



# Hsinchu International School



## Secondary School Course Catalog

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# The Social Studies Department

## **Philosophy:**

The Social Studies Department, formally known as the Humanities Department, seeks to prepare students for the skills needed in the economy of the 21st Century: collaboration, critical thinking, communication, and creativity. The Social Studies' Department's core courses consist of geography, world and 20th century history, and government. Elective courses within the department include economics, psychology, and anthropology. Advanced Placement (AP) courses are also an essential element of the Social Studies Department; currently, Human Geography, Psychology, and Economics are the AP offerings with potential for expansion in the future. The 7th and 8th Grade classes focus on the basic principles of world geography, while the 9th and 10th grade classes focus on history from pre-history to contemporary times. The 11th Grade examines 20th Century history, and the 12th Grade takes Comparative Government. The Comparative Government course explores politics and society through international and comparative perspectives.

## **Curriculum and Standards:**

The Social Studies Department has adopted the American Education Reaches Out (AERO) Social Studies Framework, which was developed with the support of the U.S. State Department's Office of Overseas Schools. This curriculum uses skill-based standards designed to strengthen the tools needed to explore the social sciences. The geographic, historical, and political content of all the core courses is reviewed annually and is meant to complement the skills-based standards in the curriculum. This framework was also chosen because it reflects not only the aspirations of the majority of students who wish to continue their education in the United States, but provides curriculum and standards for those who wish to continue their education in other regions of the world. AP courses use the Advanced Placement College Board curriculum and standards in preparation for yearly AP examinations.

## **Methodology, Assessment, and the Five Student Learner Outcomes:**

The Social Studies' educators at HIS use various research-based educational approaches and assessments to monitor and enhance learning. The Social Studies Department focuses primarily on inquiry based learning through various class activities and collaboration. Students provide evidence of learning through various means of assessment. Although standardized assessments are important tools for measuring what teachers teach, the Social Studies Department uses a variety of assessments to measure what and how students learn. Literacy and writing are emphasized, as are multi-media projects and presentations. Assessment, formal and informal, are constant factors in measuring how students are learning the skills they need, not only in social studies but in the 21st Century workplace.

## Social Studies and the Student Learning Objectives:

### 1. Critical Thinkers and Problem Solvers:

Students will be able to analyze and make predictions based on evidence to identify geographical, historical, political, and economic patterns.

### 2. Effective Communicators:

Students are given various opportunities to express their ideas, opinions, and work in a respectful and supportive environment.

### 3. Active Learners:

Students will always be expected to participate in class and utilize the skills they have learned throughout their educational and professional career.

### 4. Community Contributors:

Students show evidence of knowledge in the social sciences by participating in school clubs which focus on local and international community service projects that bring awareness to contemporary social issues.

### 5. Persons of High Character

Through the study of geopolitics, history, and civics, students can use their knowledge to make informed and ethical choices throughout their lives.

## Social Studies Course Descriptions:

### Western World Geography:

The focus of Western World Geography will be the western hemisphere and the geography that occupies it. Students will understand the five themes of geography, as well as the six essential elements of geography, and how they relate to the world around us. Students will learn about different governments, cultures, economies, physical features, and climates. Students will also spend a considerable amount of time working with maps. Students will also explore the point of view of sources, in addition to how things change (or stay the same) over time. Once students have obtained a better understanding of the themes of geography and the targeted historical thinking skills, they will use their knowledge and skills to investigate Latin America, North America, and Europe.

### Eastern World Geography:

In Eastern World Geography for 8th Grade, students continue utilizing the skills taught and learned in Western World Geography. The five Elements of Geography are taught in relation to the regions and cultures of the Eastern Hemisphere. Students will learn about the various characteristics of East Asia, South East Asia, the Indian subcontinent, North Africa, the Middle East, and Sub-Saharan Africa, with a focus on current issues in each region. Students will also focus on current events throughout the year.

### Ancient History (World History 1):

This Ancient History course covers prehistory up to 1500 AD, studying how early civilizations impacted the present. Topics include Mesopotamian civilizations, hunter-gatherer societies, the Neolithic Revolution, the Bronze Age, the growth of cities, and comparisons of early civilizations like Mesopotamia, Egypt, China, and the Indus Valley. We'll study classical Greece, early Rome, the Americas' early history, and the empires of China and India. The course also delves into the beginnings of Islam, its comparison to other religions, early African history, and Medieval Europe. The year concludes with the High Middle Ages, setting the stage for next year's Renaissance study. The course also emphasizes critical 21st-century skills and historical thinking, such as comparing, identifying cause and effect, and chronological reasoning. Students will use primary and secondary sources to back their arguments, with these skills assessed throughout the year. This prepares students for AP World History.

## Modern World History (World History 2):

Modern World History continues to utilize and expand the skills taught and learned in Ancient World History. Students will continue to focus on developing historical thinking skills, using primary and secondary sources to support an historical argument, and explaining how the point of view of a source affects its role in defending an argument. There will also be a special focus on the proper citation of sources. The content of Modern World History begins with the European Renaissance and Classical Asian Empire and ends with the exploration of World War One and its effects on modern history. Modern World History is designed to use the historical thinking skills learned in World History 1 to analyze the major historical events of each period, as well as to prepare students who are interested in participating in Advanced Placement World History. The themes covered in World History 2 are the following:

New Ideas, New Empires – (1200-1800)

Enlightenment and Revolution – (1500-1820)

Industrialization, Colonization, and Revolution – (1700-1900)

The World at War – (1914-1918)

## 20th Century History 11:

20th Century History examines the cause and effects of events and key people in the 20th century. Students will be picking up where World History 2 left off, by studying World War I and its consequences. Continuing on from there in chronological fashion, students will study the major historical events, politics, key people, and cultural changes of the 20th century. The aim of the curriculum is to further develop historical skills and students' understanding of the complex issues of the 20th century and how they impact our world today.

WWI (1914-1918)

Ending WWI and Peace Treaties (1917-1919)

League of Nations (1920-1933)

The Rise of Hitler and Road to WWII (1933-1939)

WWII (1939-1945)

Beginnings of the Cold War (1945-1955)

Proxy Conflicts (1950-1975)

Communism in Crisis (1955-1990)

## Comparative Government 12:

To start the year, students will explore the origins of government and where it came from. Students will move into the Institutions of Democracy, which includes the pros and cons of democracy and how the definition of democracy changes in different places around the world. Students will also examine the role of various political parties around the world and the fundamental differences between them. Finally, students will study countries that have both succeeded and failed at transitioning to democracy and the reasons behind them. The aim of this course is to provide students with a comprehensive knowledge of how governments operate around the world and the differences between them.

### Advanced Placement Psychology:

Journey into the intricacies of the human mind with AP Psychology. This advanced course offers students a comprehensive exploration of the concepts, theories, and methods psychologists use to understand behavior and mental processes. From the neural pathways that drive our thoughts and emotions to the social constructs that influence our actions, students will delve deep into the multifaceted world of human cognition and behavior. Topics include developmental, cognitive, biological, social, and abnormal psychology, along with the empirical methods used in psychological research. As part of the AP curriculum, students will develop critical thinking skills and a deep appreciation for the empirical approach to understanding human nature. By the course's end, students will be well-prepared for the AP examination and equipped with insights beneficial for personal development, interpersonal relations, and various career paths in psychology and related fields. Embark on this enlightening exploration of what makes us tick, both as individuals and as members of larger societies.

### Advanced Placement Macroeconomics:

Step into the vast arena of the global economy with AP Macroeconomics. This advanced course invites students to unravel the complexities of national economies and the systems that interconnect them. Delve into topics like national income, economic growth, inflation, unemployment, and monetary and fiscal policy. By mastering these core principles, students will gain insights into the factors that drive economic performance, stabilize economic downturns, and influence a nation's standard of living. Embedded in the AP curriculum, students will learn to interpret economic indicators, analyze policy implications, and evaluate the broader impacts of collective decision-making. At the course's conclusion, students will be primed for the AP examination and equipped with a robust understanding invaluable for future pursuits in international relations, business, and economic policy. Embark on this journey to understand the economic forces that shape nations and the world at large.

### Advanced Placement Microeconomics:

Dive deep into the intricacies of individual decision-making with AP Microeconomics. This advanced course offers students a comprehensive understanding of the principles that govern how consumers and producers interact within markets, allocate resources, and respond to economic incentives. Explore concepts like supply and demand, elasticity, market structures, and the role of government in influencing microeconomic behavior. As part of the AP curriculum, students will be equipped with the analytical tools and methodologies essential for assessing real-world economic scenarios. Upon completion, students will be well-prepared for the AP examination and possess foundational knowledge beneficial for future studies in business, finance, and economics. Join us to decode the behaviors and choices that shape our economic world at a granular level.

## Anthropology:

The class will be based on the International Baccalaureate syllabus for social and cultural anthropology. There will be an introduction to the various fields of anthropology, with an emphasis on the core terms and ideas in anthropology. Students will learn about the construction and use of ethnographic accounts and be introduced to the methods of data collection. Students will be focusing on eight themes of cultural organization: individuals, groups, and society; societies and cultures in contact; kinship as an organizing principle; political organization; economic organization and the environment; systems of knowledge; belief systems and practices; and moral systems. These themes will be used to emphasize the patterns and processes of change in a society as well as to study how anthropological knowledge changes over time.

## Global Voice:

This course will inspire students to ask bold questions about the challenges they see in their neighborhoods, communities, and the world around them and then engage them in the development of advocacy campaigns designed to overcome those challenges. Starting with a basic understanding of the Universal Declaration of Human Rights, students will be engaged in a variety of research techniques designed to help them become aware and informed about a variety of global issues and issues of personal interest. This interdisciplinary course is intended to provide you with an opportunity to explore global issues, including history, economics, politics, ethics, art, literature, and more—with a concentration on environmental and human rights concerns. Students activities and assessments will target critical and reflective reading and writing, effective debate and discussion techniques, and creative problem solving.

## Business Studies:

Unveil the dynamic world of commerce with our Business Studies course. This immersive class provides students with a foundational understanding of the multifaceted realms of business and entrepreneurship. From understanding the intricacies of management, marketing, and finance to exploring the impact of globalization, students will dive deep into the strategies that drive successful enterprises. Learn about business ethics, leadership principles, and the importance of innovation in today's fast-paced corporate world. With case studies, real-world projects, and engaging discussions, students will not only gain theoretical knowledge but also practical insights. Whether you're considering a future as an entrepreneur, a corporate leader, or simply curious about how businesses thrive, this course offers the tools and knowledge to navigate and excel in any business environment. Join us and lay the foundation for a prosperous future in the world of business.



# Language Arts Department

## **Philosophy:**

The language arts department seeks both to endow students with the reading and writing skills necessary for today's world, and immerse them in the literary history of the English language. Students study a range of literary works, both classic and contemporary, and complete writings in numerous genres for an array of purposes. Critical thinking, creativity, and collaboration are emphasized as key skills.

The core language arts courses offered at each grade level also include critical reading, ESL, and writing mechanics programs. The critical reading course exposes students to informational and literary non-fiction in order to provide them with skills to approach these types of texts. The ESL program provides support to the core courses (math, science, humanities, and language arts), by developing students' foundations in both general and academic language. In writing mechanics, students master the fundamentals of English writing.

## **Curriculum and Standards:**

In previous years, the language arts department followed standards which were developed exclusively by and for Hsinchu International School. In the 2013-214 school year, however, the department adopted and adapted standards from American Education Reaches Out (AERO). These new standards are derived from the common core standards and, more specifically, address a broad range of skills compared to the previous standards. A new feature is an increased emphasis on direct instruction in reading informational texts and non-fiction - a current trend in language arts education. As well as supporting the core language arts classes, the new standards also align with critical reading classes being offered to senior high school students.

## **Assessment and The Five Student Outcomes:**

In our language arts program, teachers incorporate the five student learning outcomes by designing lessons that promote critical thinking, and work to develop students into persons of high character, community contributors, innovators, and effective communicators.

In language arts classes, teachers make a deliberate effort to promote critical thinking skills in all aspects of the curriculum. Reading and writing assessments emphasize the use of higher thinking skills. Likewise, day-to-day class discussions and activities prompt students to engage in a level of thinking appropriate to their grade.

Developing the language skills of ESL students in the international setting is essential. ESL students are held to the same standards as mainstream learners as they demonstrate the five student outcomes at their individual level of English proficiency. Language arts teachers strive to differentiate instruction to accommodate all learners by using essential questions, multiple assessment tools, and various learning strategies. All students are encouraged to contribute to the classroom community in various ways. Class discussions, peer teaching, and cooperative learning activities provide opportunities for students to communicate their ideas and learn.

Both formal and informal presentations allow students to develop interpersonal communication skills. Language arts teachers demonstrate, both explicitly and implicitly, appropriate communication skills.

As responsible educators, language arts teachers model positive character traits such as respect for others, personal integrity, and a strong work ethic. Character education takes place through the exploration of the social implications of literature as the students make text-to-world connections. Academic integrity is stressed at each grade level. Molding students into responsible and informed individuals is a major aspect of both the written and unwritten curriculum.

Technology is incorporated into many aspects of the language arts curriculum. While also providing students with 21st century skills, the use of technology allows students to become creative and innovative active learners. In language arts class, students use blogs, wikis and other online resources, both collaboratively and individually, in order to create and communicate their own knowledge. Active learning is also promoted through the use of other constructivist techniques. Reading for pleasure is highly encouraged and rewarded.

## Language Arts Department Course Descriptions

### Language Arts 7

In this course, students learn about the fundamentals of analyzing literature. Major concepts include plot development, character development, irony, figurative language, and symbolism. Readings cover an array of genres, such as short stories, novels, biographies, poetry, and drama. In writing, students are introduced to the five-paragraph essay format and learn how to support their ideas effectively using evidence. An extensive unit covering Latin roots strengthens students' word-decoding skills. Throughout the year, students respond to readings in a reading journal.

### Language Arts 8

In this course, students study texts from a variety of genres, such as short stories, science fiction, poetry, autobiographies, and satires. Students begin the year reviewing fundamental literary devices and identifying and analyzing their use in short stories and novel excerpts. They learn and use various reading strategies. Students also continue developing their knowledge and recognition of commonly used affixes and Latin and Greek root words. Additionally, through direct instruction and student-driven inquiry, students expand their use and understanding of academic and domain-specific vocabulary. Forms of assessment include participating in debates, completing individual multi-media projects, and writing expository texts, persuasive texts, and narratives.

### Language Arts 9

Students begin the year by reviewing fundamental literary vocabulary, such as plot, point-of-view, theme, and figurative language. An extensive unit covering informational texts exposes students to expository text structures, providing them with tools to decode dense nonfiction texts and also new structures for writing. In this grade, students write their formal research paper and learn to cite sources in MLA format. For many students, 9th grade is their first introduction to Shakespearean drama. A novel study focuses on analyzing the point-of-view of the narrator. Throughout the year, students read and write in a variety of genres. In this course, students are introduced to the fundamental skills required in AP English classes.

## Language Arts 10

This course builds upon the fundamentals of language arts learned in previous years by exposing students to increasingly complex and mature texts. Students read works from an array of genres, including short stories, essays, novels, and Shakespearean drama. They begin to prepare for AP English studies by examining the power of rhetoric and evaluating the strategic choices authors make when writing persuasively. To prepare students for college-level writing, research projects and analytical essays are assigned throughout the year. Students hone their skills in creative writing by incorporating rich imagery and figurative language in order to bring their writing to life.

## Language Arts 11

In this course, students read a body of works that revolve around a theme, as well as a variety of genres. In their studies, they learn to read critically and become critical thinkers. They study literary devices and elements in texts, and employ these devices and elements in their own writing. There is a wide variety of formal and informal assessments that include, but are not limited to: journals, presentations, essays (research, interpretive, etc.), creating a web page, and creating a graphic novel. The selected readings and assignments are aimed to prepare students for twelfth grade.

## Language Arts 12

In this course, students read a selection of works covering the major literary epochs: Medieval Literature, the Renaissance, Romanticism, and Modernism. From a historical context, students learn how literature is a reflection of the spirit of the times. Genres include epic poetry, satire, Shakespearean drama, poetry, and non-fiction. Writing instruction is primarily geared towards preparing students to write college-level research papers.

## ESL

In this course, students work to improve their academic English skills using reading, math, science, and social studies textbooks written at a level aligned with their English abilities. In doing so, students learn the foundational language and knowledge associated with each of the core subjects, thereby allowing them to succeed academically. In addition to studying academic texts, students engage in speaking, listening, and writing activities through presentations, projects, and short essays.

## College Writing

This course allows graduating students the opportunity to familiarize themselves with college writing expectations, as well as actually mastering college-writing techniques. The first semester focuses on college application essays: the Common Application essay, personal statements, and supplemental essays. The second semester begins with analyzing and answering typical college-level writing prompts, as well as learning, using, and choosing different rhetorical modes for essays. The year ends with a research paper using academic sources, and students demonstrating the ability to use both MLA and APA formats.

## AP Literature and Composition

In this college-level literature course, students read an array of classic and contemporary literary works - including poems, short stories, and novels. Students will read works from each major literary epoch—Medieval, Renaissance, Romantic, Transcendental, Victorian, and Modern—and study the works in the context of historical and intellectual changes that were taking place at the time. Students deepen their understanding of the way authors use language to provide both reading and pleasure for their audiences. Students who show a strong aptitude for writing and interpreting literary texts are encouraged to take the AP Language and Literature test in the spring.

## Components in all English Language Arts Courses

### Critical Reading and Writing

In all language arts courses, students work to improve their reading skills by reading essays, engaging in discussions about the essays, and writing critical responses to questions about the essays. Students read and discuss selected essays from both web and print sources. They learn how to annotate the essays and create discussion questions of their own. They learn various reading strategies to become stronger critical readers. In addition, students review fundamental sentence structure and grammar rules to integrate into their writing. These strategies help prepare them for standardized tests such as the SAT and provide students with skills to succeed in reading college-level writing.

### Writing Mechanics

Students learn the foundations of English grammar and sentence structure, allowing them to compose more sophisticated sentences. Once they master sentence structure, they are taught to link sentences fluently to form clear, coherent paragraphs. Students will work towards developing well-reasoned, well organized and well-written essays. This aspect of the language arts courses will prepare students for the critical reading and writing they will do in senior high school.

# The Mathematics Department

## **Philosophy:**

The Mathematics Department seeks to equip students with the logical reasoning and problem solving skills needed in the workplace. Core courses consist of general mathematics, algebra, and geometry. Pre-calculus, calculus, statistics, and financial algebra are offered as electives. Advanced Placement (AP) Pre-calculus, Calculus AB, Calculus BC and Statistics courses are offered to students in Grades 10-12.

## **Curriculum and Standards:**

The Mathematics Department uses the “Common Core State Standards for Mathematics.” The accelerated stream begins with the Algebra 2 course, where students are divided into Core and Honors classes to facilitate differentiation. Both classes follow the core syllabus topics, and the Honors class will cover extra extended topics. Financial Algebra is meticulously crafted to offer both rigor and real-world relevance, equipping students with the knowledge and skills essential for their future success.

AP courses use the Advanced Placement College Board curriculum and standards in preparation for yearly AP examinations. The curriculum is both skills and content-based, and is designed to prepare students for further study and work. The standards were chosen because the majority of our students are preparing for university studies in the United States, but the same standards are also applicable to students preparing to study in other countries.

## **Methodology and Assessment:**

Teaching methodology may be teacher-led, example-based, student-led, or inquiry-based. This gives students ownership of their learning. Teachers make an effort to relate their studies to practical situations. The Mathematics department uses regular formative and summative assessments to monitor students’ progress. Mini whiteboards are particularly useful for quick formative assessment. Assessment tools include, but are not limited to, instructional video projects, standardized assessments, posters, and mathematical summaries. Tasks may be collaborative or individual.

## The Mathematics Department and the HIS Student Learner Outcomes:

### 1. Critical Thinkers and Problem Solvers:

Students will be able to produce diagrams and develop mathematical models from real word problems. The use of virtual manipulatives allows students to do more self exploration while working on mathematical problems.

### 2. Effective Communicators:

Students will be given opportunities to explain solutions to mathematical problems orally and on paper using symbols, graphs, and diagrams. The importance of writing clear solutions and explaining the steps of working is stressed.

### 3. Active Learners:

AP students do a “self assessment” after each homework assignment to encourage them to reflect on their own learning and evaluate their strengths and weaknesses. Where needed, they can seek out support from faculty or classmates. The math department integrates both concrete and virtual manipulatives into the curriculum to sustain students’ motivation and to differentiate students’ learning. The use of mini whiteboards for continuous formative assessment keeps participation levels high.

### 4. Community Contributors:

Students will be able to apply arithmetic skills, logical reasoning skills, and problem solving skills learned in math courses to real world situations.

### 5. Persons of High Character

Students are given free access to worked solutions and answers for some homework, and are educated about how this should be used responsibly. The Personal Finance course includes ethics in terms of making financial decisions and giving to charity. Student group and pairwork foster patience when working with others.

## Math Department Course Descriptions

### Pre-Algebra 7:

Pre-Algebra is a fundamental math course designed to build a strong mathematical foundation. It covers essential topics like rational numbers, ratios, proportions, linear expressions, equations, inequalities, basic geometry, and introductory probability and statistics. Students actively engage with these concepts, developing problem-solving skills and a solid understanding of mathematical principles.

### Algebra I 8:

Algebra 1 is an introductory high school mathematics course that lays the foundation for higher-level math and practical problem-solving. This course empowers students with essential algebraic skills and concepts, making it an integral part of their mathematical education. It covers essential topics like linear equations and inequalities, absolute value equations, functions, exponents, radicals, systems of equations, quadratic equations, and polynomials.

### Geometry 9:

This course is designed to formalize and extend students' geometric concepts and experiences. This course includes topics on definitions, postulates, and theorems as they deal with angles, triangles, perpendicular and parallel lines, planes, congruence, similarity, circles, polygons, areas, coordinate methods, specific right triangles, trigonometric functions, arcs, and chords. Geometry also provides an introduction to formal logic and proof.

### Algebra II Core:

Graphing functions and solving equations and inequalities are the main focus of this course. The course starts with a review of Algebra 1 topics, in particular linear and quadratic equations. Students are then introduced to other types of functions, including polynomial functions, radical functions, rational functions, inverse functions, exponential functions, and logarithmic functions. Students will move between different representations of a function: algebraically, graphically, numerically in tables, and by verbal description. Drawing and interpreting graphs is a key aspect of the curriculum. Students will draw graphs both by hand and using technology. Students will solve equations to find both real and complex solutions. Some work is done on elementary probability theory.



## Algebra II Honors:

Graphing functions and solving equations and inequalities are the main focus of this course. Students build on graphing and equation solving skills learned in Algebra 1. A wide range of function types are studied, in particular: quadratic equations, polynomials, radical functions, rational functions, inverse functions, exponential functions, logarithmic functions, and trigonometric functions. Students will move between different representations of a function: algebraically, graphically, numerically in tables, and by verbal description. Drawing and interpreting graphs is a key aspect of the curriculum. Students will draw graphs both by hand and with the aid of a graphing calculator. The functions of the calculator for locating local maxima and minima and other key features will be used. Students will solve equations to find both real and complex solutions and interpret these solutions in the context of a real world problem. Students will be introduced to sequences and series. Elementary statistics and probability are also covered.

## Precalculus:

This course is designed to prepare students for advanced mathematical concepts and calculus in their future studies. This course builds upon the foundations of algebra and trigonometry, equipping students with the mathematical tools and problem-solving skills necessary for success in higher-level mathematics and various STEM (Science, Technology, Engineering, and Mathematics) fields. The content covers functions and their properties, polynomials, rational functions, logarithms, parametric functions, and trigonometric functions.

## AP Precalculus:

The College Board has established the curriculum for AP Precalculus. It is designed to prepare students for college-level calculus and other advanced math courses. This course builds upon the foundational concepts learned in algebra and geometry while introducing new topics and skills necessary for success in higher-level math. Topics include functions and their properties, polynomial, rational, exponential, logarithmic functions, trigonometry and polar functions, parametric equations, and vectors.

## AP Calculus AB:

This course follows the curriculum set out by the College Board and prepares students for the Advanced Placement exam. Topics include functions, graphs, limits, continuity, derivatives and their applications, the definite integral, differential equations, mathematical modeling, and applications of definite integrals. Drawing and interpreting key features in graphs is a key aspect of the curriculum. Students will draw graphs both by hand and with the aid of a graphing calculator.

### AP Calculus AB+BC:

AP Calculus AB+BC is a full year course in calculus. The course is structured to be equivalent to the first and second semesters of a college calculus course. AP Calculus AB+BC covers the topics in differential and integral calculus, and applies the content and skills to parametrically defined curves, polar curves, and vector-valued functions. Moreover, it delves into advanced integration techniques, explores practical applications, and introduces the concepts of sequences and series.

### AP Statistics:

This course covers the same material that is typically covered in an introductory statistics course that lasts one semester in college. This course meets the requirements set forth by the College Entrance Examination Board for the Statistics Advanced Placement test. The topics covered in this course include exploratory data analysis, survey and experimental design, elementary counting techniques, discrete and continuous probability distributions, sampling distributions, and inferential statistics using multiple methods.

### Financial Algebra:

Financial Algebra is an interdisciplinary mathematics course that combines fundamental mathematical concepts with real-world financial applications. This course is designed to equip students with the knowledge and skills needed to make informed financial decisions, understand personal finance, and apply mathematical principles to various financial scenarios. Topics covered include interest and loans, budgeting and saving, credit and debt, and investments.

# The Science Department

## **Philosophy:**

The Science Department's main goals are to prompt students to question their own observations, guide them in understanding the world around them, and help students develop practical skills. Core courses consist of physical sciences (Chemistry 1 and Physics 1), earth science (Environmental Science 1), and life sciences (Biology 1). Advanced Placement (AP) courses such as Chemistry, Physics, Environmental Science, and Biology are offered each year. AP Biology and Environmental Science alternate each year.

The Middle School science program aims to give students an introduction to a wide variety of scientific topics. The 7th Grade focuses on physics, astronomy, and human biology, and the 8th Grade focuses on chemistry and biology. From Grade 9 onward, students will once again familiarize themselves with physical science, delving into the subjects of physics and chemistry. The important aspect of learning these subjects is learning how to apply them to the outside world. In grades 10-11 students have the opportunity to explore a science track of their choosing. They have the option of taking Chemistry 1, Physics 1, Environmental Science 1, and Biology 1. The focus of these courses is to lay the foundation for students to better succeed in the higher levels of these courses. This will require students to learn and master the fundamental skills of each discipline. On successful completion of these course, students will be able to enroll in the corresponding AP courses on offer, namely AP Chemistry, AP Physics 1, AP Environmental Science, and AP Biology. The courses, in particular the lab element, serve as good college preparation for the students.

## **Curriculum and Standards:**

The Science Department uses the "Next Generation Science Standards," which were developed by The National Research Council, the National Science Teachers Association, the American Association for the Advancement of Science, and Achieve. The Middle School (Grades 6-8) curriculum is planned in association with the G6 teacher to ensure full coverage, and a smooth transition from primary to secondary school. The standards use several science practices in order to gauge the students understanding of the core ideas. These core skills include: students being able to develop and utilize models, plan and conduct investigations, analyze and interpret data, use mathematics, and construct explanations. All of these practices augment as students progress through Middle School and High School. Emphasis is also put on inter-curricular links between the physical sciences, life sciences, and earth sciences. AP courses use the Advanced Placement College Board curriculum and standards in preparation for yearly AP examinations.

## **Methodology and Assessment:**

The Science Department's approach to assessment involves the use of both hands-on and technology based scientific experiments and lab reports to supplement the content taught in the classroom. Students will be taught the correct methods to conduct the experiments and also be tasked with designing their own experiments. Students will also learn through

investigations, presentations, and various other formative assessments. Students will engage in discussion and be tasked with making connections between the content learned and the real world. The tools and skills that the students learn will stand them in good stead for their future studies after high school.

The Science Department and the HIS Student Learner Outcomes:

1. Critical Thinkers and Problem Solvers:

Students make hypotheses based on observations and devise experiments to test these hypotheses. Students consider what equipment is suitable for different tasks. They analyze whether their experimental results and observations in the real world verify the theory studied in the science syllabus. Students apply formulas to do calculations to solve scientific problems.

2. Effective Communicators:

Students work together to conduct experiments and write formal lab reports, including methodology, analysis, and conclusions. Students use graphs (produced by hand or using technology) to represent experimental data. At the Science Fair, students communicate their project background and findings to classmates, teachers, and external judges.

3. Active Learners:

Full participation in class activities, including lab experiments, is an expectation of all faculty members. The use of mini whiteboards for continuous formative assessment ensures all students participate.

4. Community Contributors:

Students will be encouraged to endorse or promote science education to their peers by sharing the wealth of knowledge they have acquired throughout their learning at HIS.

5. Persons of High Character

Students studying Environmental Science reflect on the impacts of humans on the environment, and consider how their own actions influence the world around them. Students also have to report their scientific findings honestly.

## Science Department Course Descriptions

### Grade 7 Earth Science and Space Science

Embark on a captivating journey from the depths of our planet to the vast expanse of the cosmos with Earth and Space Science Fusion. This integrative course offers students a unique opportunity to explore the intricate relationships between terrestrial phenomena and celestial wonders. Dive into topics like plate tectonics, atmospheric dynamics, planetary geology, and the life cycle of stars. Through a blend of hands-on experiments, observations, and cutting-edge technology, students will gain a comprehensive understanding of how Earth's processes are influenced by, and in turn influence, the broader universe. This course fosters a deep appreciation for the interconnectedness of our home planet with the vast cosmic playground that surrounds it. Whether you're passionate about volcanoes, meteor showers, or black holes, this course provides a holistic perspective on the natural wonders both on and beyond our world. Join us and uncover the mysteries of Earth and space.

### Grade 8 Science

G8 Science is the second course in the three-part series of middle school science classes. It focuses on Chemistry and Life Science. Short demonstrations and longer practical labs will allow students more advanced hands-on experience with these topics. Students will be introduced to the structure of formal lab reports in preparation for High School science and will build up to writing one over the course of the year.

### Grade 9 Science

The ninth grade integrated science course is designed to build on concepts and skills from the Physical, Life, and Environmental sciences that students developed in middle school, with particular emphasis on environmental science and geology since these topics are not covered in AP courses. It also serves as an introduction to the more rigorous expectations and methods of high school science courses. Students experience scientific principles and learn scientific reasoning through discovery, inquiry, and other means. The course includes a variety of hands-on laboratory experiences and demonstrations.

### Grade 9 Lab Skills

The ninth-grade laboratory skills course is strategically designed to elevate and refine the foundation of students' pre-existing knowledge, while simultaneously immersing them in the profound intricacies of the scientific method. Within this intellectual crucible, students shall acquire a profound grasp of pivotal concepts including the nuances of significant digits and precision in estimation, the art of unit conversions, the delicate art of specimen staining, and the science of separating complex mixtures.

Throughout the course's progression, students will be afforded the opportunity to actively engage in an array of hands-on laboratory experiments, enabling them to embark upon an experiential journey that delves into the essence of the scientific method. This includes, but is not limited to, the mastery of graphing techniques and the astute identification of variable elements—a multifaceted exploration that shall undoubtedly enrich their scientific acumen.

### Biology 10-12

Biology, as a meticulously crafted curriculum, aspires to bestow upon its disciples a robust cornerstone encompassing the realms of Cells, Genetics, Evolution, Ecology, and the intricacies of the Human Body. The students' journey towards mastery unfolds through a rich tapestry of pedagogical modalities, spanning in-class engagement, collaborative group undertakings, astute observations, immersive laboratory pursuits, and eloquent presentations.

With an enlightened pedagogical vision, this course deftly acknowledges the diverse array of learning styles—interpersonal, intrapersonal, auditory, kinesthetic, logical, visual, and verbal. Each student's unique cognitive proclivities are thoughtfully addressed, ensuring that their individual needs find purposeful fulfillment within the immersive tapestry of this educational voyage.

### Chemistry 10-12

This course will give a broad overview of all fundamental topics in chemistry. It will build on the introduction to these topics provided by middle-school Physical Science, but expand on each topic and introduce a variety of conceptual and mathematical problems that students will learn to solve. A basic proficiency in algebra will be required for calculations in this course. Chemistry will re-visit such fundamental topics as types, properties, and changes of matter; the atom; the periodic table; chemical reactions; and chemical bonding. New topics introduced in this course are stoichiometry, aqueous systems, thermodynamics, chemical equilibrium, acid-base chemistry, redox reactions, and electrochemistry. A strong foundation in the concepts and calculations drawn from these topics will reinforce concepts found in other physical and life science classes, as well as prepare students for AP Chemistry and beyond.

### Physics 10-12

Students will begin to delve into this incredibly interesting subject, learning the physics behind: the fall of a skydiver, the movement of astronauts in space, the collision of vehicles, the workings of a gasoline engine, the creation of a rainbow, and much more. This is done by covering fundamental physical laws such as Newton's Laws of Motion and Gravitation, The Conservation of Energy and Momentum, The Laws of Thermodynamics, and Simple Harmonic Motion.

## AP Chemistry

This course is designed to give motivated advanced high school students a chance to dig deeper into the concepts and scientific framework that were developed in the basic high school chemistry class. It seeks to challenge them on a level equivalent to a general chemistry course that they would usually take as a freshman at a college or university.

## Applied Chemistry

Applied chemistry is a high school science course that focuses on the application of chemical principles to solve real-world problems. Students in this course will learn about a variety of chemical topics, including atomic structure, chemical bonding, thermodynamics, kinetics, equilibrium, and electrochemistry. However, the main focus of the course will be on how to use this knowledge to solve practical problems through structured laboratory experiments.

## AP Physics 1

The AP Physics 1 course includes topics in both classical and modern physics. A knowledge of algebra and basic trigonometry is required for the course; the basic ideas of calculus may be introduced in connection with physical concepts, such as acceleration and work.

Understanding the basic principles involved and the ability to apply these principles to the solution of problems should be the major goals of the course. The course will also utilize guided inquiry and student-centered learning to foster the development of critical thinking skills. One quarter of class time is dedicated to practical tasks in the laboratory and follow up reports.

## AP Physics 2

The AP Physics 2 course is a continuation of AP Physics 1, and may be taken concurrently or the following year (or, in exceptional circumstances, as a standalone course). This course explores the more abstract topics of thermodynamics, fluid dynamics, electromagnetism, and particle physics. One quarter of class time is dedicated to practical tasks in the laboratory and follow-up reports.

## AP Physics C

AP Physics C: Mechanics and Electromagnetism is a calculus-based course in physics that meets for two 60-minute-classes per week for the first semester of the school year. The course requires and employs a basic understanding of calculus (differentiation and integration) and requires a prior one-year Physics course. The prerequisite calculus course may be taken concurrently. The syllabus of this course follows the topics outlined by the College Board and also mirrors an introductory level university physics course. The emphasis is on understanding the concepts and skills and using the concepts and formulae to solve problems. At the end of the course, students will take both AP Physics C Exams, which will test their knowledge of both the concepts taught in the classroom and their use of the correct formulas.

## AP Biology

AP Biology represents an intellectual odyssey tailored to illuminate the profound underpinnings of biological science, harnessing the art of inquiry as your guiding beacon. Within this academic voyage, content will be traversed with unparalleled depth, and the mantle of expectation shall be firmly draped upon the shoulders of students, beckoning them to ascend the pinnacle of information interpretation and analysis—a realm far beyond the confines of conventional high school biology courses.

The paramount ambition of this course is to endow students with an intricate conceptual scaffold, a reservoir of empirical wisdom, and the keen analytical faculties indispensable for the



astute navigation of the ever-evolving realm of biological knowledge. Its sole purpose is to meticulously prepare aspiring scholars to emerge triumphant in the College Board Advanced Placement (AP) Biology Exam—an apex of academic achievement.

## AP Environmental Science

In this course, students will delve into a comprehensive array of subjects delineated by the College Board's rigorous standards. The acquisition of knowledge will be facilitated through a multifaceted approach, encompassing interactive activities, intricate projects, and hands-on laboratory experiences. Throughout the course, an unwavering emphasis will be placed on the cultivation of analytical acumen and the fostering of critical thinking prowess. The course's overarching objective is to meticulously equip students with the requisite expertise to excel in the College Board Advanced Placement (AP) Biology Exam.

Units include:

- Ecosystems
- Biodiversity
- Populations
- Earth Systems and Resources
- Land and Water Use
- Energy Resources and Consumption
- Atmospheric Pollution
- Aquatic and Terrestrial Pollution
- Global Change

# World Language Department

## **Philosophy:**

As an international school, we value the importance of multicultural awareness and multilingualism. Our curriculum allows students to explore and discover both languages and cultures in a way that texts alone cannot offer. There are also regular opportunities to travel to countries where these languages and cultures exist and also stay with host families to deepen students' understanding of cultures and witness the value and traditions of these cultures. Currently, Hsinchu International School offers courses in Spanish and Mandarin in our World Languages Department.

## **Methodology and Assessment**

Instructors from the World Languages Department use a variety of methodologies and assessments. Students are expected to actively practice their language skills by reenacting real life scenarios to make language relevant. Teachers interact with students in the language being studied to create an environment of immersion. Assessment goes beyond textbooks, rote learning, and tests by allowing students to also express their newfound language skills in a variety of multimedia projects and presentations. Besides the classroom, students are also trained in language proficiency to be able to take the Test of Chinese as a Foreign Language (TOCFL).

## **Curriculum and Standards:**

The Council of Europe created and recognized the Common European Framework for Reference for Language (CEFR), which serves as the foundation for our world language curriculum at Hsinchu International School. It offers a method for learning, teaching, and assessing through a common platform. The CERF is widely accepted as a means of validating individual language proficiency in the various languages taught at HIS. Middle school students are required to take a foreign language during the 7th and 8th grades, while high school students must take at least two years of their choice of Spanish and/or Mandarin Chinese (for non-native speakers).

## The World Languages Department and The Five Student Outcomes:

### Critical Thinkers and Problem Solvers:

Students will be able to ask and answer everyday questions appropriate to their lives and those of other societies.

### Effective Communicators:

Students will be able to communicate in other ways if they are not familiar with the vocabulary of the language being studied, for example, by asking (in the target language) “How do I say breakfast in French?” or by asking (in the target language) “Please spell breakfast” for me.

### Active Learners:

Students will research in their own time as well as in class time the topics being covered and prepare presentations for their peers.

### Community Contributors:

Students will be expected to participate as fully as possible when traveling abroad by staying with their host families and sharing the experience of daily life with them; they will also share their experiences with their peers through investigation, listening to the radio, and/or watching television programs.

### Persons of High Character

Students will learn to respect other societies' cultural attitudes and traditions through the study and understanding of why some cultures do things the way that they do.

## World Language Department Course Descriptions

### Chinese 7 and 8

For the students whose first language is Chinese, this course emphasizes comprehension and structural analysis of reading and writing. Students will learn rhetorical skills and understand the finer points of complex texts. The analysis of texts will enhance students' ability to appreciate literature. Students will study different styles of Chinese text, which include poetry, prose, and classical Chinese. Every lesson introduces the author, text, outline, and idiom, and then students practice literary application. Once students learn to read vernacular and classical Chinese literature, it will improve their language learning accomplishments. In writing and speaking, students can write an essay or express their opinion of the article, which shows their ability to communicate.

### Chinese 9 & 10

The focus of Chinese 3 GR.9 and GR.10 will be on classical and modern Chinese literature to improve the skills of speaking, reading, and writing. In context, students will study Chinese culture, history, philosophy, and presentation skills in Chinese as well.

### AP Chinese

Step into the rich tapestry of Chinese language and culture with AP Chinese. This advanced course offers students an immersive experience into the nuances of Mandarin, one of the world's most spoken languages. Go beyond basic communication to master intricate grammar structures, expand vocabulary, and enhance listening and reading comprehension. But AP Chinese isn't just about the language; students will also explore the cultural, historical, and societal facets of China, fostering a deep appreciation for its millennia-old traditions, modern dynamics, and global influence. From ancient poetry to contemporary cinema, the course integrates varied resources to ensure a holistic understanding. As part of the AP curriculum, students will be prepared for the AP Chinese examination and equipped to engage authentically in diverse contexts, be it travel, business, or scholarly pursuits related to China. Embrace this opportunity to become a global communicator and cultural ambassador.

### Chinese CSL 7

In this 7th-grade course, students will embark on an exciting journey to delve deeper into the world of standard Mandarin Chinese. The aim is to establish a strong foundation for language proficiency. Throughout the course, students will enhance their speaking, listening, reading, and writing skills, building upon their previous language exposure. They'll expand their vocabulary, grasp essential grammar concepts, refine their pronunciation, and sharpen their listening comprehension. Moreover, students will delve into the world of Chinese characters. This course introduces new language concepts that enable students to confidently converse about everyday topics while also delving deeper into Chinese culture and customs. By the end

of the semester, students are expected to engage in basic daily conversations, read simple texts, and write effectively for their everyday needs. Some classes will hold activities related to the culture of China to motivate the interests of students, such as Chinese festival activities.

### Chinese CSL 8

In this 8th-grade course, students will immerse themselves in a comprehensive learning experience encompassing listening, speaking, reading, and writing skills. The class is structured to accommodate varying levels of proficiency, with options for both beginners and high-level learners. Beginners will embark on a journey into basic Chinese, covering topics like greetings, countries, and family-related themes. To foster a deeper appreciation for Chinese culture, selected classes will feature activities such as Chinese traditional festivals, designed to pique students' interest and enthusiasm for this rich and diverse culture.

### Chinese CSL 9

In the Grade 9 course, we are embarking on an exciting linguistic journey where vocabulary and grammar will be elevated to new heights, equipping you to participate in more advanced conversations. This course will continue to refine their speaking skills while placing a strong emphasis on enhancing fluency. Our exploration of Taiwan's rich culture will remain a cornerstone of our curriculum, allowing students to gain deeper insights. Through immersive activities in listening, reading, speaking, and writing, we will delve deeply into the Chinese language, providing students with a comprehensive and enriching learning experience.

### Chinese CSL Advanced 10 to 12

The Chinese CSL Advanced course for students in grades 10-12 offers a dynamic and immersive language experience. This year, students can expect to explore an expanded range of synonyms and delve into complex grammar structures. Additionally, we will introduce elements of the TOCFL and HSK (Chinese Proficiency Test) to provide insights into test preparation and highlight variations in language usage between Taiwan and other Chinese-speaking regions. The course places heightened importance on the development of speaking, listening, reading, and writing skills, as students progress towards a more advanced level of proficiency.

### Spanish Level 1A+B:

This course is intended to be the students very first contact with the Hispanic world. It starts by familiarizing the students with the Spanish speaking countries and regions, then moves to the basic elements of the Spanish language - pronunciation of the alphabet, keywords and phrases, spelling out loud words, social etiquette, and expected behaviors. The majority of the class will then focus on basic daily life interactions such as self-introduction, exchanging personal information such as age and nationality, expressing likes and dislikes, talking about in-class activities and schedules, and talking about the family. Other activities, in the form of presentations or cooking lessons, will introduce the students to cultural aspects of the Hispanic world.

### Spanish Level 2A:

This course initially reviews the elements of Spanish Level 1 and then moves into other topics such as describing people, giving and taking directions, talking about vacations, and other activities while at the same time moving into an extension of grammar through the development and understanding of tenses. There is a greater focus on writing extensions, from words and short phrases into more complete, fuller sentences. There are also more reading and listening practices. Other activities, in the form of presentations or cooking lessons, will introduce the students to cultural aspects of the Hispanic world.

### Spanish Level 2B:

In this course, students will continue to improve their Spanish vocabulary and will learn how to talk about what they used to like and dislike, things that they used to do, and order in a restaurant, talk about their diet, talk about clothes and how they fit, tell a story, ask for recommendations, talk about where you went and what you did, talk about the latest news, and much more. They will continue to focus on verb tenses and grammar throughout the course. There will be an even greater focus on writing extensions, from words and short phrases into fuller sentences that will later result in short paragraphs. There are also more reading and listening practices. Other activities, in the form of presentations or cooking lessons, will introduce the students to cultural aspects of the Hispanic world.

# The Visual Arts Department

## **Philosophy:**

The philosophy of the Visual Arts Department at Hsinchu International School is to offer the students all kinds of Art experiences (Drawing / Painting, 2D Design and 3D Design) as well as Art History.

Core Art classes in middle school will offer the students all the above experiences through lectures, projects, demonstrations, step-by-step tutorials, etc. Students will take Art History lessons, present artwork, and discuss styles and approaches in class. They will also practice different styles and kinds of hands-on Art through individual or collaborative projects, which will become increasingly challenging.

The program splits into different elective Art classes in High School, so students will be able to challenge themselves in the styles of Art they like/are good at. A variety of courses give the students a plethora of options (Drawing Classes, Design Classes, Digital Arts Classes, workshops, etc.) and the chance to create a semi-professional portfolio while working hard in AP Art Classes in Grade 11.

## **Curriculum and Standards:**

The Visual Arts Department of Hsinchu International School uses the National Core Art Standards for all its courses. These standards are high but achievable, and they offer a road map for competence and educational effectiveness, but without casting a mold into which all Visual Arts courses must fit, giving each one the flexibility it needs. Not only are they widely accepted, but for Hsinchu International School, they also serve the Five Learner Outcomes that are present and constant in every course perfectly.

## **Methodology and Assessment:**

Art classes begin with an introductory lesson. A keynote presentation, an interactive Flash or PS presentation, or a real-time demonstration will show the students the technique or style. Art theory lessons and Art history references are often used to help students comprehend advanced techniques. Students will brainstorm, share ideas, search for references, and get inspired by classmates and sketchbook concepts. They will then get involved in hands-on work for as much class time as possible. Teacher guidance will be constant from concept to completion, offering solutions, techniques, and critiques in order for the students to achieve high-quality results in their work. Students will use as many different media, styles, and techniques as possible, and the teacher will lead a group critique upon completion of most projects.

Assessment will include frequent checks to see if students have comprehended the Art vocabulary. Art projects themselves are a method of assessment and self-assessment. Students will present their works in class, discuss their progress, and share opinions with peers. Teacher observation, the use of class time, devotion to the project, and mastery of technique are the cornerstones of assessment.

The Visual Arts Department and the HIS Learner Outcomes:

1. Critical Thinkers and Problem Solvers:

Students will understand that Art problems do exist, they will analyze them and offer solutions to show mastery of multiple techniques and artistic maturity.

2. Effective Communicators:

Students will have the chance to express their own opinions, make reasoned statements, and share ideas through frequent group critique.

3. Active Learners

Through their works and by getting exposed to Classic and Pop Culture, students will emerge visually smarter.

4. Community Contributors

Students will participate in Art Clubs, Art Crews, galleries, and Community Service to offer their knowledge.

5. Persons of High Character

Students will show growth in character and learn to think outside the box. Art classes will not only make them more experienced artists but will also hone their creativity, adaptation, and improvisation skills in general.



## Visual Arts Course Descriptions

### Art 7

This class will offer the students the chance to learn and experiment with all kinds of Art styles (Drawing, 2D and 3D Design) through lectures, projects, demos, step-by-step tutorials, etc. Students will take Art History lessons, present artwork, and discuss styles and approaches in class. They will also practice hands-on Art through individual or collaborative projects that will start with basic media and techniques (pencils and basic shading, introduction to light) and become increasingly challenging.

### Art 8

This class is designed to offer the students a deeper exploration to Art. Skills, techniques and media taught in previous grade will be used by the students but more complicated ideas and Art theories are introduced (Symmetry / Asymmetry, Perspective) and more complicated media and styles ( Inks, Mixed Media, Graphic Novel) are present throughout the year to challenge the students' creativity, imagination and visual problem-solving.

### AP Studio Art

In this course, students are given the chance to create a semi-professional portfolio as outlined on the AP Central website. The students that are potential Art Majors will have an Art school experience, as this course is equivalent to a first-year college Art class and all the participants are expected to challenge themselves to develop mastery of their ideas, skills, and abilities. Written assignments, hard work and teacher guidance will supplement students' self-directed experimentation and production of a minimum of 15 AP-level works.

### Drawing / Painting

An elective which offers the students instruction, tutorials and teacher guidance on advanced drawing / painting. The teacher works with students on advanced projects to enrich their knowledge of techniques and hone their skills.

## 2D Design

Students who will follow a 2D Design-related major are highly encouraged to take this class. The principles of 2D Design will be constant throughout the year and students will explore deeply different forms and styles of artistic expression; not only traditional design but also hybrid art, street art, collage and industrial design will be included to enhance the students' experience.

## 3D Design

The manipulation of volume is the main subject of this class. Advanced additive and subtractive sculpting techniques with a plethora of materials will be taught to the students in this class, with the ultimate goal of developing a 3D Design portfolio.

## Digital Arts

In this course the students will open the door to the digital world of Art. Students will link physical and digital Art and will use software (Corel Painter, Photoshop) and hardware (Pen Tablets) to learn the basic techniques on how to scan and turn physical work to digital. They will also digitally sketch, paint, design and photo-manipulate references and challenge themselves to find digital solutions to visual problems and use software to achieve higher quality in their works.

## Graphic Design

In this class students will complete a number of digital design projects, beginning first at the drafting stage before creating any digital files. Students will also learn and practice some basic digital drawing. Design projects will include, but are not limited to, T-shirts, flags, and banners.

# The Music Department

## **Philosophy**

The Music Department prepares students for the skills needed as a 21st Century musicians: collaboration, critical and creative thinking, communication and personal aesthetic. The Music Department's core courses consist of Music 7 and Music 8. Elective course is the Music Performance. The Music 7 is a rehearsal-based Choir class, which focus on developing collaboration and communication skills through musicianship training. The Music 8 incorporates all the skills acquired and use computer to create students' artist expressions. The elective, Music Performance, offers performance opportunities. Students learn to perform and record, either on voice or instrument on a higher level.

Through their journey in the thrilling world of Music they will expose themselves to art and build a strong sophisticated cultural background which will add enjoyment, depth and meaning to both personal lives and professional work as adults.

## **Curriculum and Standards:**

In the 2014-15 years, the Music and Performing Art Department adopted the National Music Standards and California Music Stands. This curriculum uses skill-based standards designed to strengthen the tools needed to explore Music. The curriculum of Performing Arts was created to cover the needs and expectations of the HIS students.

## **Methodology and Assessment**

We believe that all matters in music and performing arts are interrelated. Thus, the our department focuses primarily on inquiry musical and performing experience through various class activities and collaboration. Students provide evidence of learning through various means of assessment. Although standardised assessments are important tools in measuring what teachers teach, the Music and Performing Art Department uses a variety of assessments such as individual jury, in-class performance, official performance, as well as written test and peer observations to measure what and how students learn. Rehearsal and collaborations are emphasised as well as multi-media projects and presentations. Assessments, formal and informal, are constant factors in measuring how students are acquiring the skills they need.

## The Music Department and the HIS Student Learner Outcomes:

### 1. Critical Thinkers and Problem Solvers:

Students will explore various musical genre and learn to appreciate them from various perspective.

### 2. Effective Communicators:

Students will be able to understand and communicate through music terminology and musical skills. Students are encouraged to create their own artistic expression in a respectful and supportive environment.

### 3, Active Learners:

Students will always be expected to be participating in class and utilise the skills learned throughout their educational and professional career.

### 4. Community Contributors:

Through many performance opportunities, students will share their artistic expression proudly with peers and their communities.

### 5. Persons of High Character

Students will show respect to each other as well as various kind of Art forms.

## Music Department Course Descriptions

### Music 7

This is a rehearsal-based class. In this class, student will learn vocal warm up techniques, and develop teamwork skill via class rehearsals and sectional rehearsals. We will do ear training and sight-singing exercises. For music appreciation, we will explore the 5 elements in music and learn to identify them. The class participation and rehearsal ethics are strongly emphasized.

### Music 8

This is a Project based class. In this class, students will learn to use Garageband. We will explore the 5 elements in music and learn how they interweave into the music we hear. We will learn how to transform our imaginations into “audible” art . Students need to bring their own computer and headphone/earphone to class.

### Music Performance

The class will be divided into small ensembles. Each ensemble will then work together and develop group dynamic. Students have to incorporate all of their musical knowledge, skills and aesthetic to create music performance. Students will be assessed by in-class performances and at least 1 major performance, producing at least 8 pieces throughout the year.

# Physical Education Program

## **Philosophy**

Our philosophy within the P.E. Department at H.I.S. is to provide a quality physical educational program with a syllabus that aims to provide a comprehensive set of skills to encourage all students to develop an inspiration to succeed and excel in competitive team and individual sports as well as other physically demanding activities such as field trips and out-of-class occasions.

It is our belief that students should become physically confident in order to support their health and fitness, and that opportunities to compete in sport develop strength of character and instill values that are intrinsic to our school learner outcomes.

## **Curriculum and Standards**

Our Curriculum and standards are largely based on a combination of the Common Core set of standards and the California Department of Education Standards, as adapted to our local environment. These include, but are not restricted to, a number of areas that are common through all Grade levels in which P.E. is taught in our school (G7 - 10).

In middle school the content standards emphasize working cooperatively to achieve a common goal, meeting challenges, making decisions, and working as a team to solve problems. Assessment and the five Learner Outcomes

Both during and at the end of the courses, students should be able to know, apply and understand the matters, skills and processes specified in the relevant programme of study, as listed below. These apply to the school's five Learner Outcomes, in that:

1. Critical Thinking and Problem Solving:

Having learnt techniques and perfected strokes and strategies as taught by the educator, and having practised these techniques before any actual game, students will have understood possible solutions to any practical difficulties experienced in the field / area of play;

2. Effective Communicators:

Through teamwork in group discussion of how best to achieve the stated outcomes of the game being played;

3. Active Learners:

By applying prior knowledge from previous games and practices, students will know and understand the most effective ways of achieving their goals;

4. Community Contributors:

By extending their reach into activities, clubs and games outside the school campus, students will be able to apply techniques and approaches to other team-mates from outside school as well as learn from their peers outside school;

5. Persons of High Character:

Through play, students will learn that the most important experience is to accept differences between players and teams, and to accept responsibility for their actions

## PE Course Descriptions

### Grades 7-8

The Middle School programs employ a number of techniques that seek to:

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games, for example badminton, basketball, cricket, soccer, hockey, netball, rugby and tennis
- develop their technique and improve their performance in other competitive sports, for example, athletics and gymnastics
- perform dances using advanced dance techniques within a range of dance styles and forms
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- take part in competitive sports and activities outside school through community links such as sports clubs and / or out-reach programs.

### Grades 9 - 10

The high school course descriptions presented here communicate the essence of the high school physical education experience. The content articulates the knowledge, skills, and confidence students need to maintain meaningful physical activity throughout their lifetime. The course sequence provides a blueprint for delivering the content in a manner that equips students to make a successful transition from the physical education instructional program to participation in physical activity during adulthood. The adult lifestyle demands that individuals initiate and monitor their own participation in physical activity, family responsibilities, career demands, and individual choices influence physical activity patterns.

Grades 9 - 10 PE courses provide the foundation for high school instruction. Students develop proficient movement skills in each area of physical education; they expand their capabilities for independent learning; and they examine practices that allow for sound decision making to enhance successful participation in movement activities.



# Academic Support Program

## **Philosophy and Overview**

The HIS Academic Support Program seeks to increase students' self-awareness so that they can achieve their academic, career, and personal/social goals and become persons of high character. Within the Academic Support Program, we have two subdivisions: Student Wellness Counseling and College and Career Counseling.

Student Wellness Counseling offers psychological education, short-term intervention and coping strategies to help teen students recognize and respond to mental health needs through weekly Character Education classes for Middle School students and individual meetings for High School students. Student Wellness Counseling aims to help students enhance self-esteem and self-confidence, which in turn may improve their behavior as well as emotions.

The goal of the College and Career Counseling is to help students gain greater self-awareness so that they can set realistic and attainable educational and career goals that respect their own interests, talents, and character. The counselor educates, counsels, and advocates for the student throughout the post-secondary education selection process. Our hope is that students will make healthy and reasoned choices amongst the myriad of post-secondary options.  
Program Standards and HIS Student Outcomes

The Academic Support Program has adopted the U.S. national standards for school counseling programs developed by the American School Counselor Association (ASCA). The standards identify and prioritize the specific attitudes, knowledge and skills that students should be able to demonstrate as a result of participating in a school counseling program, and represent more than 50 years of research, theory and practice.

The corresponding HIS student outcomes are noted after each standard.

### **Academic Development**

**Standard A.** Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.(CT/PS, AL)

**Standard B.** Students will complete school with the academic preparation essential to choose from a wide variety of substantial postsecondary options, including college.(CT/PS, AL, EC) **Standard C.** Students will understand the relationship of academics to the world of work, and to life at home and in the community.(CT/PS, CC, HC)

### **Career Development**

**Standard A.** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.(CT/PS, AL)

**Standard B.** Students will employ strategies to achieve future career success and satisfaction.(CT/PS, CC, HC)

**Standard C.** Students will understand the relationship between personal qualities, education and training, and the world of work.(EC, CC, HC)

## **Personal/Social Development**

**Standard A.** Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.(CT/PS, EC, CC, HC)

**Standard B.** Students will make decisions, set goals, and take appropriate action to achieve goals.(CT/PS, CC, HC)

**Standard C.** Students will understand safety and survival skills. (EC, CC, HC)

## **Program Delivery**

The Academic Support Program aims to meet students' needs through structured classes, individual meetings, responsive services, and group activities including mini college fairs, production of an anti-bullying video, and college admissions workshops.

## Academic Support Course Descriptions

### College Counseling 12

In this course, students will investigate and realize their own educational and career paths as they become more aware of their interests, skills, values, and abilities. Students will research various post-secondary educational options, and apply for admission. By the end of the course, students will have completed and sent on time applications to the schools on their “My Colleges” list, with everything submitted representing the best of who they are. Finally, students will develop skills needed to succeed in the transition to university life and adulthood.

### College Counseling 11

In this course, students will identify the vast array of available post-secondary options, understand the holistic admissions process as practiced in the United States, and explore various careers through self-assessment and informational interviews. Students will also develop an academic portfolio to evaluate their academic and personal/social development. Finally, students will learn skills that contribute to effective learning in school and across the lifespan.

### College Counseling 10

In this course, students will explore various post-secondary educational options and careers through lectures, group activities, self-assessment, and individual research. Students will also develop an academic portfolio to evaluate their academic and personal/social development. Finally, students will learn skills that contribute to effective learning in school and across the lifespan.

### College Counseling 9

What does career planning mean, and how do we achieve our educational and career goals? In this course, students will investigate educational and career paths as they become more aware of their interests, skills, values, and abilities. Students will also develop an academic portfolio to evaluate their academic and personal/social development. Finally, students will learn skills that contribute to effective learning in school and across the lifespan.

## Study Skills

Study Skills is a course developed to address several important areas in the lives of students to enable them to be successful while they are making their way through their high school years and beyond. The first part of the class will focus on teaching students strategies to help them become more efficient and effective learners. Some of the strategies covered are:

- Organization
- Note Taking
- Learning styles
- Time management
- Stress management
- Memorization
- Test Anxiety
- Goal Setting
- Strengths and Weaknesses
- Listening
- Learning Attitude

The second area addressed in this course expects students to think about their future and discover what career paths motivate them, how to weigh their own strengths and weaknesses to set realistic goals for their future careers, what steps they must take in order to obtain that career, and how to deal with roadblocks they may encounter on the way. Finally, this course provides a place each day for students to have time to finish tests, complete homework, ask questions, and receive additional support and instruction.