ICS High School COURSE GUIDE

“Nurture, Challenge, Inspire”

Our engaging and rigorous curriculum(s) in Grades 9 through 12, challenge students to think critically, to apply their knowledge across academic subjects and to take agency over their own learning.

At the same time, our educators, administrators and counselors support our students every step of the way with personal, academic and college counseling services. High school students meet in advisories throughout the four high school years, for organizational support, course selection and pathways, reflection and team-building.

In addition, our program promotes inquiry and personalized learning through service learning. Our robust CAS & Service Learning program is not limited to IBDP students but is embraced and practiced throughout high school.

Students are supported to successfully master the skills and mindset needed to thrive beyond high school to become global citizens.

Please forward your questions, and stay connected with the high school at hs.office@icsaddis.org

The following pages present the course guide for 2025/26. For following years, not all courses are guaranteed availability.

Graduation Requirements

ICS offers a high school program that is fully inclusive and designed to meet the needs of the diversity of learners at our school.

ICS Graduation Scheme

Mandatory Credits Required for Graduation	
Subject Area	**ICS Diploma Credits**
Group 1: Studies in Language & Literature	4
Group 2: Language Acquisition	2
Group 3: Individuals & Societies	2
Group 4: Sciences	2
Group 5: Mathematics	2
Group 6: Arts	2
Group 7: Physical and Health Education	2
Options: Electives	4
Total Credits:	20

The mandatory graduation credit scheme governs matriculation from ICS Addis Ababa. Post secondary institution entrance requirements should be considered in addition to the credit scheme noted above.

Group 1: Language & Literature

Grade 9 Language & Literature (MYP)

(Grade 9; Full Year; 1.0 credit. Prerequisite: Grade 8 English)

The focus of English 9 is to develop a strong foundation in students by studying a variety of text types and genres. Throughout the year, students will be exposed to at least one novel or collection of short stories, one play, and one unit of poetry considering perception of self, power and race, and family values and identity. Other text types, including non-fiction, will be used to supplement their learning in each unit. Furthermore, the course seeks to prepare students for the IB by introducing the study of language in essay writing and the media. Throughout the course students will work both cooperatively and independently, develop and use subject-specific vocabulary, write for different audiences and purposes, learn peer and self–editing to improve their writing process, and demonstrate their knowledge and understanding through a variety of assessment types.

Grade 10 Language & Literature (MYP)

(Grade 10; Full Year; 1.0 credit. Prerequisite: Grade 9 English)

The focus on English 10 is to build upon the conceptual and skill framework from MYP 9 and to prepare students for the ICS or DP pathway. Students are exposed to a variety of authors, text types, time periods and genres in relation to the MYP concepts including perspective, creativity, communication and connections. Global Contexts are overlaid as a framework for understanding and exploring the relevance of an author's work in our modern context. Students become skilled in both oral and written expression as well as improve their abilities to analyze texts in terms of stylistic features and literary devices. Students will develop their skills through a variety of learning activities including cooperative projects, dramatic presentations, interdisciplinary study, and investigations. Developing skills in reading comprehension, vocabulary development, oral communication, and writing will be emphasized. Students practice a variety of writing types including fiction and nonfiction narrative, exposition and literary analysis.

Grade 9 & 10 Language A: Amharic Literature (MYP)

(Grades 9 & 10; Full Year; 1.0 credit each year. Prerequisite: Teacher approval)

This course, for native Amharic speakers only, covers different literary genres, including the novel, the short story, poetry and drama. Students will write for different audiences and produce varied texts, including literary essays and research-based essays. Vocabulary and grammar work is essential, and students will be expected to read for pleasure beyond the requirements of the course. This course will prepare students to enter the IB Amharic A Literature course in grades 11 and 12.

ICS Creative Writing

(Grades 9/10; One Semester Elective; 0.5 credit. Prerequisite: N/A. Course can only be taken once)

Through an exploration of many different genres of writing such as poetry, short stories, creative nonfiction, and experimental writing, students will gain an appreciation for the conventions and styles of a wide range of text types. In this semester course, students will engage regularly in the writing process as we work to create and revise work to improve our writing skills. Students will create a literary magazine or online publication at the end of the semester to demonstrate their best work throughout the semester.

ICS Independent Reading

(Grades 9/10; One Semester Elective; 0.5 credit. Prerequisite: N/A. Course can only be taken once)

Independent Reading is designed to give self-motivated students an opportunity to read texts of their choice within an independent or small group structure. Concepts are explored as they relate to the texts chosen. Throughout this semester-long course students will be expected to read widely and regularly and demonstrate their learning through written journal work, oral discussion and presentations as well as through creative responses to their chosen texts and concepts. With teacher guidance, students will use reflection to develop an awareness of themselves as readers. Students will share insights and reading responses within class and use digital tools to share with a wider audience of readers. Journals will be essential tools of learning.

ICS English 11

(Grade 11; 1 year; 1.0 credit. Prerequisite: Grade 10 English or equivalent)

In this course, students will work to improve critical literacy skills through an engagement with and analysis of both literary and non literary works. Students will engage in a variety of assessments including essays, creative pieces, research, and formal presentations. Students will hone their analytical reading and writing skills through examining a wide range of texts and then applying their learning to producing their own texts. Throughout the course, students will work both cooperatively as well as independently to develop their connection-making and communication skills. Student choice and voice is valued across a range of learning engagements, as are real world audiences for writing produced. This course will prepare students for further study or the workforce upon completion.

ICS English 12

(Grades 12; 1 year; 1.0 credit. Prerequisite: ICS English 11 or equivalent)

A key aim of the English 12 course is to encourage students to explore how communication and storytelling helps us build mutual understanding and respect across communities and cultures. We will grapple with how meaning is generated by language and textual features across a range of genres, both literary and non literary. Students will focus closely on the language of written, oral, visual and multimodal texts, and will consider the context of production and reception, in order to become aware of how both writers and readers shape meaning. Students will develop their analytical skills as they respond to texts and will apply their learning whilst creating texts for a range of audiences and real world contexts. Through critical engagement with texts from across diverse genres, media and cultures, students will develop conceptual understandings, learn to read the world through different eyes, and embrace a multiplicity of perspectives. The communication skills that students will be honing through proactively engaging in all of the course components will ensure that they are future-ready and confident to make the most of the opportunities and challenges of life after High School.

DP English Language and Literature Standard & Higher Level

(Grades 11/12; two years; 2.0 credits. Prerequisite: Grade 10 English, Bilingual/native speaker proficiency)

A key aim of the Language and Literature course is to encourage students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and unambiguous. Students will study a wide range of literary and non literary texts in order to become aware of the role of each text's wider context in shaping its meaning. The study of texts is central to active engagement with language and culture, and by extension, to how we see and understand the world in which we live. The course affords lots of opportunity for real world learning, connection making and deepening understandings of a range of global issues and concepts. Learning throughout the course is assessed internally and externally. All students sit two exams at the end of the course (paper 1 textual analysis and paper 2 comparative literary essay) and one individual oral exam. In addition, HL students also write a literary essay as coursework and are required to read two additional literary works. The course is designed to support future academic study by developing critical and cultural literacy, as well as communication skills.

DP Amharic A Literature Standard & Higher Level

(Grades 11/12; two years; 2.0 credits. Prerequisite: Successful completion of Amharic Literature 9-10 or equivalent)

This Amharic course focuses on how language works to create meaning in cultural and historical contexts. It also teaches skills of close textual analysis of literature. All the texts are understood according to their form, content, purpose and readership/audience. The course is designed to support future academic study by developing a high social, aesthetic and cultural literacy, as well as communication skills. Students will develop critical reading skills through the in-depth study of literary texts in Amharic, including four translated "World Literature" texts. The four main topics are as follows: the novel, works in translation, poetry, and drama.

DP School-Supported Self-Taught Literature A Standard Level

(Grades 11/12; 2 years; 2.0 credits. Prerequisite: Grade 10 English & proficiency in a language other than English or Amharic)

School Supported Self-Taught Language A Literature is an independent study course for students who want to pursue the study of literature in a language other than English or Amharic. This course can only be taken at the SL level and over the two years of the program. Taking this course will enable students to fulfill their language acquisition requirement as well as qualify them for a bilingual diploma. This is at once an exciting opportunity for a student to deepen their understanding of their first and best language and also a challenging independent study. The course is focused exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world. To accomplish this students are required to study 9 works chosen from the IB prescribed reading list.

Group 2: Language Acquisition

Grade 9 French or Spanish (MYP)

(Grade 9; 1 year; 1.0 credit. Prerequisite: Grade 8 French or Spanish)

This MYP course is designed using the Key concepts of communication, culture, creativity and connections. According to students' previous learning experience in the language, a placement determines the appropriate course within the levels proposed by the MYP: Emergent, Capable or Proficient. The development of students' skills comes through the exploration of 5 units of work aligned with expected development of their ability to communicate appropriately and effectively in an increasing range of social, cultural and academic contexts, and for an increasing variety of audiences and purposes. As students develop their language understanding, increasing cognitive and skill demands are also set. Assessment is based on four equally weighted assessment criteria: Criteria A: Listening, Criteria B: Reading, Criteria C: Speaking, Criteria D: Writing.

Grade 10 French or Spanish (MYP)

(Grade 10; 1 year; 1.0 credit. Prerequisite: Grade 9 French or Spanish)

This MYP course is designed using the Key concepts of communication, culture, creativity and connections. According to students' previous learning experience in the language, a placement determines the appropriate course within the levels proposed by the MYP: Emergent, Capable or Proficient. The development of students' skills comes through the exploration of 5 units of work aligned with expected development of their ability to communicate appropriately and effectively in an increasing range of social, cultural and academic contexts, and for an increasing variety of audiences and purposes. As students develop their language understanding, increasing cognitive and skill demands are also set. Assessment is based on four equally weighted assessment criteria: Criteria A: Listening, Criteria B: Reading, Criteria C: Speaking, Criteria D: Writing.

ICS or DP Ab initio: French or Spanish ab initio Standard Level

(Grades 11/12; 2 years; 2.0 credits. Prerequisite: 0 - 3 years of French or Spanish Language acquisition)

This Standard level language Ab Initio course is designed for students with little or no experience of the language. It aims to develop in students a variety of linguistic skills and a basic awareness of the culture(s) using the language through the exploration of the 5 interdisciplinary themes: Identities, Experiences, Human Ingenuity, Social Organization and Sharing the Planet. By the end of the course, students will be able to participate in conversations using simple sentences, handle short social interactions in everyday situations by asking and answering simple questions, present information in simple sentences, write briefly and present information, understand the main idea in short, simple messages, texts and presentations, and understand the main idea of simple conversations that they overhear. Students develop their proficiency along the IB assessment rubrics and criteria for Paper 1 (writing), Paper 2 (reading/ listening comprehension) and the individual oral (oral presentation and interaction).

ICS or DP Language B: French or Spanish Standard & Higher Level

(Grades 11/12; 2 years; 2 0 credits. Prerequisite: 3 - 5 years of language acquisition)

The main focus of the course is on language acquisition and intercultural understanding**.** Language skills and approaches to learning develop through the study and use of language in a range of written and spoken material. By the end of the course, students will be able to exchange information about the five IB themes (identities, experiences, human ingenuity, our planet and social organization), to do tasks that require multiple steps, to use and understand a variety of formal and text types (blog, diary, brochure, interview, etc.) and to present their opinions providing reasons to support them. Students develop their proficiency along the IB assessment rubrics and criteria for Paper 1 (writing), Paper 2 (reading/ listening comprehension) and the individual oral (oral presentation and interaction). Higher Level students also study two literary works to develop their receptive and productive skills and understand fundamental elements such as themes, plot and characters. The International Baccalaureate's subject guide for Language B SL&HL contains more information on the course including its aims and assessment model.

Online Language Acquisition Self Study

(Grades 11/12; 1 or 2 years; 1.0 credit per year. Prerequisites: Grade 10 Lang. Acq. or School approval for Gr 9/10)

Central to the DP language A courses are the seven concepts of culture, creativity, communication, perspective, transformation, representation and identity. Students will choose nine works overall, written by authors on the Prescribed reading list. A SSST supervisor will be appointed by the school, and a tutor will be assigned to go along with the work in preparation for the assessments.

Compiling a learner portfolio is also a key part in the journey of a self-taught student.

Paper 1 is an externally-assessed component which gives the chance to apply the skills acquired and developed throughout the course to an unseen text. It is a paper that requires to have consolidated interpretation, analysis and evaluation skills and to transfer those skills to an unseen text.

Paper 2 is an externally-assessed component requiring an essay in response to a given question concerning a comparative critical discussion of two works studied during your course.

The individual oral means speaking for 15 minutes focusing on this prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied.

Group 3: Individuals & Societies

Grade 9 Individuals & Societies (MYP)

(Grade 9; 1 year; 1.0 credit. Prerequisite: Grade 8 I&S)

This course is designed to encourage learners to respect and understand the world around them as well as equip learners with skills to research lines of inquiry about historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments. Learners are encouraged to consider both local and global contexts as they move through the inquiry process. In addition, investigations are anchored in the UN Sustainable Development goals. Throughout this course, students will learn how to evaluate and gather reliable and relevant sources, construct oral and written arguments and acquire knowledge and skills of discipline tools used to enhance the research process.This course prepares students for Grade 10 I&S.

Grade 10 Individuals & Societies (MYP)

(Grade 10; 1 year; 1.0 credit. Prerequisite: Grade 9 I&S)

This course uses the C3 Social Studies Framework to explore the UN Sustainable Development Goals (SDGs) through a range of different I&S disciplines. Initially, students will focus on SDG10 (Reducing Inequalities) as they exploring the philosophy of inequality and its historical drivers, culminating in individual inquiry projects and essays on selected countries. They will then explore SDG 13 (Climate Action) and develop their understanding of the planetary climate systems and the impacts of climate change, creating awareness campaigns within the school community. In semester 2, students will participate in 'mini-workshops' on Business, Economics, Geography, Psychology, Global Politics, and History before investigating challenges related to individual SDG's from the perspective of their chosen discipline. The final unit will challenge students to draw on the skills and knowledge that they have developed through the I&S course to craft and deliver an engaging and informative TED talk on a global issue of significance to them.

ICS Personal Finance

(Grades 9/10; One Semester Elective; 0.5 credit. Prerequisite: N/A. Course can only be taken once)

This ICS course is based on the American organisation Council For Economic Education's 2021 publication *National Standards for Personal Financial Education*. The course is organised around six concepts: earning income, spending, saving, investing, managing credit, and managing risk. Students will learn how to avoid the dangers and pitfalls of money such as irresponsible credit card use, damage to personal credit ratings, and risky investments. At the same time they will research potential employment and career options, and weigh the pros and cons of different strategies for savings, investing, retirement planning, and debt management. Students will demonstrate their understanding through traditional in-class assessments and projects focused on practical applications of their knowledge. Students will be assessed on their ability to demonstrate their understanding of the tools and concepts of personal finance, thinking critically and effectively communicating their knowledge. Personal Finance is a semester-long elective class designed to help students develop the practical life skills necessary to manage their own finances. Students should take this course because research* shows that "financial education has a positive causal effect on financial knowledge and, importantly, financial behaviours."

**Global Financial Literacy Excellence Center's April 2020 working paper, Financial Education Affects Financial Knowledge and Downstream Behaviors (qtd. in National Standards for Personal Financial Education)*

ICS or DP Business Management Standard & Higher Level

ICS: Grades 11/12; 1 or 2 years; 1.0 credit per year. Prerequisite: Grade 10 I&S
DP: Grades 11/12; 2 years; 2.0 credits. Prerequisite: Grade 10 I&S

This course is designed using the concepts of change, creativity, ethics and sustainability to help students develop as confident, creative and compassionate business leaders, entrepreneurs, social entrepreneurs and as change agents. Further aims and skills developed in the course are: to foster an informed understanding of ethical and sustainable business practices; to explore the connections between individuals, businesses and society; and to engage with decision-making as a process and a skill.

The Business Management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organisations from all sectors, as well as the socio-cultural and economic contexts in which those organisations operate. The course covers the key characteristics of business organisation and environment and the business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course. Assessments in the course are focused on students demonstrating their knowledge and understanding, application and analysis, synthesis and evaluation, and use and application of appropriate skills. Students will take DP-style exams as well as work on longer term projects.

The primary difference between Standard and Higher Level is that Higher Level students have to learn additional content and skills within each unit. At the end of the program, on the final Diploma Exams, Higher Level students will have a longer Paper 2 and an additional Paper 3 exam.

ICS or DP Economics Standard & Higher Level

ICS: Grades 11/12; 1 or 2 years; 1.0 credit per year. Prerequisite: Grade 10 I&S
DP: Grades 11/12; 2 years; 2.0 credits. Prerequisite: Grade 10 I&S

This Diploma Program course is designed around the main nine concepts of scarcity, choice, efficiency, equity, economic well being, sustainability, change, interdependence and intervention. The economics course is designed to develop students' knowledge and understanding of economic theories and models. Students learn to analyze, discuss and evaluate a range of economics phenomena at the local, national, regional and international levels. The course is divided into 4 main units, Introduction to Economics, Microeconomics, Macroeconomics and The Global Economy. Assessments in the course are focused on students demonstrating their knowledge and understanding, application and analysis, synthesis and evaluation, and use and application of appropriate skills. Students will take DP-style exams as well as work on longer term projects. During this two-year course students are expected to have completed their Internal Assessments (IA).

The primary difference between Standard and Higher Level is that Higher Level students have to learn additional content and skills. At the end of the program, on the final Diploma Exams, Higher Level students will have a longer Paper 2 and an additional Paper 3 exam.

ICS or DP Environmental Systems & Societies Standard Level

ICS: Grades 11/12; 1 or 2 years; 1.0 credit per year. Prerequisite: Grade 10 I&S
DP: Grades 11/12; 2 years; 2.0 credits. Prerequisite: Grade 10 I&S

As a transdisciplinary subject, ESS is designed to combine the techniques and knowledge associated with Group 4 (the experimental sciences) with those associated with Group 3 (individuals and societies). By choosing to study a transdisciplinary course such as ESS as part of their IB Diploma, students are able to satisfy the requirements for both Groups 3 and 4 of the hexagon, thus allowing them to choose another subject from any hexagon group (including another Group 3 or 4 subjects).
The eight topics covered are Foundations of ESS, Ecosystems and Ecology, Biodiversity and Conservation, Water and Aquatic Food Production Systems and Societies, Soil Systems and Terrestrial Food Production Systems and Societies, Atmospheric Systems and Societies, Climate Change and Energy Production, and Human Systems and Resource Use. The prime intent of this course is to provide students with a coherent perspective of the interrelationships between environmental systems and societies. This perspective will enable them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face, rather than a purely journalistic appreciation of environmental issues.

ICS or DP Geography Standard & Higher Level

ICS: Grades 11/12; 1 or 2 years; 1.0 credit per year. Prerequisite: Grade 10 I&S
DP: Grades 11/12; 2 years; 2.0 credits. Prerequisite: Grade 10 I&S

Contemporary geography explains trends and developments in societies that are caused by the interactions between individuals, societies, and the physical environment. Geography also investigates the way people adapt to change and helps to evaluate management strategies associated with such change. The course integrates both physical and human geography, thus allowing the student to understand methodologies used both in the scientific and socio economic spheres. Part of the coursework and IB assessment will be practical field experiences in the Addis Ababa area. Over the two years, students will be prepared for the four core, three extended and seven Globalization themes.

ICS or DP History Standard & Higher Level

ICS: Grade 12; 1 year; 1.0 credit per year. Prerequisite: Grade 10 I&S
DP: Grade 12; 1 year; 2.0 credits. Prerequisite: Grade 10 I&S

This Diploma Program course is designed using the concepts of perspectives, change, continuity, causation, consequence and significance to help increase students' understanding of themselves and of contemporary society by encouraging reflection on the past. Further aims and skills developed in the course are: to encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments; to promote international-mindedness through the study of history from more than one region of the world; to develop an understanding of history as a discipline and to develop historical consciousness including a sense of chronology and context, and an understanding of different historical perspectives, and to develop key historical skills, including engaging effectively with sources.

Based on continual reading and class discussion, students apply these historical concepts to the content through frequent in-class writing, debate and other skill development activities. Assessments in the course are focused on students demonstrating their knowledge and understanding, application and analysis, synthesis and evaluation, and use and application of appropriate skills. Students will take DP-style exams as well as work on longer term projects.

The primary difference between Standard and Higher Level is that Higher Level students have to learn additional content and skills within each unit. At the end of the program, on the final Diploma Exams, Higher Level students will have an additional Paper 3 exam covering content related to African History.

ICS or DP Psychology Standard & Higher Level

ICS: Grades 11/12; 1 or 2 years; 1.0 credit per year. Prerequisite: Grade 10 I&S

DP: Grades 11/12; 2 years; 2.0 credits. Prerequisite: Grade 10 I&S

Psychology is the scientific study of understanding and explaining why people behave the way they do. DP Psychology students are actively involved in studying and understanding mental processes, brain functions, and behavior. When considering common definitions for psychology, the word “scientific” is included to indicate that inquiry is systematic and controlled.

DP Psychology develops an understanding of the different approaches to research and how they are used to reflect on the evidence, assisting in the design, implementation, analysis and evaluation of the students' own investigations. Theories and empirical evidence will provide a basis for explorations. Qualitative and quantitative methods are learned to help answer behavior-related questions.

We will look at psychological topics and issues through three approaches: biological, cognitive, and sociocultural. The integrative approach to considering multiple lenses within complex situations will provide students with choice. A major difference between Standard and Higher Level is the study of applied psychology. SL students will study one area of applied psychology, whereas HL students will study two. Human relationships, abnormality, health, and developmental psychology are the suggested areas of applied psychology to study.

Pearson BTEC International L3: Business (Certificate, Subsidiary or Foundational Diploma)

Grades 11/12; 1 or 2 years; 2.0 credits per year. Prerequisite: Grade 10 I&S

BTEC Business is a dynamic and practical programme designed to equip students with essential skills and knowledge for success in the world of business. Through a hands-on approach, students explore key concepts such as marketing, finance, entrepreneurship, and management, gaining valuable insights into real-world business operations. With a focus on practical application and vocational readiness, BTEC Business prepares students for a variety of career paths in business and entrepreneurship.

The BTEC course covers the key areas of Business Management, including Business Organisations, Strategy and Decision Making, Finance, and Marketing alongside the more practical applications of Pitching for New Business and Structured Workplace Learning. At the conclusion of two years of study in the BTEC International Level 3 in Business at ICS, successful students will be eligible to be awarded the BTEC International Level 3 Foundation Diploma in Business. This qualification is equivalent to 1 International Advanced (A) Level + 1 International Advanced Subsidiary (AS) level and can be studied alongside IB and ICS subjects as part of the IB Career Related Program or the ICS high School Diploma.

The course has been designed to cater for the unique needs of students at ICS by allowing for flexible entry and exit points to ensure that all students in Grades 11 and 12 have a viable pathway to a BTEC

International Level 3 Qualification in Business as part of our Career Related Program and ICS Diploma pathways. The units of study and qualification exit points are outlined below:

Group 4: Sciences

Grade 9 Integrated Science (MYP)

(Grade 9; Full Year; 1.0 credit. Prerequisite: Grade 8 Integrated Science)

ICS offers integrated science in Grade 9 to expose students to all four sciences (Physics, Chemistry, Biology and Environmental Science) which makes it interdisciplinary within the umbrella of science. Students are assessed on knowledge and understanding, designing and investigation, analysis and evaluation, and reflecting. The course is highly concept driven; students get multiple opportunities to investigate science through inquiry and formulating their own questions. They find answers to those questions through research and experimentation, gaining a global understanding of issues. Intellectual and practical skills are developed through designing, analyzing and performing scientific investigations. Students are expected to become aware of the importance of documenting the work of others through proper citation when communicating in science. Lastly, students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and apply it to solve problems and express scientifically supported judgments. Through varied approaches to teaching and learning this course provides a strong foundation for the IB Diploma program in terms of skills and knowledge.

Grade 10 Integrated Science (MYP)

(Grade 10; Full Year; 1.0 credit. Prerequisite: Grade 9 Biology)

ICS offers integrated science in Grade 10 to expose students to all four sciences (Physics, Chemistry, Biology and Environmental Science) which makes it interdisciplinary within the umbrella of science. Students are assessed on knowledge and understanding, designing and investigation, analysis and evaluation, and reflecting. The course is highly concept driven; students get multiple opportunities to investigate science through inquiry and formulating their own questions. They find answers to those questions through research and experimentation, gaining a global understanding of issues. Intellectual and practical skills are developed through designing, analyzing and performing scientific investigations. Students are expected to become aware of the importance of documenting the work of others through proper citation when communicating in science. Lastly, students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and apply it to solve problems and express scientifically supported judgments. Through varied approaches to teaching and learning this course provides a strong foundation for the IB Diploma program in terms of skills and knowledge.

ICS Astronomy

(Grades 9/10; One Semester Elective; 0.5 credit. Prerequisite: N/A. Course can only be taken once)

Utilizing the Next Generation Science Standards, this course focuses on the formation of the life cycle of stars, the formation of our solar system (nebula theory), black holes, and the birth and death of the universe. Particular emphasis is given to phenomena from Earth including lunar phases, seasons, constellations and sun spots. Students will also learn how to use telescopes as part of a night viewing for which they will plan and conduct. A final assessment piece has students exploring in depth an astronomy topic of personal interest, such as the Big Bang, search for extraterrestrial life or black holes, and teaching the class about this topic.

ICS Computer Programming

(Grades 9/10; One Semester Elective; 0.5 credit. Prerequisite: N/A. Course can only be taken once)

In Computer Science, students will learn to solve problems by using computers to create applications and solutions. It is a creative course, where students will create unique, ingenious solutions to problems. It is a logical and scientific course where students will carefully plan their solutions to problems. It is a logical and scientific course where students will carefully plan their work and analyze possible and real consequences of their decisions. Students will learn to write programs to tell computers what to do, create games and interactive multimedia projects, and understand how computers and computer networks work and are organized.

ICS Environmental Science

(Grades 9/10; One Semester Elective; 0.5 credit. Prerequisite: N/A. Course can only be taken once)

Utilizing the Next Generation Science Standards, this course will provide students with hands-on opportunities to investigate how human activity is harming the environment and human health. Our topics will include understanding ecosystems as the basic units of the natural world, climate change, water pollution and photochemical smog. The course will provide students with opportunities to explore environmental science concepts in the classroom, laboratory and in the field. The class will focus on designing experiments and investigations, real world data gathering and field studies in local environments. The major assessments include a poster presentation and investigation report.

ICS Robotics

(Grades 9/10; One Semester Elective; 0.5 credit. Prerequisite: N/A. Course can only be taken once)

The High School Robotics course is an engaging and challenging semester-long program that introduces students to the exciting world of robotics. The course is designed to give students a hands-on, practical understanding of robotics and to develop their programming skills using the VEX V5 robotics kit and C++ programming language.

One of the key focuses of the course is the development of problem-solving, critical thinking, and collaboration skills. Throughout the course, students work in teams to design, build, and program robots to complete a variety of tasks. In addition to gaining practical experience in robotics and programming, students also learn about the social and ethical implications of robotics.

Assessment in the High School Robotics course consists of tests, mini-robotics challenges, and a robotics competition. The robotics competition provides an exciting opportunity for students to showcase their skills and compete against other teams to complete a series of challenges.

ICS or DP Biology Standard & Higher Level

ICS: Grades 11/12; 1 or 2 years; 1.0 credit per year. Prerequisite: Grade 10 Science Credit
DP: Grades 11/12; 2 years; 2.0 credits. Prerequisite: Grade 10 Science Credit

The new IB Biology curriculum, with exams starting in 2025, is an innovative and comprehensive course that explores the fundamental principles of biology through the conceptual themes of unity and diversity, form and function, interaction and interdependence, and continuity and change. Students will gain a deep understanding of the unity and diversity of life, from the molecular to the ecosystem level, and how this diversity is shaped by evolution. They will explore the relationship between form and function, from the cellular level to the whole organism, and how this relationship is essential for survival and adaptation. The course will also examine the dynamic interactions between organisms and their environment, emphasizing the interdependence of living systems and the role of humans in shaping these systems. Finally, students will explore how biological systems maintain continuity and change over time, from the molecular basis of inheritance to the evolution of populations. Through inquiry-based learning, laboratory investigations, and interdisciplinary connections, students will develop critical thinking, problem-solving, and research skills, preparing them for success in their future academic and professional pursuits.

ICS or DP Chemistry Standard & Higher Level

ICS: Grades 11/12; 1 or 2 years; 1.0 credit per year. Prerequisite: Grade 10 Science Credit
DP: Grades 11/12; 2 years; 2.0 credits. Prerequisite: Grade 10 Science Credit

The new IB Chemistry curriculum, with exams starting in 2025 is one of the three natural sciences in the IB Diploma Programme that primarily focuses on identifying patterns to predict matter's behavior at the microscopic level, emphasizing representative models, and explanatory theories through rational thinking. The course promotes concept-based teaching and learning to foster critical thinking, inquiry-based skills, and formal communication of scientific knowledge. The learning takes place through scientific inquiry in the classroom and laboratory, while the collaborative sciences project extends the development of scientific communication beyond the confines of chemistry. The course's three pillars include approaches to learning, nature of science, and skills in the study of chemistry, and the assessment is based on formative and summative evaluation of student progress with criteria for achievement at each level of the course. Overall, the DP Chemistry course enables students to constructively engage with topical scientific issues and develop critical thinking, investigative skills, and techniques that can be applied beyond the course.

ICS or DP Computer Science Standard & Higher Level

ICS: Grades 11/12; 1 or 2 years; 1.0 credit per year. Prerequisite: Grade 10 Science Credit
DP: Grades 11/12; 2 years; 2.0 credits. Prerequisite: Grade 10 Science Credit

The IB Computer Science course covers fundamental computing and programming concepts, including Java, algorithms, and data structures. Students develop problem-solving, critical thinking, and communication skills while learning to work collaboratively. Assessment includes ongoing formative assessment and a final exam, as well as an individual project worth 20% (HL) or 30%(SL) of the final grade. The project requires students to design and develop a software solution to a real-world problem. Assessment criteria include knowledge and understanding, application, analysis and evaluation, and communication. Success in the course requires a deep understanding of computing concepts, strong programming skills, and an understanding of social and ethical implications.

ICS or DP Environmental Systems & Societies Standard and Higher Level

ICS: Grades 11/12; 1 or 2 years; 1.0 credit per year. Prerequisite: Grade 10 Science Credit
DP: Grades 11/12; 2 years; 2.0 credits. Prerequisite: Grade Grade 10 Science Credit

As a transdisciplinary subject, ESS is designed to combine the techniques and knowledge associated with Group 4 (the experimental sciences) with those associated with Group 3 (individuals and societies). By choosing to study a transdisciplinary course such as ESS as part of their IB Diploma, students are able to satisfy the requirements for both Groups 3 and 4 of the hexagon, thus allowing them to choose another subject from any hexagon group (including another Group 3 or 4 subjects).

The eight topics covered are Foundations of ESS, Ecology, Biodiversity and Conservation, Water, Land, Atmosphere and Climate Change, Natural Resources and Human Populations and Urban Systems. The prime intent of this course is to provide students with a coherent perspective of the interrelationships between environmental systems and societies. This perspective will enable them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face, rather than a purely journalistic appreciation of environmental issues.

ICS or DP Physics Standard & Higher Level

ICS: Grades 11/12; 1 or 2 years; 1.0 credit per year. Prerequisite: Grade 10 Science Credit
DP: Grades 11/12; 2 years; 2.0 credits. Prerequisite: Grade Grade 10 Science Credit

The IBDP Physics curriculum involves teaching theory and practical work over a period of two years. The course requires high order mathematical computation, analytical & logical reasoning. It will follow a theme-based approach starting from August 2023. Within each theme all students will explore kinematics, forces and momentum, work, energy and power. They will learn about current and circuits, thermal energy transfers, greenhouse effect, gas laws, simple harmonic motion, wave model and phenomena. Students will study gravitational fields, electric and magnetic fields, motion in electromagnetic fields, structure of the atom, radioactive decay, and fission and fusion in stars. HL students will also learn about rigid body mechanics, galilean and special relativity, thermodynamics, induction, and quantum physics. Final assessment of the subject comprises theory papers and an internal assessment. The course requires a combination of ATL skills, techniques and knowledge which are taught and assessed through criteria and enable students to apply the understanding beyond the course.

ASU Career Foundations OR Mastery Certificate

ICS: Grades 11/12; 1 or 2 years; 1.0 credit per year (ICS) & College Credit. Prerequisite: Grade 10 Science Credit

Computer Science Pathway:

Students will follow the courses laid out in the ASU Computer Science Pathway and gain college credits as well as credit for ICS.

Computer Science Career Mastery:

Students can choose between the AWS Cloud Computing or Google IT pathways. These result in college credits and an industry-level certificate.

Sustainability Pathway:

Students will follow the courses laid out in the ASU Sustainability Pathway and gain college credits as well as credit for ICS.

Engineering Pathway:

Students will follow the courses laid out in the ASU Engineering Pathway and gain college credits as well as credit for ICS.

Group 5: Mathematics

Grade 9 Math (MYP)

(Grade 9; Full Year; 1.0 credit. Prerequisite: Grade 8 Math)

The MYP year 4 mathematics course encompasses numbers, algebra, geometry, trigonometry, statistics, and probability. Students learn how to represent information, explore and model situations, and find solutions to familiar and unfamiliar problems. These are skills that are useful in a wide range of areas, including social sciences and the arts. In this concept-based learning journey, students will be evaluated for knowing and understanding, investigating patterns, communicating, and applying mathematics in real-life contexts. A graphic display calculator is required for this course.

Grade 10 Math (MYP) Standard & Extended

(Grade 10; Full Year; 1.0 credit. Prerequisite: Grade 8 Math)

The MYP Year 5 Standard Mathematics course builds on MYP Year 4 and covers number, algebra, geometry, trigonometry, statistics, and probability. It serves as a core preparatory stage for Standard Level DP Mathematics courses in Analysis and Approaches (AA) and Applications and Interpretation (AI). This concept-based course assesses students on their understanding, pattern investigation, communication, and real-life application of mathematics.

An advanced option, the MYP Year 5 Extended Mathematics course, allows students to explore these topics in greater depth, preparing them for Higher Level DP AA and AI courses. A graphic display calculator is required.

ICS Math 11

(Grade 11; 1 year; 1.0 credit. Prerequisite: Grade 10 Math)

This course is designed to provide students with a solid foundation in mathematical concepts and problem-solving skills. Students will explore four concepts, including mathematical modeling, personal finance methods, and global finance. Students will develop skills in building models to solve real-world problems, and learn how to use various mathematical tools and techniques to create models that accurately represent complex systems and phenomena. They will also explore practical skills in managing their personal finances through budgeting, saving, investing, and other important financial concepts that will help them make informed decisions about money. Students will then explore the world of finance, including the stock market, banking, and international trade. Students will learn about the role of financial institutions, how to analyze financial data and make informed decisions about investments.

Throughout the course, students will engage in various activities and projects to reinforce their learning, including problem sets, group discussions, and individual research projects. Towards the end of the course, students will complete a final project that will require them to apply the knowledge and skills they have acquired to solve real-world problems.

ICS Math 12

(Grade 12; 1 year; 1.0 credit. Prerequisite: ICS Math 11 or equivalent)

The Grade 12 ICS Mathematics course is designed to enhance students' mathematical proficiency and its application to real-world problems. The curriculum covers key topics, including Polynomial Functions, Measurement and Angle Geometry, Probability and Games of Chance, and Investment Strategies.

In the study of Polynomial Functions, students will develop a strong understanding of the key features of polynomial equations and graphs, which will serve as the foundation for real-world applications, such as designing structures like bridges or fountains. In the Measurement and Angle Geometry unit, students will engage in hands-on projects, designing and constructing scale models. The Probability and Games of Chance module will deepen students' understanding of probability, culminating in the creation of their own game of chance. Finally, in the Investing unit, students will explore various investment strategies and participate in a stock market simulation to gain practical insights into financial decision-making.

This course aims to provide students with both theoretical knowledge and practical skills, equipping them to apply mathematical concepts in diverse, real-life contexts.

DP Mathematics: Applications & Interpretations (AI) Standard & Higher Level

(Grades 11/12; two years; 2.0 credits. Prerequisite: Grade 10 Math)

A graphic display calculator is required for this course.

This two-year course is designed for students who are interested in developing their mathematics for describing our world, modeling and solving practical problems using the power of technology. Students who take Mathematics: Application and Interpretation will be those who enjoy mathematics best when seen in a practical context. The syllabus for the course draws topics from five major areas: Number and Algebra, Functions, Trigonometry and Geometry, Statistics and Probability, and Calculus. Students will also complete an Internal Assessment Exploration during the course that enables students to undertake a piece of research which interests them and models the type of mathematical activity undertaken in the modern world.

The IB Mathematics: Applications and Interpretation SL course is designed for students with varied mathematical backgrounds and abilities. It offers students opportunities to learn important concepts and techniques and to gain an understanding of a wide variety of topics including statistics and logical reasoning. Students taking this course are well prepared for a career in social sciences, humanities, languages or arts in their future studies.

DP Mathematics: Analysis & Approaches (AA) Standard & Higher Level
(Grades 11/12; two years; 2.0 credits. Prerequisite: Grade 10 Math)

A graphic display calculator is required for this course.
This two-year course is designed for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. Students will explore real and abstract applications, with and without technology, and will enjoy the thrill of mathematical problem solving and generalization. The syllabus for the course draws topics from five major areas: Number and Algebra, Functions, Trigonometry and Geometry, Statistics and Probability, and Calculus. Students will also complete an Internal Assessment Exploration during the course that enables students to undertake a piece of research which interests them and models the type of mathematical activity undertaken in the modern world. This course will help prepare students for future studies in subjects such as chemistry, economics, psychology and business administration.
Analysis and Approaches HL course expects to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems.

Group 6: Arts

Grade 9 Arts: Visual Art, Theatre and Music (MYP)
(Grade 9; 2 Semester Requirement; 0.5 credit per semester. Prerequisite: Grade 8 Arts)

Visual Art
This visual arts course revolves around the creative process. Students engage with the work of both contemporary and past practitioners. Using their findings to inform their own creative decision-making and personal expression. Over the course of the semester students will be exploring and expanding their technical skills in a range of media and techniques. These include digital drawing, printmaking, stencil art and portraiture. Students keep a process journal throughout to document their intentions, developing ideas, process, and reflections. Assessment is based on the MYP Arts criteria.

Music
This Music course is designed within the MYP conceptual framework and aims to develop the student's understanding of music as an art form as well as develop their practical instrumental and/or vocal skills. The students will inquire into the concepts of music through learning the basics of guitar, keyboard, percussion and/or vocal techniques, all with the goal of learning the skills to rehearse, prepare and perform music. The students will be assessed on their investigation skills, the development of their instrumental/vocal skills and their music performance.

Theatre
Theatre is a practical subject that encourages discovery through experimentation, the taking of risks and presentation of ideas to others. It results in the development of both theater and life skills; the building of confidence, creativity and working collaboratively. The course is defined within the MYP conceptual framework and through inquiry into a range of theatrical styles and theories, students will devise their own performances to showcase their understandings. Students will develop an understanding of how production and performance elements work together to create powerful theatrical experiences through a combination of academic research and somatic, practical exploration.

Grade 10 Arts: Visual Art, Theatre and Music (MYP)
(Grade 10; Full Year; 1.0 credit. Prerequisite: Grade 9 Arts)

Visual Art
This MYP visual arts course revolves around the creative process. Students engage with the work of both contemporary and past practitioners, using their findings to inform their own creative decision-making and personal expression. Over the course of the semester students will be exploring and expanding their technical skills in a range of media and techniques. These include trashion/fashion, sculpting in clay, figure drawing and working in mixed media.

Students keep a process journal throughout to document their intentions, developing ideas, process, and reflections. Assessment is based on the MYP Arts criteria.

Music
The MYP music course provides students with the opportunity to explore and develop their musicality through diverse experiences. The course is structured around the IB MYP Music framework, focusing on four key assessment criteria: Investigating, Developing Artistic Ideas, Performance and Composition, and Evaluating. The first unit introduces marimba playing and a research project exploring world music, emphasizing how music influences and is influenced by culture and identity. In the second unit, students delve into the concept of change as they develop their guitar-playing skills, progressing through scales, notes, and chords while reflecting on their growth as musicians. The third unit focuses on aesthetics and creative expression, as students learn to play the piano, exploring how musicality and artistry contribute to an impactful performance. Finally, the course culminates in a unit on creative composition, where students use various digital audio workstations, such as SoundTrap, to compose and communicate their ideas through technology. Through these units, students gain practical musical skills, a deeper understanding of music's role in culture and self-expression, and the ability to critically evaluate and refine their work.

Theatre
Drama in the MYP engages students in an active relationship with theatre and encourages autonomous learning and exploration. It encourages the growth of creative, reflective and communication skills through practical work. Emphasis is placed on the artistic process through planning, goal setting, rehearsing, performing, reflection and evaluation. Students study theatre in contexts across cultures and historical eras; theatre processes that focus on skill building in both design and performing, and presenting theatre to live and in class audiences.

ICS Concert Band Grade 9-12
(Full Year; 1.0 credit. Prerequisite: Grade 7 and 8 Concert Band. This course can be taken multiple times.)

High School Concert Band is only open to students who already play a band instrument (at least two years) and at a proficient level including; flute, oboe, clarinet, bass clarinet, trumpet, violin, viola, cello, bassoon, alto saxophone, tenor saxophone, baritone saxophone, F horn, trombone, baritone/euphonium, bassoon, tuba and orchestral percussion. Students selecting this course will continue to develop their instrumental skill through the study and performance of a variety of repertoire. They will develop their ability to work collaboratively within the ensemble, learning how to perform music stylistically correctly with the appropriate sense of phrasing and musicality. Students will have the opportunity to perform ensemble material and will play in various performance opportunities each semester. Attendance at performances is required in order to receive full credit. Students will have the opportunity to audition for the ISSEA band festival every year. Required concert attire at ICS: white collared button down shirt, black long trousers or long black skirt, smart black shoes.

ICS Drama Production Grade 9-12
(Semester; 0.5 credit. Prerequisite: Grade 8 or up Arts. This course can be taken multiple times.)

The Drama Production course is designed to provide students with a comprehensive understanding of the theater production process and to foster their creativity, teamwork, and communication skills. Through hands-on experience, students will learn about the various aspects of producing a play, including script analysis, character development, set design, lighting and sound design, costume design, and stage management.

ICS Photography
(Grade 9/10; One Semester Elective; 0.5 credit. Prerequisite: N/A. Course can only be taken once)

Students will learn to see the world through a lens and to think using the language of still images and effects. The first quarter will focus on the still image, and gathering a body of images. Conceptual development will be emphasized, including how techniques can be employed for desired effects. Content will explore, portraiture, urban culture and landscape images. The students will produce a portfolio of photographs, have them printed studio quality, mat and mount their works and participate in an exhibition. *Please note: a personal camera or decent quality phone camera is encouraged.

ICS Studio Arts 11/12

(Grade 11/12; 1 or 2 years; 1.0 credit per year. Prerequisite: Grade 10 Arts. Recommended: Grade 10 Visual Arts)

This course is designed for Grade 11 and 12 students. The focus of the course will be in developing studio practice and being exposed to a variety of mediums and techniques. Students will work on developing their skills and confidence in 2D, 3D and digital media. Over the course of the year students will work on building a portfolio of personal work along with accompanying documentation of the process. Focus will be on what students wish to communicate and how to effectively do so visually. The course will end in a culminating exhibition of work. Students will be assessed on the Common Core Standards as identified in the ICS Assessment Framework for the Arts.

ICS or DP Music Standard & Higher Level

ICS: Grades 11/12; 1 or 2 years; 1.0 credit per year. Prerequisite: Grade 10 Arts. Recommended: Grade 10 Music or Concert Band.
DP: Grades 11/12; 2 years; 2.0 credits. Prerequisite: Grade 10 Arts. Recommended: Grade 10 Music or Concert Band.

The IBDP Music course provides a comprehensive approach to studying music, encompassing performance, composition, and research. It encourages students to explore diverse musical contexts, develop musical competencies, and understand the interconnectedness of music through the three core musical processes: exploring, experimenting, and presenting music. Both Standard Level (SL) and Higher Level (HL) options are available, with HL extending learning into real-world music-making contexts. Students explore music in context, as well as roles in music, experiment and compose, and present.

DP Visual Arts Standard & Higher Level

(Grades 11/12; two years; 2.0 credits. Prerequisite: Grade 10 Arts. Recommended: Grade 10 Visual Art)

Diploma visual art is a 2-year course chosen by the student as their group 6 subject. The aim of the course is to become informed reflective and critical practitioners in the arts and enjoy lifelong engagement with the arts. Through the creation of studio works students develop their technical skills in a range of media including 2D, 3D and digital. Students use these skills to communicate visually concepts and ideas influenced by both personal and cultural concepts. The process of creation is documented in a process portfolio showing their experimentation, artistic inspirations, reflections and overall development of the work. In addition, students analyze and compare works by artists from different cultures and contexts. The course culminates in an end of course exhibition curated by the student themselves which contains studio work created over the two years. SL and HL expectations are the same in terms of level of skill and conceptual thinking, however, the quantity of both written and studio work is higher at the HL level.

ICS or DP Theatre Standard & Higher Level

ICS: Grades 11/12; 1 or 2 years; 1.0 credit per year. Prerequisite: Grade 10 Arts. Recommended: Grade 10 Theatre.
DP: Grades 11/12; 2 years; 2.0 credits. Prerequisite: Grade 10 Arts. Recommended: Grade 10 Theatre.

The IB DP Theatre course engages learners in a range of experiences and projects that foster reflection, international mindedness, and encourages them to dig deep into themselves in order to collaborate with others and learn about their place in the world. Learners examine the significance of theater across cultures through exposure to, and appreciation of, a wide range of performance styles, creation and co-creation of theater, and critical analysis of theory and performance. Reflection, creativity, collaboration and critical thinking are at the core of the course. Learners will not only deepen their understanding of the roles of designers, creators, directors and performers, but will also become equipped with the confidence, skills and dispositions that will help them thrive in their futures.

Group 7: Physical & Health Education

Grade 9 PHE (MYP)
(Grade 9; 1 year; 1.0 Credit. Prerequisite: Grade 8 PHE)

Physical Education is "education through the physical". It aims to develop students' physical competence, knowledge of movement and safety, and their ability to develop and use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle and promote the holistic nature of well-being. Through PHE, students can learn to appreciate and respect the ideas of others, and develop effective collaboration and communication skills as well as positive interpersonal relationships that can help students to develop a sense of social responsibility. Assessment expectations include students showing the ability to design and explain a plan for improving physical performance and health, evaluate a range of strategies and movement concepts, describe factual and conceptual knowledge, apply terminology effectively to communicate understanding, and apply knowledge to explain issues and solve problems.

Grade 10 PHE (MYP)
(Grade 10; 1 year; 1.0 Credit. Prerequisite: Grade 9 PHE & FFL1 or 2)

Physical Education, embodying the essence of "education through the physical," is dedicated to advancing students' physical prowess, understanding of movement principles, and safety competencies. The course aims to empower students to apply these skills across a spectrum of activities that promote an active and health-conscious lifestyle, emphasizing the interconnectedness of well-being. In Grade 10 MYP PHE, students delve into appreciating diverse perspectives, honing collaborative abilities, and nurturing effective communication skills pivotal for fostering positive relationships and embracing social responsibility. Students also have the opportunity to explore various athletics events, invasion games, and team-building activities, enhancing their practical skills and teamwork capabilities. Assessment expectations include students showing the ability to design and explain a plan for improving physical performance and health, evaluate a range of strategies and movement concepts, describe factual and conceptual knowledge, apply terminology effectively to communicate understanding, and apply knowledge to explain issues and solve problems.

Grade 11 & 12 PHE (ICS)
(Grade 11/12; 1 or 2 years; 1.0 Credit per year. Prerequisite: Grade 10 PHE)

Physical Education is "education through the physical". It aims to develop students' physical competence, knowledge of movement and safety, and their ability to develop and use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle and promote the holistic nature of well-being. Through PHE, students can learn to appreciate and respect the ideas of others, and develop effective collaboration and communication skills as well as positive interpersonal relationships that can help students to develop a sense of social responsibility. Assessment expectations include students showing the ability to design and explain a plan for improving physical performance and health, evaluate a range of strategies and movement concepts, describe factual and conceptual knowledge, apply terminology effectively to communicate understanding, and apply knowledge to explain issues and solve problems. At the Grade 11 and 12 level, this course also includes aspects of leadership, sports specialization, health, first aid and strength & conditioning.

Group 8: Student Support

EAL
(Grade 9/10; 1 to 4 semesters; 0.5 Credit per semester. Prerequisite: Based on placement)

Our Secondary English as an Additional Language (EAL) program offers intensive but limited support in English for speakers of other languages. It includes listening, speaking, reading, writing, viewing and visually representing with particular emphasis on pronunciation, comprehension and academic vocabulary. The goal is to increase academic language proficiency so that students can participate to a greater degree in their regular English grade level.

Academic Resource
(Grade 9-12; 1 to 4 semesters; 0.5 Credit per semester. Prerequisite: Based on placement)

The Academic Resource class uses individualized learning strategies and supports in order to help students across subject areas. Additionally, through work with the subject classes, and during specific instruction, students work towards goals outlined in their Individual Learning Plan (ILP).

STEP
(Grade 9-12; 1 to 4 semesters; 0.5 Credit per semester. Prerequisite: Based on placement)

STEP: Career Literacy
The STEP class of Career Literacy uses a student’s Individual Learning Plan (ILP) to develop an English plan that focuses on the student’s needs in reading, writing, and functional academics. Each student in this class is working on their own individualized program. Students may be working on activities that revolve around personal information, foundational writing skills, research, and applying their knowledge to real life scenarios.

STEP: Transitions Math

This class uses a student's Individual Learning Plan (ILP) and goals to drive what content areas are focused on. The curriculum uses standards based concepts in real-life scenarios. In addition, a focus on proficiency in foundational math skills in the areas of proficiency with money, time and calendar skills.

STEP: Functional Life Skills
This class uses a student's Individual Learning Plan (ILP) and goals to drive what content areas are focused on. A Functional Life Skills Assessment drives the skills that are worked on, primarily increasing a students independence and proficiency in culinary skills, meal planning, shopping, money management, social skills and community.

STEP: Transitions Work Experience
This class uses a student's Individual Learning Plan (ILP) and goals to drive what content areas are focused on. The focus is primarily on understanding and application of career exploration, applying for jobs, development of CV, cover letters and potential job internship experiences on the ICS campus..