the classroom and present their findings to the larger group. This course aims to provide students with an opportunity to reinforce and enrich cultural and linguistic skills in the domain of reading, listening and speaking. This is not a grammar-based course. Through an in-depth study of various aspects of French culture, students will be presented with opportunities to reinforce and enhance their skills. Course content will include authentic resources from the Francophone world, including film, music, written texts, video and audio extracts as well as speakers from the community when available.

Learning Outcomes
Students will be able to:
◆ Interpret meaning from authentic texts, both written and spoken.
◆ Become knowledgeable about Francophone cultures.
◆ Discuss current trends and events of the Francophone world.
◆ Describe various art forms.
◆ Enhance vocabulary on various themes.
◆ Increase cultural understanding and global awareness.
◆ Work cooperatively.
◆ Present creatively.
◆ Present findings in different media.

Assessment
A variety of formative and summative assessments including presentations, skits, reflections, impromptu speaking, recordings, participation in discussions, reading and listening comprehension. Emphasis is placed on performance-based assessments. Students develop cultural awareness through interpretative tasks based on authentic materials from France and the Francophone world.

French IV – 1 credit
Elective: Grades 9-12

Prerequisites: Successful completion of French III with a B+ or higher, and teacher recommendation. Students should consistently achieve meeting or higher expectations in all domains of Approaches to Learning.

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. 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 French and Francophone radio and television. They will read news articles from the French and Francophone press. Students will be exposed to different 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 issues surrounding the environment and climate change, life in the city and in the countryside.
- Understand social and cultural issues 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, quizzes, listening / speaking activities, both group and individual presentations and projects will be used. Emphasis is placed on performance-based assessments.

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**French Language and Culture (Honors) / Advanced Placement (AP) French Language and Culture – 1 credit each**

Elective: Grades 10-12

**Prerequisites:** Honors Language and Culture is a pre-requisite for Advanced Placement unless approved by the instructor.

Honors: Successful completion of French IV with a B+ or higher, exemplary Approaches to Learning, and teacher recommendation.

Advanced Placement: Successful completion of Honors with an A- or higher, exemplary Approaches to Learning, and teacher approval.

Each of the courses in this two-year cycle prepares students to sit 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.

**Honors 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 2013 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 current events, particularly those relating to the French and Francophone world.
- Understand and discuss controversial social, political and ethical questions.
- Acquire the content specific French vocabulary sufficient for reading authentic newspaper and magazine articles, excerpts from literary texts and other non-technical writings.
- Follow the essentials of a conversation between French and Francophone native speakers with different accents and understand the news, oral reports, plays, authentic materials from the worldwide web and the content and messages of songs.
- 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 artefact 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 exams.
Spanish

Spanish I – 1 credit
Elective: Grades 9-12

Prerequisites: None

Home Learning: Light

Course Description
Spanish I is an introductory course designed to provide basic language skills in reading, writing, listening and speaking. 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, quizzes, listening/speaking activities, projects and home learning will be used. Emphasis is placed on performance-based assessments.

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Spanish II – 1 credit
Elective: Grades 9-12

Prerequisites: Successful completion of Spanish I with a B or higher, and teacher recommendation. Students should consistently achieve meeting expectations in all domains of their Approaches to Learning.

Home Learning: Moderate

Course Description
In this course, there is a continued emphasis on oral communication skills with reading and writing skills becoming increasingly important. Grammar 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. 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 a deeper understanding of Hispanic cultures and compare them to their own experiences.
◆ Become motivated to learn Spanish for its own sake.

Assessment
A variety of formative and summative assessments including process writing, quizzes, listening/speaking activities, projects, presentations and home learning will be used. Emphasis is placed on performance-based assessments.

Spanish III – 1 credit
Elective: Grades 9-12

Prerequisites: Completion of Spanish II with a B+ or higher, and teacher recommendation. Students should consistently achieve meeting expectations in all domains of their Approaches to Learning.

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.
◆ Express probability and formulate hypotheses.

Assessment
A variety of formative and summative assessments including process writing, quizzes, listening/speaking activities, projects and home learning will be used. Emphasis is placed on performance-based assessments.
Spanish Conversation and Culture – 1 credit
Elective: Grades 10-12

Prerequisites: Spanish II and teacher recommendation. Students should consistently achieve meeting standards on all domains of Approaches to Learning.

Home Learning: Moderate

Course Description
The course provides opportunities for students to demonstrate their proficiency in Spanish across the three modes of communication. The aims of the course are to provide students with varied opportunities to develop their proficiencies across the full range of language skills – with attention to critical reading and analytical writing – and to encourage them to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish. The study of culture in the title of the course reflects an alignment of the course to a standards-based Spanish curriculum. Emphasis is placed on approaching the study of literature and history through global, historical and contemporary cultural contexts. Students are encouraged to make interdisciplinary connections and explore linguistic and cultural comparisons. A key objective of the course is to encourage students not only to understand and retell the content of the texts they read but also to relate that content to literary, historical, sociocultural, and geopolitical contexts in Spanish.

Learning Outcomes
Students will be able to:
◆ Be knowledgeable about Hispanic cultures.
◆ Be aware of current trends and events of the Hispanic world.
◆ Be exposed to various art forms.
◆ Enhance vocabulary on various themes.
◆ Increase cultural understanding and global awareness.
◆ Ability to present creatively.
◆ Use different media to transmit findings.
◆ Work corroboratively.
◆ Raise awareness of the culture to the community.

Assessment
Presentations, skits, debates, reflections, impromptu speaking, recordings, participation in discussions, reading comprehension.

Spanish IV – 1 credit
Elective: Grades 9-12

Prerequisites: Completion of Spanish III with a B+ or higher, and teacher recommendation. Students should consistently achieve meeting expectations in all domains of their Approaches to Learning.

Home Learning: Moderate to Heavy
Course Description
Oral communication skills continue to be emphasized, but reading and writing are allotted more time, and there is a thorough review of grammar previously learned. Students read and write about short stories, poems, newspaper articles as well as subjects of general interest. This course is conducted in Spanish and prepares students for the AP Spanish course.

Learning Outcomes
Students will be able to:
◆ Engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.
◆ Understand and interpret written and spoken language on a variety of topics.
◆ Demonstrate understanding of the relationship between the products and the perspectives of the cultures studied and their own.
◆ Show evidence of becoming life-long learners by using the language within the school and beyond as well as for personal enrichment and enjoyment.
◆ Develop their vocabulary through reading a variety of authentic sources.
◆ Describe and discuss careers, health, arts.

Assessment
A variety of assessments including process writing, quizzes, graded listening/speaking activities, projects and graded home learning will be used. Emphasis is placed on performance-based assessments.

Spanish Language and Culture (Honors) / Advanced Placement (AP) Spanish Language and Culture – 1 credit each

Elective: Grades 10-12

Prerequisites: Spanish Language and Culture (Honors) is a prerequisite for Advanced Placement Spanish Language and Culture unless approved by the teacher.

Honors: Successful completion of Spanish IV with a B+ or higher, exemplary Approaches to Learning and teacher recommendation.

Advanced Placement: Successful completion of Spanish IV with an A- or higher, exemplary learning habits and teacher recommendation.

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 2015 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.

**Honors Home Learning:** Moderate to Heavy

**AP Home Learning:** Heavy

**Course Description**
The courses readings include fiction and non-fiction texts. Hispanic-American short stories, poems, songs, novels, plays, and articles from the Internet improve reading comprehension, writing, listening and speaking. Students are expected to research current events, Hispanic-American history, famous Hispanic-American people, and cultural topics in Spanish and to present this material to others in a workshop setting.

**AP Spanish with the WE component:**
By combining the academic challenge and rigor of Advanced Placement with WE’s education and citizenship model, AP with WE Service creates an opportunity for students to consider their classroom work and how it applies to the real world, while working closely with their peers to address social issues.

Students who choose to take the AP Spanish Exam with the WE Service course have the opportunity to earn recognition which will be communicated to colleges and universities on the students’ transcripts. It would be indicated that they have completed and taken the AP Spanish Exam with the WE Service component.

**Learning Outcomes**
Students will be able to:
- Discuss current events, particularly those relating to the Spain and Hispanic world.
- Understand and discuss controversial social, political and ethical questions.
- Acquire the content specific Spanish vocabulary sufficient for reading authentic newspaper and magazine articles, excerpts from literary texts and other non-technical writings.
- Follow the essentials of a conversation between Spanish and Hispanic native speakers with different accents and understand the news, oral reports, plays, authentic materials from the worldwide web and the content and messages of songs.
- 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 oral and written mediums with accuracy and fluency.

**Assessment**
A variety of formative and summative assessments including process writing, essays, quizzes, 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 do self assessment.

For Honors 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.

**Fine Arts Graduation Requirement:** 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**
- Foundation in Visual Arts (.5)
- Foundation in Digital and Interactive Media (.5)
- Drawing & Painting (.5)
- 3D: Form and Function (.5)
- Introduction to Fashion Design (.5)
- Project Runway (.5)
- Graphic Design (.5)
- Advertisement & Layout Design (.5)
- Street Art (.5)
- Introduction to Photography (.5)
- Digital Photography (.5)
- Advanced Film Photography (.5)
- Advanced Studio (.5)
- Independent Studio (.5)
- AP Art History (1.0)
- AP Studio Art (1.0)

**Performing Arts**
- High School Beginner Band (.5 or 1.0)
- Symphonic Band – Brass or Winds (1.0)
- Orchestra (.5)
- Beginner Strings (.5)
- String Ensemble (1.0)
- Wind Ensemble – Brass or Winds (1.0)
- Guitar I & II (.5 each)
- Concert Choir (.5 or 1.0)
- Men’s Choir (1.0)
- Women’s Choir (1.0)
- Madrigal Singers (1.0)
- Music Theory & Composition (.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)

**Visual Arts & Design**

The inclusion of the arts as an essential component of the curriculum promotes the HKIS 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.
Foundation in Visual Arts – ½ credit

Prerequisite: None

Home Learning: Light

Course Description
Through a series of projects students will learn about composition, mark making and color; students will gain and develop skills in the areas of drawing, painting and printmaking. To complement and support the development of artworks, students will also be required to research into art and artists from across periods and cultures. To support student growth, 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.

Assessment
The assessment of student achievement is based on:

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

Drawing and Painting – ½ credit

Elective: Grades 9-12

Prerequisite: Foundation in Visual Arts

Home Learning: Light

Course Description
Drawing and painting is a studio-based course focusing on a range of 2D drawing and painting media, techniques and approaches. This course will build on the Visual Art Foundation course in continuing to develop student’s technical skills, studio process and conceptual understandings. Students will work from direct observation and will be encouraged to develop their own personal approach to their artwork. Additionally, students will be introduced to artists and ideas from 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.

3D: Form and Function – ½ credit
Elective: Grades 9-12

Prerequisites: Foundation in Visual Arts

Home Learning: Light

Course Description
This course introduces students to various materials through Design projects. This hands-on course teaches students about the different properties of materials, some of which include clay, paper, plastic, metal and wood. Students research artists and designers for inspiration and to help give them an idea of how design has evolved over time and in different cultures. Students work through a design cycle to fulfill a design brief. Reflections throughout the projects help them to problem solve and improve their products. The products created will vary from functional objects to sculptures.

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).
Investigative workbook/digital portfolio, this will include research, development of ideas, reflections, gallery reviews and written assignments.

Peer and self-critiques.

**Introduction to Fashion Design – ½ credit**

Elective: Grades 9-12

**Prerequisites:** Foundation in Visual Arts

**Home Learning:** Moderate 🍎🍎

**Course Description**

Through four units of work, students will learn about the fundamentals of fashion design and the worlds in which they exist. The course starts with examining the history of twentieth century western fashion then moves onto a practical unit where students are introduced to the sewing machine; students learn how to follow a pattern and construct a reversible tote bag. The third unit is about understanding sustainability in fashion where students examine how unsustainable fast fashion is and what they can do to make clever, sustainable choices in what they wear. Within this unit students will learn about aesthetics, how to illustrate their own designs and create a deconstructed/reconstructed garment from an existing piece of clothing. The final unit is a Personal Project whereby students explore the creative process to develop and construct a garment through research, drawings, mock-ups and pattern making/alteration. Guest speakers, a field trip to the fabric market, Project Runway, documentaries and other resources will enhance students’ learning and enrich lessons and understanding.

**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 drawing s and mock-ups. The Visual Journal and Blog 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 final product).
- Visual Journal: this will include research, development of ideas, evaluations, critiques, reviews, handouts, written assignments.
- Peer and self-critiques.
Project Runway – ½ credit
Elective: Grades 10-12

Prerequisites: Foundation in Visual Arts. Successful completion of Introduction to Fashion Design or Fashion Design 1.

Home Learning: Moderate 🍋

Course Description
Through appropriate projects students will extend what they have learnt in Introduction to Fashion Design. The course starts with understanding how to use an existing pattern, learning about the symbols and different properties of fabric; a simple garment will be made. The second part of the course is a deeper investigation into fashion illustration and its historical contexts. We also investigate the more contemporary and moral role the fashion industry should play in terms of better body image. The third and fourth projects are about designing clothing from altered patterns and self-drafted patterns through to realization following the Design Process. The garments could be used in the HKIS fashion show. There will be a field trip to Sham Shui Po fabric markets and SCAD Fashion department.

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 and Blog 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 final product).
- Sketchbook and blog: this will include research, development of ideas, evaluations, critiques, reviews, handouts, written assignments.
- Peer and self-critiques.
Introduction to Graphic Design – ½ credit
Elective: Grades 9-12

Prerequisites: Foundation in Visual Arts

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. The process of exploration is clearly demonstrated in the visual journal.
- 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 so as to be able to choose appropriate forms of expression for the realisation of work.
- Identify through reflection and feedback the need to revise work and develop strategies to further elaborate on ideas, themes or compositions.
- Reflect on themes and issues encountered during each project and evaluate creative development and processes. Demonstrate the creative cycle in the visual journal.

Respond to feedback and discussion on artwork in order to support creative development. Make informed decisions, which enable modification and refinement of work that demonstrates critical awareness of creative and skill-based learning.

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.

Advertising & Layout Design – ½ credit
Elective: Grades 9-12

Prerequisites: Foundation in Visual Arts and Introduction to Graphic Design or successful completion of Graphic Design 1.

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 an understanding of the topic by applying theoretical knowledge and subject specific terminology to identify the themes and issues studied. Articulate the theoretical basis of the art form(s) studied to show aesthetic and critical awareness when discussing work.
◆ Demonstrate the ability to research ideas, experiment through both spontaneous and structured activities and evaluate the appropriateness of their findings. Plan and effectively set goals respond to feedback and make informed decisions for the realization of work.
◆ Create a variety of creative printed media for unique design assignments
◆ Identifying and understanding the theoretical basis of the art form(s) studied by using subject-specific terminology to show aesthetic and critical awareness of art in context with society & culture.
◆ Develop creative skills in problem solving, the management of 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. Respond to feedback and discussion on artwork in order to support creative development. Make informed decisions, which enable modification and refinement of work that demonstrates critical awareness of creative and skill-based learning.

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. Assessment types will be visual or oral presentation, formal feedback.
◆ Design Process: Design Process Diary. This will include research, evaluating and refining ideas, exploring techniques, written assignments. Assessment types will be informal observation, homework, and student self-reflections.
◆ Presentation: Class presentation (group and individuals), marketing presentation. This will include performance tasks such as oral presentations, class critiques, visual presentation and exhibitions.
Street Art – ½ credit
Elective: Grades 9-12

Prerequisite: Foundation in Visual Arts

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 would have an opportunity to meet artisans from the HK Walls foundation and meet the curator from the Hong Kong Contemporary Arts (HOCA) Foundation to see what local artisans are up to as well as see how a curator who focuses on street artists works. 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.

Introduction to Photography – ½ credit
Elective: Grades 9-12

Prerequisite: Foundation in Visual Arts.
*Students are required to have access to a working 35mm single lens reflex film camera.

Home Learning: Light

Course Description
This course introduces the basic skills and concepts of photography in both 35mm film and digital formats. Students will focus on a variety of technical and conceptual aspects
of photography. Topics studied include: camera mechanics, exposure, film and print processing, as well as print finishing. Students will develop concepts of two-dimensional composition, observational skills, and a visual vocabulary as it relates to photography. The course consists of demonstrations, lab time, critiques, and an introduction to the history of photography. Further in the course, students will also have the opportunity to pursue projects in a digital format and will have an introduction to digital image manipulation.

**Learning Outcomes**

Students 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 an visual journal in which they record their ideas, experiments, research and self-reflections.

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

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**Digital Photography – ½ credit**

Elective: Grades 9-12

**Prerequisites:** Foundation in Visual Arts and Introduction to Photography or successful completion of Photo and Digital Imaging 1.

*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:

- Make informed judgments based on an understanding of the aesthetic elements and principles of art and design.
- 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.
- Realize the potential and limitations of materials, tools and technology through a process of experimentation and research.
- 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.
- Graphic design/Advertising.
- Digital Portfolio of personal works, reflections and research.

Advanced Film Photography – ½ credit
Elective: Grades 10-12

Prerequisites: Foundation in Visual Arts and Introduction to Photography or successful completion of Photo and Digital Imaging 1.

*Students are required to have access to a 35mm and/or medium format film camera.

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.

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**Advanced Studio – ½ credit**

Elective: Grades 9-12

**Prerequisites:** Foundation in Visual Arts and successful completion of two semesters of visual art before entering the class and with departmental permission.

**Home Learning:** Moderate 📚

**Course Description**

The course allows students who have had some prior experience in visual art studio classes to continue to build on existing skills in a variety of media. The course will include a variety 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 exceptionally good for portfolio development and is recommended for students who plan to take the AP Studio Art course and 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.

Independent Studio – ½ credit
Elective: Grades 10-12

Prerequisites: Foundation in Visual Arts and successful completion of three semesters of visual art before entering the class and with departmental permission.

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.

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.
Advanced Placement (AP) Art History – 1 credit

Elective: Grades 10-12

Prerequisites: Demonstrated success in humanities courses and departmental approval.

Home Learning: Heavy

Course Description
This course is designed to provide an introductory college level course in art history. It will provide an understanding and appreciation of architecture, sculpture, painting and other art forms within historical and cultural contexts. In this class students will examine major forms of artistic expression from the past to the present and from a variety of cultures. The three particular, though not equal, areas of study are: Ancient Through Medieval, Renaissance to Present and Non-European Artistic Traditions. The class will involve students in a range of activities including reading, critique, role-playing, 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 be able to:
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   ♦ 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, role-plays, presentations, independent research assignments, group discussions, writing tasks, tests and quizzes.

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Advanced Placement (AP) Studio Art – 1 credit

Elective: Grades 11 and 12

Prerequisites: Foundation in Visual Arts and successful completion of three semesters of art before entering the class and departmental permission.

Home Learning: Heavy

Course Description
The AP Studio Art class is designed for students who are seriously interested in the practical experience of art. The emphasis of the course is to explore a variety of media
and techniques leading to each student creating a diverse body of work that represents his/her individual strengths in the visual arts.

The final outcome of the class is a portfolio of work that can be presented for the Advanced Placement Studio Art Portfolio in either 2-D Design or Drawing. The first semester deals with problems within a more teacher-directed structure. The second semester requires students to work more independently on individual areas of concentration. Throughout the year students are required to visit local art exhibitions. Every student is required to submit a portfolio to the AP board in May.

**Learning Outcomes**

Students will be able to:

◆ 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.
◆ Contribute inventively and critically to their culture through their art-making.

**Assessment**

The class functions as a practical workshop where students work through a range of exercises building towards their portfolio. All students are expected to keep a sketchbook of ideas, self-reflections and assignments. Students are expected to visit a gallery each calendar month and complete a review. Each student presents a 24 piece portfolio of work at the end of the year. This course culminates with an AP Exhibition of each student’s strongest portfolio pieces.
**Fine Arts Graduation Requirement:** 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. The interdisciplinary Fine Arts Survey course (.5) can count toward the total requirement BUT you still need one other course from each column.

**Visual Arts**
- Foundation in Visual Arts (.5)
- Foundation in Digital and Interactive Media (.5)
- Drawing & Painting (.5)
- 3D: Form and Function (.5)
- Introduction to Fashion Design (.5)
- Project Runway (.5)
- Graphic Design (.5)
- Advertisement & Layout Design (.5)
- Street Art (.5)
- Introduction to Photography (.5)
- Digital Photography (.5)
- Advanced Film Photography (.5)
- Advanced Studio (.5)
- Independent Studio (.5)
- AP Art History (1.0)
- AP Studio Art (1.0)

**Performing Arts**
- High School Beginner Band (.5 or 1.0)
- Symphonic Band – Brass or Winds (1.0)
- Orchestra (.5)
- Beginner Strings (.5)
- String Ensemble (1.0)
- Wind Ensemble – Brass or Winds (1.0)
- Guitar I & II (.5 each)
- Concert Choir (.5 or 1.0)
- Men’s Choir (1.0)
- Women’s Choir (1.0)
- Madrigal Singers (1.0)
- Music Theory & Composition (.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)

**Design and Technology**

Problem solving sits in the heart of design and technology. Design thinking cycle, digital creative and fabrication technologies will be used in these courses to empower learners to put theories in action. Our goal is to cultivate self-motivated students and develop learner agency through experiential learning.

Although credits from Design and Technology courses are not a graduation requirement*, any well-rounded student should very strongly consider taking at least one technology-focused course while at HKIS.

*Except for Foundation in Digital and Interactive Media which fulfills the visual arts requirement.

**Foundation in Digital and Interactive Media**

**Home Learning:** Light

**Course Description**

This course is an introduction to digital and interactive media by combining key art concepts with the technological design process. Students will gain skills in digital design, fabrication and applying interactivity to their unique projects.

**Learning Outcomes**

Students will:
- Recognize, define and apply the design thinking cycle (based on the d.School design thinking model).
Breakdown complex issues to solvable pieces and present them in a logical manner.

Demonstrate technical skills, knowledge and experience in a range of design applications so as to be able to choose appropriate forms of expression for the realisation of work.

Examine the connection and influence of traditional media in digital form.

Identify the characteristics of different media.

Identify interactivity as a form of communication.

Create interactive programs using different programming platform.

Communicate learning process using different digital media.

**Assessment**

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

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**Design for Interactive Entertainment (formerly Game Design) – ½ credit**

Elective: Grades 9-12

**Prerequisites:** (For students entering grade 9 from 2018/19 academic year). Successful completion of foundation in Digital and Interactive Media.

**Home Learning:** Light

**Course Description**

Digital and interactive industry (games and mobile applications) generates more revenue than the global movie industry, yet most people are consumers rather than producers of content. In this class, students will explore the theory and terminology behind interactive entertainment, applying it to a range of both virtual and physical aspects, throughout this course they will produce interactive products of their own design. The course begins with students inventing, designing and evaluating traditional card and board games. Students move onto exploring and creating digital narrative elements that involve some digital editing/manipulation, then the students create more complex digital applications by programming in their chosen language. At the conclusion of this course, all students will have a portfolio of digital applications that they have created, as well as an understanding of the complexities of designing for interactive entertainment and the ability to work with different digital languages.

**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 forms of interactive elements more challenging and appealing than others.
- Develop skills with using programming languages to produce an interactive product.
- Evaluate each others’ work critically and fairly.
- 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.
Coding in Action (formerly Introduction to Programming) – ½ credit
Elective: Grades 9-12

Prerequisites: (For students entering grade 9 from 2018/19 academic year).
Successful completion of foundation in Digital and Interactive Media.

Home Learning: Moderate

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 programing language is just one of the many ways of presenting a solution logical 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.

Robotics – ½ credit
Elective: Grades 9-12

Prerequisites: (For students entering grade 9 from 2018/19 academic year).
Successful completion of foundation in Digital and Interactive Media.

Home Learning: Light

Course Description
This course presents an introduction and 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 challenge 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.

Cybernetics and Systems (formerly Robotics II) – ½ credit
Elective: Grades 9-12

Prerequisites: Successful completion of Foundation in Digital and Interactive Media* and one of the following courses: Introduction to Programming/Coding in Action/Robotics/Robotics I, recommendation of teacher and approval of course instructor.

* For students entering grade 9 from 2018/19 academic year only.

Home Learning: Moderate

Course Description
This course provides the opportunity for the student to leverage the knowledge acquired in Robotics/Introduction to Programming to create more complex and advanced robotics systems. The concept of artificial intelligence will be discussed and implemented at different level through the use of sensors, data analysis and other algorithms.

Learning Outcomes
Students will:

- Identify and design solutions for complex challenges.
- Be able to use advanced programming and hardware skills to implement the solutions.
- Justify the use of different technologies used in a robotic system.
- Simulate and model robotic parts using 2D and 3D Computer Aided Design (CAD) tools.

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

AP Computer Science A – 1 credit
Elective: Grades 11-12

Prerequisites: Successful completion of Foundation in Digital and Interactive Media* and one of the following courses: Introduction to Programming/Coding in Action/Robotics/Robotics I, recommendation of teacher and approval of course instructor.

* For students entering grade 9 from 2018/19 academic year only.

Home Learning: Heavy
Course Description
The curriculum of AP Computer Science is based on the syllabus developed by the College Board and utilizes Java as a programming language. Topics include program design and implementation, algorithm analysis, standard data structures, and object-oriented programming design. The course focuses on programming methodology with an emphasis on problem-solving and algorithm development. It is intended to serve both as an introductory course for computer science majors, and for students who will major in disciplines that require significant involvement with computing.

Learning Outcomes
Students will:
♦ Learn problem-solving skills.
♦ Work together in an intellectual team.
♦ Develop logical thought processes that support creativity.
♦ Learn to program in Java.

Assessment
Grades will be determined by a series of projects, quizzes and tests as well as group-work and individual achievements. All students enrolled in this course are required to take the AP exam.

AP Computer Science Principles – 1 credit
Elective: Grades 11-12

Prerequisites: Successful completion of Foundation in Digital and Interactive Media* and Algebra and one of the following courses: Introduction to Programming/Coding in Action/Robotics/Robotics I, recommendation of teacher and approval of course instructor.

* For students entering grade 9 from 2018/19 academic year only.

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 computing 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 groupwork and individual achievements. All students enrolled in this course are required to take the AP exam. The AP Computer Science Principles assessment comprises two parts: a through-course AP assessment as well as an end-of-course multiple-choice exam.

Invent to Learn – ½ credit, 1 credit (negotiable with instructors)
Elective: Grades 10-12

Course Description
“The best way to understand circle is to reinvent the wheel” - Nicholas Negroponte, Founder MIT Media Lab and OLPC.

This course aims at placing invention and creativity ahead of worksheets and testing. In this course students are expected to make, repair or customize things using different technologies and knowledge from different discipline. Failure is celebrated as long as learning occurs. Students are expected to showcase their learning journey at the end of the course.

Students interested in this course are encouraged to discuss their ideas with the HS Technology Coach and the Academic Programs Coordinator during the year preceding their project. Previous Independent Study projects have included creating a digital presence for a charity organization, developing a technology curriculum for a rural school in China and designing and running the lighting and sound components for a student drama production. The Academic Secretary has resources with detailed information about how to pursue an Independent Study project.
Performing Arts

**Fine Arts Graduation Requirement:** 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. The interdisciplinary Fine Arts Survey course (.5) can count toward the total requirement BUT you still need one other course from each column.

### Visual Arts
- Foundation in Visual Arts (.5)
- Foundation in Digital and Interactive Media (.5)
- Drawing & Painting (.5 each)
- 3D: Form and Function (.5 each)
- Introduction to Fashion Design (.5 each)
- Project Runway (.5 each)
- Graphic Design (.5 each)
- Advertisement & Layout Design (.5 each)
- Street Art (.5 each)
- Introduction to Photography (.5 each)
- Digital Photography (.5 each)
- Advanced Film Photography (.5 each)
- Advanced Studio (.5 each)
- Independent Studio (.5 each)
- AP Art History (1.0)
- AP Studio Art (1.0)

### Performing Arts
- High School Beginner Band (.5 or 1.0)
- Symphonic Band – Brass or Winds (1.0)
- Orchestra (.5)
- Beginner Strings (.5)
- String Ensemble (1.0)
- Wind Ensemble – Brass or Winds (1.0)
- Guitar I & II (.5 each)
- Wind Ensemble – Brass or Winds (1.0)
- Concert Choir (.5 or 1.0)
- Men’s Choir (1.0)
- Women’s Choir (1.0)
- Madrigal Singers (1.0)
- Music Theory & Composition (.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)

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.
Music Courses

High School Beginner Band – ½ or 1 credit option
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, but not had as much success as they would have hoped. 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 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.

Symphonic Brass & Percussion – 1 credit
Symphonic Woodwinds – 1 credit
Electives: Grades 9-12

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. Advanced students will be given the opportunity to take on a leadership role in the course. Student leaders help to organize and run sectional rehearsals, advertise and help to organize events and concerts.

Students should select the appropriate section for their chosen instruments:
- Brass and Percussion Section I.
- Or Woodwind Section II.

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 team success.

Assessment
Students will have regular playing quizzes to 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 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.

Orchestra – ½ credit – Full Year (meets Mondays outside school hours)
Elective: Grades 9-12

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. Advanced students will be given the opportunity to take on a leadership role in the course. Student leaders help to organize and run sectional rehearsals, advertise and help to organize events and concerts.

**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.

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**Beginner Strings – ½ or 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 along with the string ensemble.

**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.
String Ensemble – 1 credit
Elective: Grades 9-12

Prerequisites: Ability to play a string instrument at the equivalent of a fourth-year level; students must audition for admission to this class and must supply their own instruments. This course is open to any student in Grade 9 - 12 who possesses the required experience level.

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. Advanced students will be given the opportunity to take on a leadership role in the course. Student leaders help to organize and run sectional rehearsals, advertise and help to organize events and concerts.

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.

Wind Ensemble – Brass & Percussion – 1 credit

Wind Ensemble – Woodwind – 1 credit
Electives: Grades 9-12

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 and Percussion or Woodwind. 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. Advanced students will be given the opportunity to take on a leadership role in the course. Student leaders help to organize and run sectional rehearsals, advertise and help to organize events and concerts.

**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 team 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.

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**Guitar I, Guitar II – ½ credit each**

Elective: Grades 9-12

**Prerequisites:** Access to a nylon string 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 bi-weekly formative video submissions, informal performances in class, a summative solo or ensemble performance, written quizzes, and a composition project for Guitar 2 students.

Choral Courses

Concert Choir – ½ credit One Semester, 1 credit Full Year
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. Advanced students will be given the opportunity to take on a leadership role in the course. Student leaders help to organize and run sectional rehearsals, advertise and help to organize events and concerts.

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 a participation 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. Advanced students will be given the opportunity to take on a leadership role in the course. Student leaders help to organize and run sectional rehearsals, advertise and help to organize events and concerts.

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. Advanced students will be given the opportunity to take on
a leadership role in the course. Student leaders help to organize and run sectional rehearsals, advertise and help to organize events and concerts.

**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.

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**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. Advanced students will be given the opportunity to take on a leadership role in the course. Student leaders help to organize and run sectional rehearsals, advertise and help to organize events and concerts.

**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.

Music Theory & Composition – ½ credit
Elective: Grades 10-12

Prerequisites: None. Previous and concurrent enrollment in a music performance class highly recommended, but not required.

Home Learning: Moderate 📚

Course Description
The course will focus on the theoretical analysis of music (analyzing melody, harmony, texture, and form) and applying that to composition, listening, and aural skills in relation to music history. This course will foster independent, creative, and analytical thinking about music. This course should be of particular interest to any student considering music study at the university level, as well as anyone interested to deepen your understanding of music or write your own music.

If you love listening to and performing music, this course will help you understand more about WHY you love it so much. Primary course components are composing and analysis of musical scores, with secondary emphases on listening and sight-singing skills.

Learning Outcomes
♦ Students will: Understand the foundations of music, including melody, harmony, texture, and form.
♦ Analyze the elements of music in existing compositions and in original compositions.
♦ Understand how analyzing the elements of music will make you a better performing musician.
♦ Use music notation software to create, listen, alter, and revise original compositions.
♦ Analyze how famous composers use expressive elements in music to create personal meaning and emotional appeal in music.

Assessment
Regular homework assignments will help students develop an understanding of the fundamentals of melody, harmony, and form. Quizzes and tests will assess learning of these fundamental skills. Once that foundation has been built, students will apply that learning to original compositions and arrangements. The final project will be producing a student composition recital of all original works by class members.
Drama Courses

Drama Workshop I – ½ credit
Elective: Grades 9-12

Home Learning: Light

Course Description
This course functions as a practical workshop in dramatic production, with an emphasis on acting techniques. The presentation of acting assignments with critiques, daily in-class acting exercises, presentation of audition-quality monologues at mid-term and end of semester, analytical papers on plays read and critiques of plays attended will be required. Each student is required to attend all HKIS productions and at least one play outside of school.

Learning Outcomes
The student will be introduced to basic principles of acting and will be exposed to other areas of theater production. Students will progress from exercises in stage movement to mime, improvisation and oral interpretation.

Assessment
The performer and the class will critique each assigned acting exercise, with comments and critique also provided by the teacher. Grades for these exercises are then assigned. Midterm and final monologues and/or scenes should demonstrate student acquisition of developing acting skills and are graded with a rubric provided by the instructor incorporating input from the enrolled students.

Drama Workshop II – ½ credit
Elective: Grades 9-12

Prerequisites: Successful completion of Drama Workshop I or the permission of the instructor.

Home Learning: Light

Course Description
This course functions as a practical workshop to develop skills for advanced acting. Scenes from plays are used to create an understanding of the rehearsal process, character development and a variety of acting techniques. Scenes include the dramatic and the comic, and range from Shakespeare through Restoration, Moliere farce, absurdist drama and contemporary drama and comedy. By exploring scenes from plays from a wide variety of theatrical periods and styles, the student has the opportunity to develop a broad range of acting techniques. Four main areas form the focus of the course:

- Acting: movement, voice and dialect, characterization, improvisation.
- Character study: exploring a role, discovering the inner life of a character, character make up, physicalization.
- Discipline: physical and vocal control, memory technique, combat choreography.
- Directing: making the parts work as a whole.
**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.

**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, so an acting journal is required of all students.

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**Drama Production: Musical – ½ credit**

Elective: Grades 9-12

**Prerequisites:** Acting experience is helpful, but not required.

**Home Learning:** Moderate

**Course Description**

These courses function as a practical workshop that culminates in a presentation of a 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 could include a few 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.

**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

Prerequisites: Acting experience is helpful, but not required.

Home Learning: Moderate 🍎離れ

Course Description
These courses function as a practical workshop that culminates in a presentation of a play or 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.

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.

These courses are not sequential, and students may repeat enrollment during their high school career.

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

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

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

- Teamwork.
- Professionalism.
- Line memorization.
- Character study.
Creating a character.

Improvisation.

Live performance.

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**Stagecraft for the Theater – ½ credit**

Elective: Grades 9-12

**Home Learning:** Light 🌟

**Course Description**

The student will be introduced to the skills required in technical theater. Emphasis will be placed on gaining an understanding of the materials and techniques necessary for basic stage carpentry, scene painting, scene design, properties’ construction, make-up and lighting, and an understanding of the various positions in technical theater (stage management, house management and committee heads). All students will develop and produce projects as a demonstration of understanding theory and will serve as a resource pool of talent for the school’s productions as a demonstration of practical craft. Students will understand the development of theater throughout history and understand the influence from earlier ages. This course includes lectures, demonstrations as well as private and group experiential learning.

**Learning Outcomes**

Students will:

- Learn fundamental theater history.
- Learn the safety requirements of technical theater.
- Learn basic carpentry techniques.
- Learn how to use power tools in a responsible and safe manner.
- Learn elementary stage design techniques.
- Learn basic lighting and sound techniques.
- Attend all HKIS productions and at least one out of school production during the semester, and submit a written review within one week.

**Assessment**

Students are expected to work co-operatively on group projects, following individual research. Objectives will be established for each assignment and assessment and will include individual, group and teacher critique. This is a skills-acquisition course with high expectation of student-directed learning and performance-based assessment.

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**Effective Speech Communication – ½ credit (fine arts performance credit or English elective credit)**

Elective: Grades 9-12

**Home Learning:** Moderate 🌟🌟

**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.

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**Makeup Design and Application – ½ credit**
Elective: Grades 9-12

**Home Learning:** Light

**Course Description**
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 corrective beauty, Old Age, Historical Figure, Facial Hair and Fantasy Makeup.
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.

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.
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.
- CPR / First Aid tests.
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.
◆ The adventure unit has a focus on group development and problem solving.

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.
◆ The adventure unit has a focus on problem solving and risk taking.

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.
◆ The adventure unit has a focus on developing risk taking and introduces leadership.

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.

- The adventure unit has a focus on further developing leadership in risk taking situations.
- There is a CPR unit. Certification is an option for students who elect to complete the practical assessment.

**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.
Physical Education Aide – ¼ credit
Elective: Grades 11 and 12

Prerequisites: Submission of a written paper and departmental permission.

Course Description
This is a challenging course designed to develop leadership skills by assisting physical education teachers with the instruction of a lower grade physical education class. Course requirements include daily journal writing and working with students.

Learning Outcomes
Students will:
◆ Experience the role of a leader.
◆ Learn class management techniques.
◆ Initiate opportunities for leadership practice.
◆ Develop leadership skills.
◆ Participate in physical activities with the class.

Beginning with the Class of 2021, a yearlong 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.

Grade 9 Seminar: Transitions to High School
Required in Semester One of Grade 9

Home Learning: Light

Course Description
This course is designed to ease the academic and emotional transition from middle to high school. G9 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.

Assessment
This class is designed to follow a large group guidance structure. Students receive a grade of Successful Completion and are assessed through 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 Emotion, Engagement, Relationships, Meaning and Accomplishment. The course is designed to stimulate self-reflection and discussion around personal beliefs, values and growth. Students will also apply what they’ve learned about themselves to explore potential futures that fit their strengths, interests, and personality.

Learning Outcomes
Students will:
- Understand the tenets of positive psychology.
- Explore and apply the pillars of well-being (positive emotion, engagement, relationships, meaning, and accomplishment).
- Be assessed through various forms of self-reflection regarding personal beliefs, values, and growth.
- Apply learning to envision potential futures via a career research project.

Assessment
This class is designed to follow a large group guidance structure. Students receive a grade of Successful Completion and are assessed through attendance, reflections, structured learning activities 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.

Assessment
This class is designed to follow a large group guidance structure. Students will receive a grade of Successful Completion and are assessed through attendance, reflections, structured learning activities and discussions.
Grade 12 Seminar: Transitions
Required in Semester Two of Grade 12

Home Learning: Light

Course Description
This course aims to prepare G12 students for life beyond high school. Students will reflect on, summarize and draw from their high school experiences, 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:
◆ 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, and time management.

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

Learning Strategies – ½ credit
Elective: Grades 9-11

May be repeated for elective credit. Graded Pass / Fail.

Special Requirements: Permission of instructor.

Home Learning: Light

Course Description
This course helps students to understand their own learning profile and acquire the skills necessary for success in high school. Students learn to work with their learning strengths as they develop strategies for organization, study and test-taking, note-taking and research skills. Specific compensatory skills are addressed on an individual basis.

Activities include independent work, guided practice, small group instruction, teacher-student conferencing, application of strategies to coursework in other classes, and instruction in the use of relevant technology for organization and learning strategies.
Learning Outcomes
Students will:

◆ Understand their learning strengths and challenges.
◆ Develop and implement an individualized learning plan that targets effective organization, study skills and other learning strategies.
◆ Understand and practice strategies to improve their learning (strategies may include but are not limited to goal-setting, note-taking, test-taking, reading strategies, time management, writing strategies and homework/project completion).
◆ Assess and monitor their acquisition of strategies.
◆ Demonstrate the application of strategies to content and coursework in other classes.

Assessment
Students will be assessed on their progress and effort and their application of learning strategies.

Strategies for Self-Advocacy – ¼ credit
Elective: Grade 12

Graded Pass / Fail.

Special Requirements: Permission of the instructor

Home Learning: Light

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

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.
2018 marks the 23rd 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, whether on campus or online, 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 (June 18-22 and 25-29, 2018).
- Applied Practices of Mindfulness June 15-17 and 19-25
- In view of the intensive nature of the program, students should not 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.

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 - online or on campus.

Credit
- All courses in the program are for credit.
- Students will be issued a Report Card and the course grade and credit will appear on the Semester 1 transcript (not report card) of the following academic year.
- Students enrolled during the summer are still required to take a minimum of 6 credits during the regular school year.

**HKIS Summer Opportunities: On-Campus**

**Italy: Power and Faith – ½ credit**
(meets the religion elective requirement for graduation for the classes of 2019 and 2020)

Prerequisites: Biblical Traditions; Open to students entering grades 11 or 12; Graded as “Pass/Fail”.

This course will enhance students’ understanding of the history, culture and art of Western civilization as they spend 12 days exploring religious and historical sites as well as masterpieces of art and architecture in Italy. This trip includes visits to Florence and Rome with day trips to Assisi and Venice to learn about the foundations of Christianity,
We begin in Rome, where we will learn about Ancient Roman culture and the early Christian church through visits to Palantine Hill, the Coliseum and the Catacombs. We will explore the influence of the Catholic Church, marveling at the masterpieces in the Vatican Museum and St. Peter’s Cathedral. We also hope to attend the Wednesday Papal Audience. Throughout these days, students will contrast the values of the Ancient Romans with our own, consider the appeal of the early Christian Church and better understand the power the Catholic Church has wielded.

On our way to Florence, we will stop at Assisi to learn about the life of St Francis of Assisi. After learning about his life of austerity, we’ll ask students to grapple with the question of sacrifice and what it means to “do good”. We will compare Pope Francis’ goals with those of his namesake as we examine each man’s approach to social and institutional problems.

We focus on Humanism in Florence by learning about the achievements of Renaissance and Baroque artists and their connections to political and religious leaders. We will compare artists’ interpretations of Biblical figures and stories in an effort to better understand the values of society and government of the time. We will examine how thinking changed about what it means to be human and how leaders exercised power within government and the Church.

Our last day is spent in Venice, where we learn how the city state became the first international financial center and printing capital of the world. We will see how trade and contact with other cultures led to a celebration of diversity that inspired authors and artists for centuries to come.

Learning Outcomes
Students will:

◆ Evaluate how diverse religious sources articulate the relationship between religion and its social and historical context by viewing, discussing and writing about works of art and the society in which they were created.

◆ Describe and analyze examples of how the Christian religion evolved and changed over time in response to differing social, historical, and political contexts by viewing, discussing, and writing about how artists interpret Biblical figures and stories in works of art.

◆ Explore moral and ethical questions that are raised by human life, responding personally and expressing insights gleaned by learning about the cultural values and artistic expression of Ancient Rome and the Renaissance.

◆ Explain and interpret ways religion and worldviews influence individuals and communities by looking at the power structure of Florence during the Renaissance and the relationship between the Medici, artists and the Catholic Church.

◆ Evaluate the role of Christians in addressing social problems, reflect on beliefs and behaviors that destroy essential human relationships, and investigate ways in which relationships can be healed by examining the role of the Catholic Church and the actions of individuals such as St. Francis of Assisi and Pope Francis.

◆ Articulate a Christian understanding of God through discussions about depictions of faith as seen in art and architecture and Biblical stories.
Reflect on the role of faith, sin, suffering, healing, and forgiveness and redemption in the Biblical narrative by considering interpretations of key figures and events such as David’s life and actions, the passion of Christ and his relationship with the disciples, and the parables of the Gospels.

Assessment
Formative assessments will include small group discussions and journals with guided questions about interpretations of Biblical passages, comparative analysis of works of art with Biblical themes, and annotation of selected texts.

Summative assessments will include shared inquiry style discussions and a creative project that uses the experiences of the trip to explore a Biblical theme such as faith, suffering, healing, justice, forgiveness or redemption.

Upon successful completion, Students will earn a .5 Religion elective credit. The trip will cost $38,800 based on 15-19 participants. Because this course involves booking tickets and making arrangements with a number of service providers, the window for signing up for this trip differs from that of other HKIS summer courses. Sign-ups are limited and it is “first come, first served”.

REGISTRATION IS OPEN NOW FOR THIS COURSE AND CLOSES FEBRUARY 5, 2018
Dates: June 14 - 26, 2018
Cost: HK$38,800 (based on 15-19 paying students)
Contact Betsy Lewis-Moreno at blewismoreno@hkis.edu.hk or Elsebeth Ladegaard at eladegaard@hkis.edu.hk for more details.

Biblical Traditions – ½ credit
(meets the Biblical Studies requirement for graduation for the classes of 2019 and 2020)
Dates: Monday, June 18 to Friday, June 22 and Monday, June 25 to Friday, June 29, 2018
Tuition: $4,750
Prerequisites: Open to students entering grades 11-12; Graded as “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.

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**Applied Practices of Mindfulness – ½ credit – Religious Studies**

Dates: Friday, June 15 to Sunday, June 17 and Tuesday, June 19 to Monday, June 25, 2018 (*Note that this course runs on weekends*)

Tuition: $4,750

**Prerequisites:** Open to students entering grades 11-12, Graded as “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 religious historical 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 and awareness.
- A basic understanding of the origins of meditation and mindfulness practices through several schools of Buddhism.
- 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.

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**Foundations of Visual Arts – ½ credit – Visual Arts**

Dates: Monday, June 18 to Friday, June 22 and Monday, June 25 to Friday, June 29, 2018

Tuition: $4,750

**Prerequisites:** Open to students entering grades 9-12; Graded A-F matched to High School Grade Descriptors.

**Note:** Class size maximum of 16

**Course Description**

Through a series of projects students will learn about composition, mark making and color; students will gain and develop skills in the areas of drawing, painting and printmaking. To complement and support the development of artworks, students will also be required to research into art and artists from across periods and cultures. To support student growth, 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.

**Assessment**

The assessment of student achievement is based on:

- Art making (understanding the process and quality of the final product).
- Visual Journal, this will include research, development of ideas, reflections, gallery reviews and written assignments.
- Peer and self-critiques.
HKIS Summer Opportunities: Online

Online Coding In Action – ½ credit (meets the pre-requisite for AP Computer Science)

Dates: Mandatory Day 1 on campus (Thursday, June 14, 9am-2pm), online window Thursday, June 14 to Sunday, July 8, 2018. All coursework must be submitted by July 8th. No exceptions.

Tuition: $4,750

Prerequisites: Open to students entering grades 10-12; Graded A-F matched to High School Grade Descriptors.

Course Description
Computer code is the underlying language that our entire digital world runs on. Having a general understanding of computer programming as well as the ability to troubleshoot code is an important skill and develops abilities with problem-solving and analysis that are useful throughout life. In this class, students will learn the fundamental concepts of programming.

Online Course Format
This course will take place over two weeks. Students will attend one mandatory full day experience at HKIS at the beginning of the summer. Students can anticipate approximately 1 to 1.5 hour(s) of classwork per day via Schoology. Although, an online course provides some flexibility in terms of the timing of work submission and completion, we will abide by deadlines to avoid a pile up of work at the end of the course. Students must have Internet access in order to complete this course.

Learning Outcomes
Upon completion of this course, students will:
◆ Recognize and understand programming concepts.
◆ Be able to do basic troubleshooting and programming.
◆ Apply the programming skills in creating simple applications and games.

Assessment
Assessment will be based upon a series of projects, products, tests and quizzes, and class participation.

Online Biblical Traditions – ½ credit (meets the Biblical Studies requirement for graduation for the classes of 2019 and 2020)

Dates: Mandatory Day 1 on campus (Thursday, June 14, 9am-2pm), online window Thursday, June 14 to Sunday, July 8, 2018. All coursework must be submitted by July 8th. No exceptions.

Tuition: $4,750

Prerequisites: Open to students entering grades 10-12; Graded as “Pass/Fail”.

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Prerequisites: Open to students entering grades 10-12; Graded as “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.

Online Course Format
This course will take place over three weeks. Students will attend one mandatory full day experiences at HKIS; one at the beginning of the summer and an optional lunch meeting at the beginning of the school year. Students can anticipate approximately 1 to 1.5 hour(s) of classwork per day via Schoology. Although, an online course provides some flexibility in terms of the timing of work submission and completion, we will abide by weekly deadlines to avoid a pile up of work at the end of the course. Students must have Internet access in order to complete this course. Assessment will mirror the on campus course.

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. The final assessment will include a digital portfolio with thoughtful reflections regarding classwork.

Summer online courses offered through Global Online Academy can be found here: https://docs.google.com/document/d/1vhKCslqhcTji61sAjknKWqzmzWMLqjAml6dyzA1G9c/edit
On Campus & Online Courses:

Registration will open Monday, February 5, 2018 and will close 4pm, Monday, March 5, 2018.

If you are interested in registering your daughter or son for an on-campus or online course, please complete the Registration Form and return it to Ms. Lui in the High School Office by 4pm, March 5, 2018, 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 and is available in the high school office.

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 5, 2018. 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 Monday, March 5, 2018 for on-campus/online courses.

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 is 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 the high school 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
2018 Registration Form – On-Campus and On-line Summer Courses

Student Last Name ______________________________________  First Name ______________________________________

Student ID Number ______________________________________

Entering Grade  9  10  11  12  in August 2018 (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 4pm, Monday, March 5, 2018.

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, March 5, 2018 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.