

# SECONDARY COURSE CATALOG

*Updated Fall 2020*



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# Introduction

Wuhan Yangtze International School (WYIS) is committed to providing a transformative, holistic, K12 education to develop globally minded individuals who learn, love, and lead.

WYIS is fully accredited from three agencies in the United States: North Central Association Commission of Accreditation and School Improvement, Inc. (NCA CASI), Southern Association of Colleges and Schools, Inc. (SACS CASI), and Northwest Accreditation Commission, Inc. (NWAC). The accreditation is recognized by various governing agencies and higher education institutions around the world.

WYIS is a member of the International Schools Consortium (ISC) – a network that, for over 30 years, has offered academically excellent programs to meet the intellectual, physical, and emotional needs of students. ISC serves more than 1,500 students, most of whom are the children of foreign nationals and expatriates working for companies in China. The schools of ISC offer American-based curriculums and college preparatory systems of instruction.

Because ISC operates as a multi-school network, students and teachers are able to participate in system-wide programs in which they can interact with others outside their immediate school context on a regular basis. The extra-curricular programming offered by ISC includes volleyball, basketball, and soccer tournaments; a fine arts festival; a regional science fair; Model United Nations (MUN) conferences; a student council leadership retreat; national and international student service trips; and a senior departure seminar. ISC teachers participate together in an annual educational conference to share best practices with colleagues from across China. The opportunity to be part of this larger, inter-connected community is just one of the many ways in which the WYIS experience is uniquely rewarding.

This course catalog is designed to provide an overview of the secondary courses offered at WYIS this school year as well as an overview of student services offered to support students' academic success.

- **The Middle School Program** begins in sixth grade (ages 11-12). All students in the sixth, seventh, and eighth grades take courses in Mathematics, Science, Social Studies, English, Chinese Language, Character Development, Visual & Performing Arts, Health, and Physical Education.
- **The High School Program** begins in ninth grade (ages 14-15) and is administered according to a semester credit system. Twenty-four high school credits are required for graduation. High school courses are valued at 0.5 credit per semester; one-semester courses will receive 0.5 credit, and yearlong courses will receive 1.0 credit.

# A Standards-Based Learning Environment

Wuhan Yangtze International School is committed to educating each student socially, spiritually, intellectually, physically, and emotionally. In order to know if the school is achieving its mission of successfully educating our students in this way, we have committed to creating a standards-based learning environment throughout all levels of the school. A standards-based learning environment is a learning environment that makes learning targets clear to students, teachers, and parents and ensures that teachers can accurately track each individual student's progress towards these learning targets.

At WYIS, each subject that we teach has as its foundation a set of standards that outline clearly what students should know and be able to do at each level—from the ECC grades all the way to Grade 12. All assessments, assignments, and instruction throughout the school are created to ensure that each student is progressing towards mastery of these learning standards. In this way, the school as a whole is able to keep track of the learning progress of every student in every classroom and respond well to individual student learning needs.

## Student Services

The WYIS Student Services department aspires to achieve an exemplary level of innovative and student-centered programs, services, and facilities in support of a growing and diverse international population. These efforts aim to realize the goal of nurturing dynamic individuals of truth and excellence who positively contribute to society. Student Services provides the WYIS community with programs and services, in support of the academic mission, that assist and empower students to achieve their highest educational potential. Student Services works closely with students, faculty, parents, and the community to create a healthy and inclusive educational environment that is conducive to the holistic growth and development of students. Student Services promotes excellence through collaborative services, striving to be responsive, caring and personal. This commitment to students initiates prior to entrance and sustains through matriculation.

Student Services at WYIS encompasses the following:

- Academic Support Services (*for a diversity of academic student needs*)
- Student Counseling Services (*as an academic support*)
- College & Career Preparation
- Nursing Services & First Aid Staff Training

# High School Graduation Credit Requirements

Subject	Credits Required for Graduation †
English – Language Arts	4
Science	3
Social Studies	3
Mathematics	3
Foreign Language*	2
Physical Education & Health	2
Visual & Performing Arts	1
Philosophy	3
Electives**	2
<b>Total</b>	<b>24</b>

\* Students may test out of this requirement through AP® or equivalent with approval from principal and school counselor

\*\* Includes Senior Seminar (1.0 credit) in 12<sup>th</sup> grade

† Acceptance of transfer credits from other schools or institutions will be determined by the principal and school counselor (transfer credits will not count toward a student's WYIS GPA)

## Graduation Requirements

24 units of High School credit are required for graduation. One half-credit is given for each full semester of a course successfully completed in grades 9-12. A failing grade does not earn credit.

## Withdrawing from a Course

Withdrawal is the early removal of a student from the school or a course roster. Regarding school withdrawal, parents are requested to notify the Registrar at least two weeks prior to the date that the student plans to leave. Students may not withdraw more than two weeks prior to the end of the quarter and still receive credit for that quarter.

Typically, classes dropped after the add/drop period will still appear on transcripts as either Withdraw Pass (WP) if the student is passing the course or Withdraw Fail (WF) if the student is failing at the point of withdrawal. Students may withdraw up to two weeks before a semester ends.

Students may be administratively withdrawn from a course by the divisional principal under circumstances impacting the student's ability to succeed in a course deemed outside of the student's control. If administrative withdrawal is recommended or required, the divisional principal will contact the student and his/her parents to discuss how the circumstances and/or the administrative withdrawal could affect student's ability to meet graduation requirements. Courses from which a student is administratively withdrawn may still appear on the student's transcript.

## Repeating a Course

With approval from the divisional principal, students may choose to repeat a course in which they have received an unsatisfactory score. Credit will be given only once for the course. Students who are repeating a course who have already passed the course once will not be given priority if enrollment limits

for the class are reached. Only the second score will be counted toward GPA. Transcripts and report cards will show all courses a student has taken.

### **Early Graduation**

Although early graduation is typically discouraged, Juniors may apply for early graduation if they have a minimum of 3.0 (calculated through S1 of their junior year) and have completed a minimum of two full years of high school study at iSC schools. They must be able to complete required graduation credits before the S1 graduation date. To apply for early graduation, students must submit an early graduation application to the divisional principal by the end of Quarter 3 of their junior year.

### **Academic Integrity, Plagiarism, and Cheating**

Academic cheating includes lying, stealing, or copying another's work, possession of tests or teacher materials prior to the assignment or test, doing work for someone else, and plagiarism. Copying or doing part or all of another student's homework is considered cheating. Cooperative efforts on assignments are allowed only with a teacher's direct permission. Cheating has serious consequences in a college or university setting. Students caught cheating at university can be expelled on the first offence. Additionally, when students cheat, they are not learning the material for themselves. iSC schools will investigate all occurrences of cheating and consequences will reflect the level of cheating and the student's history with cheating. A student who helps another to cheat will also be investigated and, where appropriate, receive consequences.

# **English Language Acquisition Requirements**

Middle and high school English for Speakers of Other Languages (ESOL) students admitted to WYIS will be placed onto one of three appropriate language support levels:

- Level 1 Language Foundations (*2 hours per day additional language with a specialist teacher*)
- Level 2 Language Development (*1 hour of extra language per day provided*)
- Level 3 Language Support (*support provided as needed outside of class time*)

A Level 1 student may take English Language Support (ELS) class in place of social studies or a foreign language. A Level 2 student may take ELS in place of a foreign language only.

A high school student will take ELS classes for credit. In addition, a Level 1 student may be required to take English, Philosophy, and Science courses for language acquisition credit before they are ready to advance to regular classwork. These credits do not count toward the graduation requirements for English, Philosophy, and Science (i.e. Language Acquisition Science = 1.0 credit; 3.0 regular Science credits still required for graduation requirements).

*Students who enter in high school with English language support needs may not be able to complete requirements for a high school diploma in four years without additional summer school or online courses.*

# Advanced Placement Courses

WYIS believes that proper preparation for college is vital. Because of this, the WYIS Advanced Placement® (AP®) program is offered as an essential part of the secondary curriculum.

WYIS offers a comprehensive AP program that prepares students for the Advanced Placement International Diploma (APID). The APID is a globally recognized certificate for students with an international focus. The APID challenges a student to display exceptional achievement on AP exams across multiple disciplines. Universities worldwide give favorable consideration to the APID in their admissions processes. All WYIS high school students have the option of pursuing the APID.

WYIS currently offers the following Advanced Placement® courses in person (some on a rotating basis):

## English – Language Arts

- English Language & Composition
- English Literature & Composition

## Fine Arts

- Studio Art (2D Design)
- Studio Art (Drawing)

## Foreign Languages

- Chinese Language & Culture

## Elective

- Computer Science A
- Computer Science Principles

## Mathematics

- Calculus AB
- Statistics

## Science

- Chemistry
- Physics 2

## Social Studies

- Comparative Government & Politics
- World History

WYIS has partnered with NorthStar Academy to provide further AP options for students to study online. Students in Grade 11 or 12 can pick a subject from the list below. Tuition will be covered by the school for ONE subject. Sample courses provided include: Calculus BC, Physics 1, European History, Human Geography, Macroeconomics, Microeconomics, U.S. Government & Politics, U.S. History, French Language & Culture. Courses may be changed or added according to the Northstar schedule.

# Middle School Course Descriptions

## *ART COURSES: PERFORMING ARTS*

### **MU101: Middle School Concert Band**

**Grade Level:** 6-8

**Course Length:** 4 quarters (full year)

**Prerequisites:** 1 year of band at WYIS or pass a playing audition

**Curriculum Resources:** Standards of Excellence Band Methods book, appropriate skill-level sheet music

**Assessments:** Playing Quizzes; Practice Charts; Performance Assessments

**General Overview:** Building upon a foundation of basic instrumental skill, students will continue to develop techniques on one concert band instrument while learning to use those skills within the context of a full band setting.

### **MU103: Middle School Drama**

**Grade Level:** 6-8

**Length:** 1 year (2 semesters)

**Prerequisites:** None

**Curriculum Resources:** Script; various theater arts resources

**Assessments:** The majority of assessments in this course are performance-based. Students will be assessed on accuracy and proficiency in facial, physical, and vocal characterization, as well as vocal technique (volume, diction, etc.). Students will demonstrate these skills in a variety of individual, small-group, and large-group performances for a variety of audience types. Additionally, students will be assessed on their script memorization, performance responsibility, and performance etiquette. Additional assessments may include performance analysis and character studies.

Middle school drama students will grow in their analytical, interpersonal, and public speaking skills as they study, create, and perform! Students will work individually and collectively to prepare for several smaller performances throughout the year while also working towards a major performance during Semester 2. This course is for students of all abilities (no prior theater experience is necessary) who are responsible, who enjoy working as a team, and who are excited to grow in their creativity and performance skills. Major focus will be placed on physical and vocal technique, characterization technique, and performance responsibility. Students learn how to make artistic choices and how to critique dramatic works while exploring various theatrical genres such as comedy, satire, and musical theater. These skills will ultimately be applied in our major Semester 2 performance.

## ART COURSES: VISUAL ARTS

### **ART101: MS Drawing**

**Grade Level:** 6-8

**Length:** 1 semester

**Prerequisites:** None

**Curriculum Resources:** *The Visual Experience*, Davis Publications; Internet art sites

**Assessments:** Peer and teacher critiques, sketchbook checks

This is a studio course that is project based. Foundational drawing skills are built through exercises of drawing from observation based on *Drawing on the Right Side of the Brain* concept. It is balanced by creative expression of visual concepts and stylized drawing. While emphasis is placed on developing skills of realistic drawing, this class will include some drawing from imagination as well as cartooning. Homework might consist of sketching, finishing projects, if extra time is needed or any class time is missed. This course may be repeated for drawing skill development as continued practice builds hand – eye coordination and confidence.

### **ART103: Ceramics**

**Grade Level:** 7-8

**Length:** 1 semester

**Prerequisites:** none

**Curriculum Resources:** *The Practical Potter*, Josie Warshaw; Internet art sites

**Assessments:** Sketchbook with journal, sketchbook notes that include journaling, sketches and inspirations

Ceramics is a studio based course that introduces students to basics of clay building, glazing and the kiln firing process. Elements and Principles of art are utilized in developing 3-D design concepts. This course may be repeated for skill refinement as continued practice builds proficiency and confidence.

### **ART104: Smartphone Photography and Design**

**Grade Level:** 7-8

**Length:** 1 semester

**Prerequisites:** none

**Curriculum Resources:** Art of Education University FLEX Curriculum and Digital Photography School

**Assessments:** Discussions, Quizzes, and Projects

This course introduces students to the basics of photography, including camera functions and photo composition. Through a variety of assigned projects, students will engage their creativity by photographing a range of subjects. Course instruction is based in Canvas. Students will need to download applications for their smart phones or tablets for shooting and editing photos. Required applications for the class are free applications such as Slow Shutter Cam and Light Room or comparable alternatives.

## **MS Fashion Design**

**Grade Level:** G6-G8

**Course Length:** twice a week, 1 year

**Prerequisites:** basic drawing skills and sewing skills

Fashion design is the functional art. The students are able to experience the basic fashion design skills and explore how to design the garments to show their personal styles and expression. The students will learn technical skills such as sketching fashion figures, garments, learn how to apply multi-media such as color, texture, fabric, etc. into their design. They will also be built sewing skills by designing and making daily life fabric products. By the end of the course, the students are expected to design the sculptural outfits by themselves and demonstrate a static display or runway display.

## ***CHARACTER DEVELOPMENT COURSES***

### **ISC\_10601: Character Development 6**

**Grade Level:** 6th

**Length:** 1 year

**Prerequisites:** None

**Curriculum Resources:** N/A

**Assessments:** Projects, quizzes, class discussions, semester exam

This multidisciplinary course emphasizes character development and understanding the nature of truth and knowledge. It introduces students to the concept of worldviews and how they shape the world we live in and our understanding of it.

### **ISC\_10701: Character Development 7**

**Grade Level:** 7th

**Length:** 1 year

**Prerequisites:** None

**Curriculum Resources:** N/A

**Assessments:** Projects, quizzes, class discussions, semester exam

This multidisciplinary course emphasizes character development and understanding the nature of relationships. This class will allow students to examine how relationships influence them and their worldview as well as give students tools to have and maintain healthy relationships with their peers and teachers.

### **ISC\_10801: Character Development 8**

**Grade Level:** 8th

**Length:** 1 year

**Prerequisites:** None

**Curriculum Resources:** N/A

**Assessments:** Projects, quizzes, class discussions, semester exam

This multidisciplinary course emphasizes character development and understanding the nature of leadership. In this class students will examine examples of leaders throughout history and apply the concepts they are discovering through project-based service learning.

# CHINESE LANGUAGE COURSES

## **FL101: MS Chinese Level 1**

**Grade Level:** 6-8

**Length:** 1 year

**Prerequisites:** None

**Curriculum Resources:** *Encounters: Chinese Language and Culture, Level 1*

**Assessments:** Episode acting, unit rap singing, vocabulary applications, cultural presentations, authentic materials reading and analysis, Chinese character tracing and writing, unit check points

The Middle School Chinese Level 1 class is designed for students from beginner to low-intermediate level. The *Encounters* program used in this course embodies a communicative, task-based approach, using authentic materials both in the textbook and the media that focuses students to learn by doing and not by rote memorization.

The course enables and reinforces what students can accomplish using Chinese (e.g. can-do's) and continually stretches their abilities through additional activities, vocabulary, and increasingly complex language use. The dramatic series establishes a reference point for each unit and provides ample opportunities to develop listening and speaking skills while introducing authentic Chinese culture. Relevant grammatical points and topics are then introduced and developed in context so students can accomplish their tasks and learning objectives. The focus of each unit then shifts to reading and writing to develop students' full range of communication abilities. This communicative approach to language instruction is supported across integrated textbooks, workbooks, and other audio-visual and web media.

## **FL102: MS Chinese Level 2**

**Grade Level:** 6-8

**Length:** 1 year

**Prerequisites:** FL101 or equivalent

**Curriculum Resources:** *Learn Chinese with Me, Volume 2*

**Assessments:** Role play, vocabulary dictation, make posters or give speeches according to assigned topics, unit tests, final exams

The purpose of this course is to foster Chinese Level 2 students' interest in learning Chinese and to cope with the general needs of conducting daily communication. Students will use previous Chinese language skills to communicate at a higher level. Students will explore Chinese traditional culture and customs (i.e. clothing, zodiac).

## **FL103: MS Chinese Level 3**

**Grade Level:** 6-8

**Length:** 1 year

**Prerequisites:** FL102 or equivalent

**Curriculum Resources:** *Learn Chinese with Me, Book 3*

**Assessments:** Vocabulary dictation, make posters or give speeches according to assigned topics, reading reports, writing compositions, final exams each semester

The purpose of this course is to challenge those who have a significant language basis. Throughout the class, Chinese Level 3 students will continue to develop their abilities in reading, speaking, writing, and comprehension. They will also expand their knowledge of Chinese culture through a comparative analysis of other cultures.

**FL104: MS Chinese Level 4****Grade Level:** 6-8**Length:** 1 year**Prerequisites:** FL103 or equivalent**Curriculum Resources:** New Concept Chinese books 14, 15, 16**Assessments:** Vocabulary quizzes, video projects, creating comic books, reading quizzes, final exams

The purpose of this course is to focus on reading comprehension. The students will read stories, fairy tales, prose, idiom stories, humorous stories, etc. They will compare and contrast the simplified and traditional Chinese characters. By the end of this course, students will be able to read and understand essays of about 600 words.

**FL105: MS Chinese Level 5****Grade Level:** 6-8**Length:** 1 year**Prerequisites:** The student must be a native Chinese speaker**Curriculum Resources:** G6 Yu Wen Volume 1 & 2, G7 Yu Wen Volume 1 & 2**Assessments:** Vocabulary quizzes, essays, poster presentations, memorization quizzes, PowerPoint presentations, final exams

The purpose of this course is to challenge those of native language ability. Chinese Level 5 students focus on literature, grammar, and writing. Students gain enhanced listening, reading, and comprehension skills. Students also achieve a higher level of speaking and writing skills.

## ***ENGLISH LANGUAGE ARTS COURSES***

**ISC\_20601: English 6****Grade Level:** 6**Length:** 1 year (offered every year)**Prerequisites:** None

Grade 6 English is the start of the epic adventure of middle school. We will begin the year targeting writing as it is foundational to success in and out of the English classroom. We will develop our paragraph writing skills and introduce multi-paragraph writing. Throughout the year, we will also spend time explicitly studying grammar and vocabulary in order to learn to communicate clearly. As we read grade-level fiction and non-fiction texts centered on this theme of adventure, we will be establishing close reading and critical thinking strategies.

**ISC\_20701: English 7****Grade Level:** 7**Length:** 1 year (offered every year)**Prerequisites:** None

Grade 7 English will continue the journey that we began in grade 6. We will begin the year targeting writing as it is foundational to success in and out of the English classroom. We will focus on paragraph writing, developing our multi-paragraph writing skills. Throughout the year, we will also spend time explicitly studying grammar and vocabulary in order to learn to communicate clearly. As we read grade-level fiction and non-fiction texts centered on this theme of journeys, we will be growing in our use of close reading and critical thinking strategies.

**ISC\_20801: English 8****Grade Level:** 8**Length:** 1 year (offered every year)**Prerequisites:** None

Grade 8 English will confront and overcome challenges. We will begin the year targeting writing as it is foundational to success in and out of the English classroom. We will improve our paragraph writing, continuing to develop multi-paragraph writing skills and research skills. Throughout the year, we will also spend time explicitly studying grammar and vocabulary in order to learn to communicate clearly. As we read grade-level fiction and non-fiction texts centered on this theme of challenges, we will be expanding our use of close reading and critical thinking strategies.

## ***ENGLISH LANGUAGE ACQUISITION COURSES***

**ELA101: Middle School Language Foundations****Grade Level:** 6-8**Length:** 1 semester to 1 year (offered as needed)**Prerequisites:** WYIS ESOL level assessment and placement testing**Curriculum Resources:** *Cutting Edge: Elementary, Pre-Intermediate, Intermediate***Assessments:** Vocabulary and grammar quizzes, writing, projects, tests, semester exams

This class provides comprehensive language development for reading, writing, and grammar. The English Language Support coordinator oversees students' language development in core subject classes including science, character development, and English. Students attend these core classes with the goal of acquiring academic English language skills. Teachers in these classes work with the ESOL coordinator and students to provide modified curriculum, assignments, and assessments.

**ELA103: Middle School Language Development****Grade Level:** 6-8**Length:** 1 semester to 1 year (offered as needed)**Prerequisites:** WYIS ESOL Level Assessment and Placement testing**Curriculum Resources:** *Cutting Edge: Elementary, Pre-Intermediate, Intermediate***Assessments:** Vocabulary and grammar quizzes, writing, projects, tests, semester exams

This class provides comprehensive language development for reading, writing, and grammar. The English Language Support coordinator oversees students' language development in core subject classes including science, character development, and English. Students attend these core classes with the goal of acquiring academic English language skills. Teachers in these classes work with the ESOL coordinator and students to provide modified curriculum, assignments, and assessments.

## **MATHEMATICS COURSES**

### **ISC\_30601: Math 6**

**Grade Level:** 6

**Length:** 1 year (offered every year)

**Prerequisites:** None

This Grade 6 Go Math course concentrates on a clear set of math skills and concepts. Students will learn concepts in a more organized way both during the school year and across grades. The standards encourage students to solve real-world problems.

### **ISC\_37501: Math 7**

**Grade Level:** 7-8

**Length:** 1 year (offered every year)

**Prerequisites:** MA101

This Grade 7 Go Math course concentrates on a clear set of math skills and concepts. Students will learn concepts in a more organized way both during the school year and across grades. The standards encourage students to solve real-world problems.

### **ISC\_37502: Algebra 1**

**Grade Level:** 8

**Length:** 1 year (offered every year)

**Prerequisites:** None

The purpose of this course is to explain families of functions, with special emphasis on linear and quadratic functions. As students learn about each family of functions, they will learn to represent them as verbal descriptions, equations, tables, and graphs. They will also learn to model real-world situations using functions in order to solve problems arising from those situations.

## **PHYSICAL EDUCATION AND HEALTH COURSES**

### **PE101: Physical Education/Health 6**

**Grade Level:** 6

**Length:** 1 year (Physical Education: 75% time, Health: 25% time) (offered every year)

**Prerequisites:** None

**Curriculum Resources:** SPARK *Middle School PE*, SPARK *Healthy Lifestyle Choices*

**Assessments:** Tests, presentations, projects, writing assignments/journals, classwork, etc.

The purpose of this course is to teach students the necessary physical skills, knowledge, and personal-social attributes needed to maintain a healthy and active lifestyle. Times of skill development are used to make students more successful at a variety of physical activities including volleyball, basketball, Ultimate Frisbee, badminton, tumbling, recreational sports (ping pong, four square, and aerobics), flag football, tennis, soccer, and possibly swimming. The course also includes one health day every week, which is intended to give students the necessary skills to make healthy choices.

**PE102: Physical Education/Health 7****Grade Level:** 7**Length:** 1 year (Physical Education: 75% time, Health: 25% time) (offered every year)**Prerequisites:** None**Curriculum Resources:** SPARK *Middle School PE*, SPARK *Healthy Lifestyle Choices***Assessments:** Tests, presentations, projects, writing assignments/journals, classwork, etc.

The purpose of this course is to teach students the necessary physical skills, knowledge, and personal-social attributes needed to maintain a healthy and active lifestyle. Times of skill development are used to make students more successful at a variety of physical activities including volleyball, basketball, jogging, weight training, fitness activities, flag football, handball, tennis or badminton, and soccer. The course also includes one health day every week, which is intended to give students the necessary skills to make healthy choices.

**PE103: Physical Education/Health 8****Grade Level:** 8**Length:** 1 year (Physical Education: 75% time, Health: 25% time) (offered every year)**Prerequisites:** None**Curriculum Resources:** SPARK *Middle School PE*, SPARK *Healthy Lifestyle Choices***Assessments:** Tests, presentations, projects, writing assignments/journals, classwork, etc.

The purpose of this course is to teach students the necessary physical skills, knowledge, and personal-social attributes needed to maintain a healthy and active lifestyle. Times of skill development are used to make students more successful at a variety of physical activities including volleyball, basketball, Ultimate Frisbee, tumbling, recreational sports (ping pong, four square, and aerobics), flag football, tennis, soccer, rowing, and hand ball. The course also includes one health day every week, which is intended to give students the necessary skills to make healthy choices. These health days will include lecture, discussion, laboratory, and investigative settings. Health units include time management/goal-setting, communication skills, personal health, nutrition, the digestive system, and first aid.

## SCIENCE COURSES

**ISC\_40601: Integrated Science 1****Grade Level:** 6**Length:** 1 year**Prerequisites:** None

Science 6 is designed for incoming middle school students, to ready them for the rigor of middle school level science skills. Throughout the year, students will focus on building skills in lab skills and content knowledge targeting the main ideas of life science, Earth/Space science, and physical science in connection with how they operate as an intricate system. Through various hands-on labs and content learning, students will strengthen their ability to investigate real-world problems using the scientific method.

**ISC\_40701: Integrated Science 2****Grade Level:** 7**Length:** 1 year**Prerequisites:** Science 6

Science 7 is designed for 7th grade students, targeting to expand and build on scientific knowledge. This course is to investigate the world of the living and nonliving things, at levels both large and small, by experimenting with aspects of interactions on Earth. Students explore a variety of the physical world, complexity of matter, relationship between living things and Earth, and discover the scientific world of geography. Students perform laboratory activities to learn about the application of scientific methods.

**ISC\_40801: Science 8****Grade Level:** 8**Length:** 1 year**Prerequisites:** Science 7

Science 8 reviews content learned in Courses 1 and 2, but also continues to build upon and dig deeper into the concepts previously learned to match students' growing intellectual level. The Integrated iScience program allows students to be hands-on and experience science in real-world applications in earth, life, and physical sciences. In addition to core content, students will be exposed to a wide range of supplementary materials such as BrainPop, sections of FOSS modules, virtual labs, interactive websites, and inquiry-based laboratory activities.

## ***SOCIAL STUDIES COURSES***

**ISC\_50601: Western Geographic Regions****Grade Level:** 6**Length:** 1 year**Prerequisites:** None

In this year-long course, students will be exploring the regions of the Western World (Europe, Russia, and the Americas) through the lens of physical and human geography while giving special emphasis to the major geographical themes of location, place, movement, human-environment interactions, and regions. Special focus will also be given to mapping skills, especially map layering practices similar to that of geographic information systems.

**ISC\_50701: Eastern Geographic Regions****Grade Level:** 7**Length:** 1 year**Prerequisites:** None

In this year long course, students will study the regions of the Eastern World (Africa, Asia, and Oceania) through the lens of geography and history. Students will be able to explain forces that result in world interaction, and explain causes and effects of migration. Students will examine the interactions between people and the environment. They will learn how culture shapes behavior and identity. Students will examine economic effects of environmental changes, as well as analyze and describe strengths and weaknesses of various forms of government.

**ISC\_50801: Ancient Civilizations****Grade Level:** 8**Length:** 1 year**Prerequisites:** None

In this year-long course, students will study past civilizations (including the early cradles of civilization, the Classical, pre-Columbian Americas, and others) to understand both the character of the present and the challenges of the future. Throughout the course emphasis is placed on understanding the rise, flourishing, and legacy of all major civilizations. Students will learn and demonstrate competency in historical research, identifying patterns of historical change, examining major religions, explaining the different systems of governance, and describing the influence of scientific knowledge and the use of technologies on cultures. Students will develop skills that will enable them to conduct research, obtain and utilize credible resources, and acquire the background knowledge necessary to construct a coherent essay, a major assessment piece of this course.

## **TECHNOLOGY COURSES**

**EC103: Middle School Technology****Grade Level:** 6-8**Length:** 1 year**Prerequisites:** None**Curriculum Resources:** CommonSenseMedia.org, various technology training resources**Assessments:** Quizzes, projects, discussion boards/collaboration page, blogs, semester tests

This course is designed with a dual focus: digital citizenship and computer applications. The first semester of this course is designed to study the impact of digital media on the lives of students, their communities, and their culture. Students will learn online values and ethics, internet safety, and online responsibilities. Students are given opportunities to discuss the positive and negative aspects of digital life and are introduced to the concept of digital citizenship. The second semester of this course is designed to teach students various computer skills such as Microsoft Office Applications, Website Designs, 3D Drawings, Video Editing, Game Design, and a lot more. This course will give students regular opportunities to use technology to develop skills that encourage personal productivity, creativity, critical thinking, and collaboration in the classroom and in daily life. These 21<sup>st</sup> century skills are essential for students to harness the full potential of technology for learning.

**EC104: Middle School Robotics****Grade Level:** 6 – 8**Length:** 1 year**Prerequisites:** None**Curriculum Resources:** VEX Robotics kit, journals**Assessments:** Quizzes, projects

This course is designed to expose students to the fundamentals of robotics and engineering design processes. Students will use the VEX™ Robotics Kits to design and build a robot for use in a game simulation. Through this process, students will learn key STEM (Science, Technology, Engineering, Math) principles as well as robotics concepts. At the end of the course, students will build a robot to compete against their classmates.

# High School Course Descriptions

## ***ART COURSES: PERFORMING ARTS***

### **MU201: High School Choir**

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** None

High School choir is a performance-based course designed to give students the experience of choral singing. The course is founded upon the premise that talent is real but hard work can achieve more than lazy talent. Students will be encouraged to develop confidence in their own voice by singing alone and with others. The course is centered around choral and vocal technique and will therefore involve mostly ear training as opposed to music theory training. Students will learn to sing solfege scales, intervals, and chords without aid from a piano. They will learn to engage with the conductor on entrances, cut-offs, tempo changes, and dynamics by following the conductor's gestures. Students will have performance opportunities both in and out of class. They will learn basic concert etiquette by rehearsal behavior as well as performance opportunities. Through performances, students will gain the opportunity to share their music with others as well as demonstrate their musical growth.

### **High School Concert Band**

**Grade Level:** 9-12

**Course Length:** 4 quarters (full year)

**Prerequisites:** 1 year of band at WYIS or pass a playing audition

Building upon a foundation of basic instrumental skill, students will continue to develop techniques on one concert band instrument while learning to use those skills within the context of a full band setting.

### **High School Drama**

**Grade Level:** 9-12

**Course Length:** 1 year (2 semesters)

**Prerequisites:** None

High school drama students will grow in their analytical, interpersonal, and public speaking skills as they study, analyze, create, and perform! Students will work individually and collectively to prepare for several smaller performances throughout the year while also working towards a major performance during Semester 2. This course is for students of all abilities (no prior theater experience is necessary) who are responsible, who enjoy working as a team, and who are excited to grow in their creativity and performance skills. High school students should be prepared to perform various roles that incorporate theater, music, and dancing (again, no prior experience is necessary). Major focus will be placed on physical and vocal technique, characterization technique, and performance responsibility. Students will use in-depth character analysis to make artistic choices as they prepare for various performances. Students will participate in, analyze, and critique a variety of theatrical performances and genres, including comedy, tragedy, satire, and musical theatre. These skills will ultimately be applied in our major Semester 2 performance.

## **ART COURSES: VISUAL ARTS**

### **HS Fashion Design**

**Grade Level:** G9-G12

**Course Length:** twice a week, 1 year

**Prerequisites:** basic drawing skills, sewing and cutting skills

Fashion design is the functional art. The purpose of this course is to help the students find their own style in fashion. Students will learn that every design and idea is unique. They will learn about the elements of fashion design, drawing techniques, digital design techniques, printing/dyeing skills, sewing and cutting skills, etc. to fulfill the learning objectives. They are going to do different projects to figure out how to apply their own ideas into different products. By the end of the course, they are expected to master the skills/techniques of fashion design and design their own collection (make a presentation board and performance piece).

### **Intro to Art**

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** none

This course is an overview of art and introduction to visual literacy with lecture and studio time. Students will create artworks using variety of media to illustrate understanding of the following concepts: Elements of Art, Principles of Design, Function & Purpose of Art, Art History & Styles. Students will be asked to visit a museum during the course of the semester.

### **ART401: AP® Studio Art**

**Grade Level:** 11-12

**Length:** 1 year

**Prerequisites:** Intro to Art or equivalent

This course is designed for students who have had at one semester of Visual Art and one semester of another Visual Arts elective, in high school, and who are seriously interested in the visual arts, as to continue at an advanced level creating college level portfolio of art of at least 24 finished pieces of art. For the first semester of the year, students are given specific assignments and themes to develop. (The breadth section consists of 12 pieces.) By second semester the students will be expected to find their personal direction and theme(s), as well as choosing the media with which they wish to work (The concentration section consists of 12 pieces of art created around the student's central idea). The quality section consists of the five pieces of art that is a best representation of the student's artistic ability. This personal work will lead to developing a portfolio and presentation of artwork in an exhibition at the end of the course. Along with the studio work the students will be expected to keep an on-going series of written and visual art journals (Investigation Workbooks) to plan, record progress, and critique their studio projects, research other artists, cultures and periods of art history that relate to the themes, and record gallery and museum visits focusing on specific works that interest them. For evaluation, students will be required to photograph and digitally upload their studio artwork to the AP website as part of their exam. The studio art photos and scanned work are all assessed externally by an AP examiner. Basic art materials will be provided, however depending on the choice of projects students will need to be prepared to purchase some of their own materials.

*\*Note – Students enrolled in this course will have summer homework to complete before the start of the school year. Any students with the forethought of enrolling, even with doubts, should complete the assignments. In the end, if the student decides not to enroll in the course, the art exercises will benefit the artist's creative process.*

## CHINESE LANGUAGE COURSES

### **FL201: HS Chinese Level 1**

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** None

**Curriculum Resources:** *Encounters: Chinese Language and Culture, Level 1*

**Assessments:** Episode acting, unit rap singing, vocabulary applications, cultural presentations, authentic materials reading and analysis, Chinese characters tracing and writing, unit check points

The High School Chinese Level 1 class is designed for students from beginner to low-intermediate level. The *Encounters* program used in this course embodies a communicative, task-based approach, using authentic materials both in the textbook and the media that focuses students to learn by doing and not by rote memorization.

The course enables and reinforces what students can accomplish using Chinese (e.g. can-do's) and continually stretches their abilities through additional activities, vocabulary, and increasingly complex language use. The dramatic series establishes a reference point for each unit, and provides ample opportunities to develop listening and speaking skills while introducing authentic Chinese culture. Relevant grammatical points and topics are then introduced and developed in context so students can accomplish their tasks and learning objectives. The focus of each unit then shifts to reading and writing to develop students' full range of communication abilities. This communicative approach to language instruction is supported across integrated textbooks, workbooks, and other audio-visual and web media.

### **FL202: HS Chinese Level 2**

**Grade Level:** 9-12

**Length:** 1 year

**Prerequisites:** FL201 or equivalent

**Curriculum Resources:** *Road to Success* (Elementary book 1)

**Assessments:** Vocabulary quizzes, journals, worksheets, projects, unit tests, final exams

The purpose of this course is fulfilled through the comprehensive training of writing, reading, listening, and speaking. Students will be able to interpret and respond to oral and written Chinese. The course emphasizes the communication function and the language structure. The content relates to everyday experiences which allow students to engage Chinese culture and society. Students will gain preliminary knowledge of learning, communicative, resource, and interdisciplinary strategies they will use in guided situations.

**FL301: HS Chinese Level 3****Grade Level:** 9-12**Length:** 1 year**Prerequisites:** FL202 or equivalent**Curriculum Resources:** *Road to Success* (Elementary book 2); *Road to Success* (Upper Elementary book 1)**Assessments:** Vocabulary quizzes, journals, worksheets, oral recitations, projects, unit tests, final exams

The purpose of this course is to refine and further develop students' capabilities in Chinese oral and formal written communication. It aims to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills within a cultural frame of reference, reflective of the richness of Chinese language and culture. This course is specifically designed for upper-intermediate to rising-advanced level students, i.e., students with 250-300 college Chinese contact hours (approximately four semesters of college Chinese courses) and who have acquired approximately 1000-1200 words. It is also suitable for native Chinese speakers who are fluent in Mandarin and have completed basic literacy training, as well as learners who wish to achieve advanced proficiency in a short time.

**FL401: AP® Chinese Language and Culture****Grade Level:** 9-12**Length:** 1 year**Prerequisites:** FL301 or equivalent and teacher recommendation**Curriculum Resources:** *Jia You!: Chinese for the Global Community***Assessments:** Vocabulary quizzes, journals, worksheets, oral recitations, projects, unit tests, PowerPoint presentations, essays, final exams

The purpose of this course is to provide students with training for the AP® Chinese exam. Students will refine and develop their capabilities in Chinese oral and formal written communication. The class aims to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills within a cultural frame of reference, reflective of the richness of Chinese language and culture. This class may receive university credit with an AP® test score of a 4 or 5.

**FL403: Advanced Chinese: Modern Chinese Literature, History, and Culture****Grade Level:** 9-12**Length:** 1 year (offered every other year)**Prerequisites:** Completion of AP® (Score of 3+) or equivalent**Curriculum Resources:** *Common Knowledge about Chinese History*; *Cultural Interpretations of China***Assessments:** Essays, projects, posters and presentations, historical background quizzes, table discussions, chapter tests, chapter questions, semester exams

This course explores the historical transformations that have led to the development of modern China. In this highly-advanced course, students will examine historical facts, politics, economy, culture, art, science, religion, philosophy, and societal life during different eras in China.

## **ENGLISH LANGUAGE ARTS COURSES**

### **ISC\_20901: English I**

**Grade Level:** 9

**Length:** 1 year

**Prerequisites:** None

English I exposes students to a blend of contemporary and classic literature and informational texts that help them to gain an understanding of the importance of feeling empathy for others, assuming the responsibilities of leadership, pursuing dreams, and distinguishing between different types of love. Exploration of these thematic concepts is paired with instruction and learning opportunities designed to help students demonstrate proficiency of Grade 9-10 AERO standards, which are divided into four strands (Reading, Writing, Listening and Speaking, and Language Foundations) and advocates 21st Century college and career readiness. *Note:* Grade 9 Requirement

### **ISC\_21001: English II**

**Grade Level:** 10

**Length:** 1 year

**Prerequisites:** English I or equivalent

English II exposes students to a blend of contemporary and classic literature and informational texts that help them to consider how much control we, as well as technology, exert over our lives as well as what we share and gain through interaction with others. Exploration of these thematic concepts is paired with instruction and learning opportunities designed to help students demonstrate mastery of Grade 9-10 AERO standards, which are divided into four strands (Reading, Writing, Listening and Speaking, and Language Foundations) and advocates 21st Century college and career readiness. *Note:* Grade 10 Requirement

### **ISC\_21101: English III**

**Grade Level:** 11

**Length:** 1 year

**Prerequisites:** English II or equivalent

English III exposes students provide students with a blend of contemporary and classic literature and informational texts in which students contemplate various themes including courage, curiosity, humility and discernment. Exploration of these thematic concepts is paired with instruction and learning opportunities designed to help students demonstrate proficiency of Grade 11-12 AERO standards, which are divided into four strands (Reading, Writing, Listening and Speaking, and Language Foundations) and advocates 21st Century college and career readiness.

**ISC\_21201: English IV****Grade Level:** 12**Length:** 1 year**Prerequisites:** English III or equivalent

English IV invites students to study a blend of contemporary and classic literature and informational texts and to analyze literature, conduct research, create presentations and speeches, and rhetorically analyze and evaluate speeches and essays. Thematic studies will be centered around Courage & Humility, The Human Condition, Service & Compassion, and Emotional Currents. Exploration of these thematic concepts is paired with instruction and learning opportunities designed to help students demonstrate mastery of Grade 11-12 AERO standards, which are divided into four strands (Reading, Writing, Listening and Speaking, and Language Foundations) and prepares students for 21st Century college and career skills.

**ISC\_29521: AP® English Literature and Composition****Grade Level:** 11-12**Length:** 1 year (offered every other year)**Prerequisites:** English II or AP English Language

From the AP English Literature and Composition Course and Exam Description, this college-level course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. This course aligns to an introductory college-level literature and writing curriculum. *Note:* Offered in odd-even (e.g. 2019-2020) school years on some campuses

**ISC\_29520: AP® English Language and Composition****Grade Level:** 11-12**Length:** 1 year (offered every other year)**Prerequisites:** English II or AP English Literature

From the AP English Language and Composition Course and Exam Description, this college-level course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects primarily in nonfiction texts—including images as forms of text— from a range of disciplines and historical periods. This course aligns to an introductory college-level rhetoric and writing curriculum. *Note:* Offered in even-odd (e.g. 2018-2019) school years on some campuses

**ISC\_29505: Speech****Grade Level:** 10-12**Length:** 1 semester (may not be offered every year)**Prerequisites:** None

This course will provide oral communication experiences that help students think creatively and express themselves effectively. Students will participate in a variety of speech activities, including delivering extemporaneous and persuasive speeches, as well as participating in interviews. Students will learn appropriate inflection, volume, pitch, diction, and articulation for speaking.

**ENG-105: DE English Composition I****Grade Level:** 11-12**Length:** 1 semester (may not be offered every year)**Prerequisites:** None

FALL - This is a writing-intensive course in writing academic prose, including various types of essays, arguments, and constructions. *Note:* GCU ENG-105 may serve as a substitution for English III or English IV

**ENG-106: DE English Composition II****Grade Level:** 11-12**Length:** 1 semester (may not be offered every year)**Prerequisites:** ENG-105

SPRING - This course explores various types of research writing, with a focus on constructing essays, arguments, and research reports based on primary and secondary sources. A writing intensive course. *Note:* GCU ENG-106 may serve as a substitution for English III or English IV

## ***ENGLISH LANGUAGE ACQUISITION COURSES***

**ELA201: High School Language Development****Grade level:** 9-12**Length:** 1 semester to 1 year (offered as needed)**Prerequisites:** WYIS English Level Assessment and Placement testing

The purpose of this course is to enable students to be successful in mainstream secondary education. Students will be expected to apply class skills to their secondary core classes. Teachers in these classes work with the ESOL coordinator and students to provide accommodations for enhancing students' acquisition of academic language proficiency in the subject areas.

# MATHEMATICS COURSES

## **ISC\_37502: Algebra 1**

**Grade Level:** 9

**Length:** 1 year

**Prerequisites:** None

The purpose of this course is to explain families of functions, with special emphasis on linear and quadratic functions. As students learn about each family of functions, they will learn to represent them as verbal descriptions, equations, tables, and graphs. They will also learn to model real-world situations using functions in order to solve problems arising from those situations.

## **ISC\_39503: Geometry**

**Grade Level:** 9-10

**Length:** 1 year

**Prerequisites:** Algebra I

Geometry focuses on the recognition, understanding and use of geometric properties and relationships among points, lines, planes, angles, triangles, quadrilaterals, and other polygons of Euclidean Geometry. Students complete algebraic, coordinate, and deductive proofs of these relationships and study measurements of both two and three-dimensional figures. Students will also be introduced to advanced topics such as right triangle trigonometry, which will prepare them for Algebra 2 and beyond. *Note:* Grade 9 Requirement, if not taken in middle school

## **ISC\_39502: Algebra II**

**Grade Level:** 9-10

**Length:** 1 year

**Prerequisites:** Algebra I and Geometry

Algebra II expands on the topics started in Algebra I. Students learn how to work with and graph functions, solve linear equations and systems, quadratic functions, and exponential and logarithmic functions. The course introduces students to series, conic sections, introductory probability and statistics, matrices, and trigonometric functions.

## **ISC\_39504: Pre-Calculus**

**Grade Level:** 10-12

**Length:** 1 year (offered every year)

**Prerequisites:** Algebra II or equivalent

Pre-Calculus focuses on the development of the student's ability to understand and apply functions and advanced mathematics concepts to solve problems. The course includes a rigorous, in-depth study of polynomial, rational, exponential, logarithmic, and trigonometric functions. It also covers conic sections, polar coordinates, sequences and series, an introduction to limits, derivatives, and integrals as well as probability and functions of random variables. The course provides the necessary skills and background for both AP Calculus and AP Statistics. Emphasis is placed on active participation through modeling, experiments, technology lab activities, group activities, and communication in mathematics.

**ISC\_39523: AP Statistics****Grade Level:** 11 or 12**Length:** 1 year (offered on a need basis)**Prerequisites:** Pre-Calculus or concurrent enrollment in Pre-Calculus

From the AP Statistics Course and Exam Description, this college-level course introduces students to the concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing to reveal understanding.

**ISC\_39521: AP Calculus AB****Grade Level:** 11-12**Length:** 1 year (offered every other year)**Prerequisites:** Pre-Calculus

AP Calculus AB covers topics in differential and integral calculus these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. You'll learn how to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and how to make connections amongst these representations. You will learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. Description from AP College Board.

**ISC\_39522: AP Calculus BC****Grade Level:** 11-12**Length:** 1 year (may not be offered each year)**Prerequisites:** Pre-Calculus

AP Calculus BC extends the content learned in AB to different types of equations and introduces the topic of sequences and series. This course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. You will learn how to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. You will also learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. Description from AP College Board.

## **PHYSICAL EDUCATION AND HEALTH COURSES**

### **ISC\_89501: Health and Wellness I**

**Grade Level:** 9-11

**Length:** 1 year Physical Education and Health Credit

**Prerequisites:** None

The purpose of this course is to partner with Health and Wellness II to teach students the necessary physical skills, knowledge and personal-social attributes needed to maintain a healthy and active lifestyle. Times of skill development are used to make students more successful at a variety of physical activities. Activities include volleyball, team handball, flag rugby, jogging, badminton, weight training, and fitness activities. These skills are intended to help students discover activities they wish to pursue after high school. The course also includes one health day every week, which is intended to give students the necessary skills to make healthy choices. These health days will include lecture, discussion, laboratory, and investigative settings. Topics include fitness, sports participation, methods of training, spiritual health, health and skill-related fitness, tobacco, drugs, alcohol, skeletal and muscular system, and sports injuries/first aid. Students will also undertake a personal exercise program during the 2nd quarter, which requires researching, planning, and undertaking a program to improve an aspect of either their physical or skill-related fitness.

### **ISC\_89502: Health and Wellness II**

**Grade Level:** 10-12

**Length:** 1 year Physical Education and Health Credit

**Prerequisites:** None

The purpose of this course is to partner with Health and Wellness I to teach students the necessary physical skills, knowledge, and personal-social attributes needed to maintain a healthy and active lifestyle. Times of skill development are used to make students more successful at a variety of physical activities. Activities include volleyball, badminton, Ultimate Frisbee, soccer, weight training, fitness activities, football, and flag rugby. These skills are intended to help students discover activities they wish to pursue after high school. The course also includes one health day every week, which is intended to give students the necessary skills to make healthy choices. These health days will include lecture, discussion, laboratory, and investigative settings. Topics include wellness, fitness, cardiovascular system, respiratory system, nutrition, weight management, sexual health, psychological health, environmental health, spiritual health, infectious diseases, and cancer.

## **PHILOSOPHY AND ETHICS COURSES**

### **ISC\_19501: Introduction to Philosophy**

**Grade Level:** 9

**Length:** 1 year (offered every year)

**Prerequisites:** None

Students will develop an understanding of basic philosophical methods and ideas, including their origins and relevance. They will solve philosophical problems and explore the philosophy expressed in ancient wisdom literature. *Note:* Grade 9 Requirement

**ISC\_19508: Worldview and Survey Development****Grade Level:** 10**Length:** 1 year (offered every year)**Prerequisites:** World Religions beginning with Class of 2024

Students will analyze major worldviews and religions using a critical and comprehensive approach. The goal is to seek truth and evaluate for internal logical consistency. Ultimately, students will fully explore their own personal worldview, articulate it clearly, and defend it before an audience.

**ISC\_19505: Advanced Philosophy****Grade Level:** 10-12**Length:** 1 year (offered every year)**Prerequisites:** Intro to Philosophy or equivalent

Students will deeply explore more complex aspects of philosophy, specifically examining topics including ontology, epistemology, and anthropology. Students will evaluate cosmological, teleological, and ontological arguments concerning the existence of God and analyze challenging ideas like the problem of evil and the nature of reality itself. *Note:* Offered as a Philosophy Elective

**ISC\_19506: Applied Ethics****Grade Level:** 10-11**Length:** 1 year (offered every year)**Prerequisites:** Intro to Philosophy or equivalent

Students will examine contemporary ethical issues from different points of view, with an emphasis on the biblical perspective. Students will research the issues to determine what they believe and why they believe it. *Note:* Offered as a Philosophy Elective

**ISC\_19504: Foundations of Western Culture & Literature****Grade Level:** 10-11**Length:** 1 year (offered every year)**Prerequisites:** Intro to Philosophy or equivalent

Students will examine key philosophical ideas that are relevant today and trace their origin and development throughout history, especially their biblical roots. Ideas of justice, democracy, authority, humanism, and others will be explored in their proper historical context. This course is built around moments in history that profoundly shaped Western cultural ideas. *Note:* Offered as a Philosophy Elective

**ISC\_19502: Service & Leadership****Grade Level:** 10-11**Length:** 1 year (offered every year)**Prerequisites:** Intro to Philosophy or equivalent

Service & Leadership is a one-semester Philosophy elective course for upper level high school students operating on two parallel tracks. The first engages students with relevant materials that will inform and challenge their worldviews. The second requires students to participate in practical service projects at multiple levels to gain insight into service and leadership. *Note:* Offered as a Philosophy Elective

**ISC\_19507: World Religions****Grade Level:** 10-11**Length:** 1 year (offered every year)**Prerequisites:** Intro to Philosophy or equivalent*Note:* Required beginning with Class of 2024**ISC\_19503: Worldview and Popular Culture****Grade Level:** 10-11**Length:** 1 year (offered every year)**Prerequisites:** Intro to Philosophy or equivalent

Students will investigate philosophical themes within expressions from popular culture. Concepts such as beauty, intelligence, justice, and others will be discussed through the lenses of film, television, social media, and other artistic forms. Students will critique these expressions as they examine their own personal worldview. *Note:* Offered as a Philosophy Elective

## SCIENCE COURSES

**ISC\_49501: Biology I****Grade Level:** 9**Length:** 1 year**Prerequisites:** None

This one-year laboratory science course is devoted to the study of living systems. It also covers the study of relationships amongst organisms and the interaction of organisms and their environment. Specific topics include the scientific method of inquiry, cell structure and function, cell chemistry, genetics, reproduction and development, evolution, comparative anatomy, and ecology. Exploration of these concepts is paired with instruction and learning opportunities designed to help students demonstrate mastery of Biology AERO standards and paired with Next Generation Science Standards. *Note:* Grade 9 Requirement

**ISC\_49502: Chemistry I****Grade Level:** 10-12**Length:** 1 year**Prerequisites:** Algebra I

This one-year laboratory science course is designed to introduce students to a broad base of general chemical concepts while relating chemistry to real life experiences. The basic concepts include scientific measurement, the history of atomic discovery, bonding, chemical nomenclature, reactions, the kinetics of matter, solutions, and acid and base chemistry. Students are introduced to laboratory techniques as they learn to use the scientific method to make chemistry useful and meaningful. Exploration of these concepts is paired with instruction and learning opportunities designed to help students demonstrate mastery of Chemistry AERO standards and paired with Next Generation Science Standards. *Note:* Grade 10 Recommended

**ISC\_49503: Physics I****Grade Level:** 10-12**Length:** 1 year**Prerequisites:** Algebra II or concurrent enrollment in Algebra II

This one-year laboratory science course is a trigonometric-based study of physical phenomena that will serve as a foundation for understanding the science and technology that shape society. Selected topics of study include mechanics, thermodynamics, waves, electrostatics, electric circuits, geometric and physical optics, and modern physics. Exploration of these concepts is paired with instruction and learning opportunities designed to help students demonstrate mastery of Physics AERO standards and paired with Next Generation Science Standards.

**ISC\_49520: AP Biology****Grade Level:** 10-12**Course Length:** 1 year (offered every other year)**Prerequisites:** Biology I, Chemistry I (or concurrent enrollment in Chemistry I) and English I

AP Biology is a university level, introductory course. The course centers on four main ideas: 1) The process of evolution drives the diversity and unity of life 2) Biological systems utilize free energy and molecular building blocks to grow, reproduce, and maintain homeostasis 3) Living system store, retrieve, transmit, and respond to information essential to life processes 4) Biological systems interact, and these systems and their interactions possess complex properties. Students gain the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. A required series of laboratory exercises reinforce principles and concepts presented during lectures.

**ISC\_49521: AP Chemistry****Grade Level:** 11-12**Course Length:** 1 year (offered every other year)**Prerequisites:** Chemistry I and Algebra II

From the AP Chemistry Course and Exam Description, this college-level science course cultivates students' understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

**SCI401: AP Physics 2****Grade Level:** 11-12**Length:** 1 year (offered every other year)**Prerequisites:** Physics or teacher recommendation

AP Physics 2 is an algebra-based course in physics, designed for students taking their second year of high school Physics. This course is taught over one full academic year, and is equivalent to the second semester of college physics taken by most non-engineering students. In this course, students develop rigorous problem-solving skills in a wide range of areas, including: thermodynamics, fluid statics and dynamics, electrostatics, electric circuits, magnetism, optics, quantum physics, and nuclear physics. Laboratory work is heavily integrated throughout the course and students are required to maintain a lab portfolio. This is a rigorous, university level physics course and will require the highest commitment from participants.

## SENIOR COURSES

### **SEC301: Senior Seminar**

**Grade Level:** 12

**Length:** 1 year

**Prerequisites:** None

Senior Seminar challenges students to understand and develop personal responsibility and to enter adulthood as people who think critically, make principled decisions, and effectively influence the communities where they live. The College and Career units help students research and match their interests with universities, write personal statements, submit applications and financial aid forms, apply for scholarships, explore careers and other post-secondary options, and consider internships. In Life Skills units, students develop competency in communication, personal finance, safety, public speaking, job search, interviewing, and self-care. They also learn about the legal obligations and civic responsibilities of adulthood. Service Learning units help students take ownership of their civic responsibilities by analyzing current events and participating in hands-on opportunities to serve their local and worldwide communities. *Note:* Grade 12 Requirement

## SOCIAL STUDIES COURSES

### **ISC\_59501: Modern World History**

**Grade Level:** 9

**Length:** 1 year

**Prerequisites:** None

This is a year-long, one-credit, survey course designed to delve into the highlights of world history from about A.D. 1000 to the end of the 19th century. While it is impossible to adequately discuss the history of the entire world in the course of one year, this course will help the student to do two things. Firstly, to discern the general shape of a historical period, and secondly to deeply explore important ideas, people, events, and inventions (and a few catastrophes), within the context of history. This context frames who we are—it is the earlier chapters of the story we live, and therefore vital for students to understand. Thus, this course is designed to cultivate a curiosity to drive future learning, using the skills of research, interpretation and analysis of evidence, construction of arguments, and respectful discussion with others.

**ISC\_59502: Contemporary World History****Grade Level:** 10**Course Length:** 1 year**Prerequisites:** Modern World History or equivalent

This is a year-long, one-credit, survey course designed to delve into highlights of world history from about A.D. 1000 to the end of the 19th century. While it is impossible to adequately discuss the history of the entire world in the course of one year, this course will help the student to do two things. First, to discern the general shape of a historical period, and second to deeply explore important ideas, people, events, and inventions (and a few catastrophes), within the context of history. This context frames who we are—it is the earlier chapters of the story we live, and therefore vital for students to understand. Thus, this course is designed to cultivate a curiosity to drive future learning, using the skills of research, interpretation and analysis of evidence, construction of arguments, and respectful discussion with others.

**ISC\_59503: Contemporary Society****Grade Level:** 11**Length:** 1 semester**Prerequisites:** Contemporary World History credit or equivalent

This is a semester-long, half-credit course in which students explore major social concepts that shaped and are shaping the contemporary world, especially their own spheres of influence. These concepts are framed by the AERO Standards and include culture, society, religion, institutions, communities and individual identity. Through the extensive use of current readings, class discussions, and student-led seminars students will be equipped to orient themselves in an ever-complexifying social world, and to base their lives, and decisions on truth.

**ISC\_59504: Economics****Grade Level:** 11-12**Course Length:** 1 Semester**Prerequisites:** None

This is a semester-long, half-credit course that will cover both microeconomic and macroeconomics concepts and theories. This is a rewarding course designed to help students understand the reality of scarcity and the cost of every choice. Students will manipulate supply and demand curves to explain the impact of tariffs on world trade. This class will also cover the different types of firms including perfectly competitive, oligopolies, and monopolies. Students will evaluate the impact of government policy in regulating the business cycle and how it affects unemployment and inflation. Finally, students will explore a real-life budget and personal finance simulation in which they apply all of their economic knowledge to thrive after their school career.

**ISC\_59505: Government****Grade Level:** 11-12**Course Length:** 1 Semester**Prerequisites:** None,

Government is a part of our lives. It is often an unseen or unacknowledged part of our lives, but it is an important part all the same. If you are part of a group of people, it is likely that some system or rules are used to make decisions, give responsibilities, manage resources, or even define boundaries of the groups existence. This semester-long, half-credit course examines the foundations of political structures and also your place within those structures. Equally as important as understanding government is knowing what is a virtuous response to and in that government. We will do a great deal of “real-life” analysis of government – particularly by following current news trends and developments.

**ISC\_59521: AP World History: Modern****Grade Level:** 10-12**Length:** 1 year (may not be offered every year)**Prerequisites:** Modern World History and English I or II

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

*Note:* Typically taken in Grade 10

**ISC\_59522: AP Comparative Government****Grade Level:** 11-12**Length:** 1 year (may not be offered every year)**Prerequisites:** Grade 10 Social Studies credit and English II

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

**ISC\_59523: AP Economics****Grade Level:** 11-12**Length:** 1 year (may not be offered every year)**Prerequisites:** Grade 10 Social Studies credit and English II

AP Economics is a course consisting of a semester-long study of AP Microeconomics and a semester-long study of AP Macroeconomics, each of which are equivalent to a one-semester introductory college course in economics. From the AP Microeconomics Course and Exam Description, this portion of the course is a college-level introduction to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. From the AP Macroeconomics Course and Exam Description, this portion of the course is a college-level introduction to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. *Note:* Students must earn Economics credit or AP Economics credit to graduate.

## TECHNOLOGY COURSES

**TE101: High School Robotics****Grade Level:** 9-12**Course Length:** 1 year**Prerequisites:** Computer Science Principles**Curriculum Resources:** Autodesk VEX Robotics Curriculum, AutoDesk TinkerCAD Resources, Auto Desk Inventor**Assessments:** Projects, Presentation, Quiz, Test, Discussion Boards

This course is a 1-year program divided into two parts: the VEX Robotics Curriculum (twelve primary units) and Special Project using Arduino/Raspberry Pi platforms to create prototype projects. In a flexible format, students learn about engineering and engineering problem solving. They will be given introductions to the VEX Robotics Design System and Autodesk® Inventor® while learning key STEM principles through a process that captures the excitement and engagement of robotics competition. The curriculum is heavily focused on mechatronic principles. Programming is NOT required; however, this course is structured in such a way that teachers and students who want to include a more Computer Science heavy layer with the course can do so.

**ISC\_49522: AP Computer Science A****Grade Level:** 10-12**Course Length:** 1 year**Prerequisites:** Algebra II or equivalent

From the AP Computer Science A Course and Exam Description, this college-level course introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. *Note:* AP Computer Science A is not a laboratory science course.