The International Community School cultivates integrity, curiosity, complex reasoning, problem solving, and global awareness in every student with a rigorous, signature program of arts and sciences.

Classic Education, Global Application.

ICS places emphasis on:
- Literacy in the Arts, Humanities, International Studies, Science, Math, and World Languages
- Developing Global Awareness
- Personal Attributes and Ethics
- Inspiring Intellectual Risk Taking
- Working in Partnership with Students

Our School program provides continuity of learning experiences, rigorous academics, and a small school climate that supports the joint efforts of the teaching/learning community.
Dimensions of Learning

Learning Acquisitions—When designing instructional activities to lead students toward deep understandings, ICS staff incorporates these specific dimensions of learning.

Comparing—identifying and articulating similarities and differences among items

Classifying—grouping items into definable categories on the basis of their attributes

Inductive Reasoning—inferring unknown generalizations or principles from information or observations

Deductive Reasoning—using generalizations/principles to infer unstated conclusions about specific information or situations

Error Analysis—identifying and articulating errors in your own thinking or in that of others

Constructing Support—providing support for statements and building systems of support for assertions

Abstracting—identifying and articulating underlying themes or general patterns in information or situations

Analyzing Perspectives—identifying and articulating your personal perspectives on issues as well as others’ perspectives

Assessment—When designing culminating unit performance assessments, ICS staff evaluate the students’ use of the complex reasoning processes of decision-making, investigation, experimental inquiry, problem-solving, invention, and systems analysis. Staff tie student work to real-life situations and contexts.

Decision Making—generating and applying criteria to select from among seemingly equal alternatives

Investigation—suggesting and defending ways to clear up confusions about ideas or events

Experimental Inquiry—generating and testing explanations of observed phenomena

Problem Solving—overcoming constraints or limiting conditions that are in the way of pursuing goals

Invention—providing support for statements and building systems of support for assertions

Systems Analysis—identifying and articulating underlying themes or general patterns in information or situations


Students need the essential process and skills of thinking and learning in order to develop conceptual ideas and essential understandings. Dimensions of Learning provides steps for teaching, learning acquisitions and performance assessment.

WWW.ICS.LWSD.ORG
Core Classes:

In keeping with the ICS philosophy of offering students rigorous curriculum combined with high standards, students adhere to certain curriculum and course load guidelines.

Curriculum and Load Policy

Core Classes: (The Block) Humanities, International Studies, and the Arts Math, Science, and Spanish

Junior status means that a student has successfully completed this specific course work:
1. Level 4 Honors Humanities
2. Level 4 Honors IS
3. Level 4 Honors Art
4. Honors Chemistry
5. Honors Advanced Algebra
6. Level 4 Honors Spanish

Grade Six through Ten

Beginning with grade 6 and during the first five years at ICS, students are enrolled in the six core courses. These are the “6 for 5” years...six classes for five years. It is during these years that students master the fundamentals, extend their learning to application, and complete various requirements for high school graduation.

Note: Graduation standards are continuously updated as per state and local requirements. Any revision in standards after publication of this guide will be posted on the ICS web site.

Grade Eleven

The junior year is the “block plus two” year and begins a student's transition from high school to college. Students in grade 11 with junior status enroll in the block courses and Biology, then have the option of choosing the remaining course options: Math, Science, Spanish, or elective. The focus starts to shift to both the required and recommended course work published by colleges and universities.

Grade Twelve

The senior year is tailored to fit the individual needs of each ICS senior according to two main standards: graduation requirements and college or university recommendations and requirements. Schedules and course loads at this level vary from senior to senior; however, seniors are required to take four classes on site at ICS.
The Academic Program

The academic program at ICS is a challenging seven year course of studies in six academic areas: The Arts, Humanities, International Studies, Mathematics, Science and World Language. Our fundamental concepts include:

- Small student population (approximately 450 students, Grades 6—12) with a community atmosphere
- Close, long-term relationships between students and teachers
- An emphasis on depth of understanding rather than breadth of offerings
- Rigorous curriculum that emphasizes interconnected learning and skill development organized around essential themes
- Opportunities for foreign exchange and travel
- Promotion to more advanced levels tied to performance and mastery
- Arts emphasized as a full partner in the curriculum
- An expectation that students will set their own high standards and meet them.

Art

The Arts are a universal language that we use to make sense of our world. The study of the Arts requires a sequential process that builds on prior learning. Art Education is a combination of concepts, skills, techniques and processes. The ICS Arts Program is grounded in the Visual Arts including Art History and explores the other Arts disciplines of Music, Dance, and Theatre.

At ICS the Arts integrate with the block (Arts, International Studies and Humanities) strengthening the core content connections as well as focusing on the essential understandings and critical content from the Lake Washington School District Frameworks and OSPI Learning Standards for the Arts.

Our goal is to create life long learners in the Arts. Each level integrates essential understandings from the block combined with developing Arts concepts. ICS Arts students practice key cognitive strategies through problem solving, analysis and inquisitiveness, to achieve understanding of themselves as instruments of communication and expression.

Studio based classes in the Arts at ICS reinforce academic behaviors such as self-awareness, self-monitoring and self-criticism as a measure of success in the program.

Level 0 Art

Introduction to the Foundations of the Arts

This is our foundation course for students to explore the discipline of the Arts which includes: Art History, Art Criticism, Aesthetics, and Art Production. This year focuses on the Elements of Art (color, form, line, shape, space, texture, and value), and introduces the Principles of Design (balance, contrast, emphasis, movement, pattern, rhythm, and unity), as well as introducing the standards related to the other arts disciplines of Dance, Media, Music, and Theatre. Students will also explore the creative process and establish cooperative studio skills.

Integration: Subject Specific Foundational Knowledge, Museum Studies

Level 1 Art: Prehistoric Arts and the Arts of Early Civilizations

Prerequisite: Introduction to the Foundations of the Arts or Equivalent (Placement Exam)

This year focuses on the Principles of Design (balance, contrast, emphasis, movement,
pattern, rhythm, and unity) as they relate to the Elements of Art (color, form, line, shape, space, texture, and value), applying them to larger and more complex problems that involve a larger variety of mediums, focusing on skills and techniques. This level begins to expand our students’ understanding of culture, asking the essential question: How do the arts shape and reflect culture and history?

Integration: Prehistoric Art, Ancient Cultures, Northwest Coast

**Level 2: Topics in Non-Western Arts**
Prerequisite: Level 1

This level incorporates a study of multiple cultures around the world, studying arts history, cultural traditions, and a variety of traditional media. Visual skills continue to be developed, purposely building upon previous skills to stretch and reinforce 3-dimensional visual cognition. National History Day is supported through an introduction to graphic design and presentation skills.

Integration: NHD, South America, Mesoamerica, Africa, India, Egypt

**Level 3 Honors Art**
Art’s Roots in the Ancient World
Prerequisite: Level 2

The focus of Level 3 is on the study of the beginning of Western Arts as seen in the Arts and Architecture of Classical Greece, Rome, and Byzantine eras. Studio projects are directly related to this historical study; bringing forth prior learning while at the same time allowing students to continue developing an artistic voice.

Integration: Greek, Roman, and Byzantine

**Level 4 Honors Art**
Middle Ages through Baroque Arts
Prerequisite: Level 3

Students in Honors Level 4 study the Art and Architecture of the Middle Ages, Renaissance, and Baroque periods. They continue to explore the Arts as a visual language by expanding their observational skills and delving into complex media, techniques, and skills in 2-D and 3-D including symbolism and nonrepresentational art.

Integration: Middle Ages, Renaissance, and Baroque

**Level 5 Honors Art**
Art in America
Prerequisite: Level 4

Honors Level 5 looks at the Arts and the corresponding international influences that have shaped American society from Neoclassicism to Contemporary Art. Studio projects are directly tied to historical studies to allow students to delve deeper into more complex problem solving opportunities.

Integration: United States and World History

**Level 6 Honors Art**
Contemporary Issues in Art
Prerequisite: Level 5 or currently in level 5

This course is designed to be the culmination and application of the art skills, technique and knowledge developed over the previous five years at ICS. This will be a place where the student's individual artistic voice can be further encouraged and developed. The focus will be on portfolio development, current trends and issues in the arts, career exploration, and extending our journey into larger more complex problem solving opportunities within the arts. Students will also have the chance to take their artworks into the community in some way.

**AP Studio Art (Bi-Annually)**
Prerequisites: Successful completion of Level 5, or currently taking Level 5

This course follows the requirements set forth by the College Board to certify an AP course in Studio Art in Drawing or Design. Students will produce a volume of quality pieces of art, addressing the 3 sections of an AP portfolio: Breadth, Concentration, and Quality. Students will be challenged to develop and execute their own ideas and themes. Student will be required to use a variety of mediums, techniques, and approaches.

**Humanities**

**Introduction to Humanities**
Prerequisite: None

The discipline of humanities combines written composition, literature study and philosophy. In the introductory course, students learn the elements of basic composition by learning parts of speech, verb forms and tenses, and patterns of phrases and clauses. These elements are practiced through writing exercises in several genres: memoir, short story, poetry, song and drama. The
the individual and society function in classic and contemporary world literature. Reading some contemporary stories (such as Jack London's "To Build a Fire" and Shirley Jackson's "The Lottery") and some ancient Chinese philosophy (Confucius, Xunzi), students discuss broader questions of truth while also exploring limits as metaphors and the role of traditions in society. Students also read and discuss various works that reflect the theme of the consequences for individuals who attempt to literally or metaphorically return to the past. We explored this theme in Level 1 with Inherit the Wind; this year the return to the past theme will be examined through Shakespeare's Julius Caesar and the film Pleasantville. Next, students analyze different society's ideas of heroism and womanhood (Sinbad stories from Arabian Nights, The Ramayana, and Maxine Hong Kingston's The Woman Warrior). We will also look at a series of dystopian stories which highlight the conflict between the individual and society (Ray Bradbury's Fahrenheit 451 and Marjane Satrapi's Persepolis). These issues will be explored through journal writing, class discussion, creative projects, literature analysis, and analytic writing.

**Level 3 Honors Humanities**

Foundations of the Western World: Metaphysics and the Hero
Prerequisite: Level 2

In Level 3, students begin by examining Greek mythology and The Odyssey followed by a study of the metaphysics of the pre-Socratics, Socrates, and Plato. Materialists and Idealists are contrasted, and their ideas are applied to classical and world literature. Students explore the metaphysical perspectives of various classical and contemporary poems. Students study the hero cycle and study how the Book of Job and J.B. follow the quest pattern. All of these issues, as well as work-specific themes and symbolism, are explored through discussion, debate, and analytic writing. Students demonstrate writing skills through paragraph and essay composition and continue work on performance.

**Level 4 Honors Humanities**

World Literature
Prerequisite: Level 3

This course takes a chronological approach to the study of world literature and builds upon the thematic, philosophical and religious studies of previous levels. Students begin with medieval European literature, analyzing the epic poem Beowulf and Dante's Inferno. Next, they move through the Enlightenment with a study of Jonathan Swift's satirical essay A Modest Proposal and then examine a major literary movement that grew as a response to the Enlightenment: Romanticism. Students approach the Romantic movement through analysis of key British poets, including Blake, Wordsworth, Coleridge, Keats, and Shelley. They also read Mary Shelley's Frankenstein, a novel inspired by Romantic movement themes. Issues related to colonialism and the impact of colonialism are explored by reading Things Fall Apart by Nigerian novelist Chinua Achebe and In the Time of the Butterflies by Julia Alvarez set in the Dominican Republic. Connecting to themes presented in levels 2 and 3 and earlier in the year, One Flew Over the Cuckoo's Nest will also be studied. Building upon the writing foundations established in previous years, students will also continue to improve upon essay, creative and timed writing.
Film Studies

This course introduces students to the elements, history, and genres of filmmaking. We begin with the elements of film and study varying techniques and styles of narrative, cinematography, editing, sound, acting, and we will discuss how these elements add to the meaning(s) of a film. In the second semester, we move to cover a basic history of film—from early silent films to the Golden Age of Hollywood to the present day while also introducing and providing historical context and genre conventions for several film types including the documentary, the western, film noir, and romantic comedy. Class time will be spent watching film clips and several full-length films and discussing the readings and films watched in class. Class time will also be given to complete the readings and work on papers and projects.

This class satisfies the Occupational Education graduation requirement.

International Studies (IS)

The International Studies department at ICS is a rigorous seven-year inquiry-based program designed to create global citizens who are able to interpret historical events to better understand our current world. The IS department is focused on the social sciences including anthropology, psychology, sociology, economics, and political science. We are dedicated to viewing all events through a larger international lens as opposed to focusing solely on an American interpretation.

Throughout their seven years, students will focus on a litany of skills to aid them in becoming informed global citizens. The IS department puts a significant annual focus on long-term academic research. In order to accomplish this, students are prepared to understand primary, secondary, and tertiary sources, how to interpret information from various forms of media, best practices for presenting information, and proper methods of citation (MLA 8).

Level 0 Introduction to IS

Students are introduced to International Studies by investigating the fundamental concepts and trends of History and Geography. On a very basic level, students start with the major themes of Geography to look at the earth and its features. Students analyze how humans work to control their surroundings, the role geography plays in historical events and human interaction, and the definitions of location, region, place and movement. A look at the uses of maps to identify earth’s physical features, shifting political boundaries, and the patterns and distribution of human behavior combine to reveal how humans occupy the earth. The students will differentiate between physical systems and human systems, and investigate on an introductory level the value of culture interaction, forms of government, disciplines of economics, and the impact of science and technology on societies. They study how materials and components that are found within the environment are extracted, depleted, protected and managed. The semester culminates with an in depth look at globalization and how it affects the world, the United States, and their own lives.

In the second semester, students focus on human migration and immigration, with direct attention payed to immigration to the United States. Specific areas of study include push/pull factors, Angel and Ellis Islands, immigration laws in US history, and the appropriate use of primary and secondary sources. In the 3rd quarter, Chinese immigration to the United States in the 1800s is used as a case study to provide the students with the depth and understanding they will need to study other cases of immigration. Using this example case, the students will complete an "immigration museum" project about other migrating groups. This introduces the level 0 students to a long-term research project, which they will complete in their International Studies courses every year.

Level 1 IS

Level 1 International Studies begins with a semester long, in-depth look into Washington State’s history. Students investigate questions that aim to seek a better understanding of Washington State as a microcosm of man’s development, and how it’s history reflects and mirrors the development of humans elsewhere in the U.S. and the world. Students will expand on their learning of geography from Level 0, specifically as it relates to the development of early and subsequent populations in Washington State. Additionally, students will be introduced to the first peoples of Washington State, how has Washington State shaped and been shaped by world events, and the structure and strengths of Washington State’s government systems and economy. Throughout the entire first semester students will examine the significant events, governmental systems, and cultural trends that characterize the growth that Washington State contributed to the political and economic entity it is now. Washington State History wraps up with a Civic Tour field trip to the State’s Capitol in Olympia, Washington.

This course meets the graduation requirement for Washington State History.
Second semester Level 1 International Studies explores how the evolution of early man became significant once humans learned to control nature and exploit earth’s resources. Students study how the world began according to creation myths and current scientific theories. Why and how did the first humans try to control nature? What are the major factors that made up a “civilization”? What parts do religion and nature play in social development? How did early humans populate what is now Europe, Asia, and the Americas? Taken together, these questions follow the increasing sophistication of humanity’s cognitive development, technology, government, and religious institutions. Students will formalize the inquiry-based learning techniques that they were introduced to in Level 0 IS. In addition, students will conduct a long-term research project focusing on human-environment interactions; this acts, in part, as an introduction to the type of research students will be engaging in with National History Day (NHD) in Levels 2-4 International Studies.

Level 2 IS
Prerequisite: Level 1

Level 2 International Studies is a year of exploration of civilization. Students will get the opportunity to dive in-depth into several first empire and ancient civilizations. Students begin the year examining the history and culture of the Kingdom of Aksum, then take flight to Ancient China, where river dynasties rule. After that, they study the ancient civilizations of Mesoamerica and the Andes; they learn that harsh climate and adversity cannot stop a society’s development. They end first semester with a comprehensive look at the agriculture and religion of the Maya and are introduced to the Aztec Empire.

Second semester Level 2 continues the ancient empires journey. Students begin second semester by learning about ancient hunter-gatherer groups in North and Central Africa. Then, students begin investigating how languages spread while studying Indo-European civilizations and their impact on European and Asian kingdom development. After, students take a break from civilizations and delve into a comparative religions unit. They end their year examining the history of the Egyptians, Assyrians, and Persians.

Additionally, in Level 2 IS students work on a year-long research project that begins with writing their first extensive historical research paper. We hone researching and writing skills in conjunction with the National History Day (NHD) Competition held each year. Students choose a topic which relates to the NHD theme for that year. Students must research primary sources and include analysis of them in their essays. Each year we model the use of primary sources in the commentary they write. In second quarter, students must decide whether to “go it alone” or team up with some classmates to transform their historical papers into performances, exhibits, multimedia documentaries, web sites, and research papers for their NHD Project. These are presented in house prior to the regional competition in March.

Level 3 Honors IS
Prerequisite: Level 2

How might legends or epics preserve a trace of actual historical events? Can archaeological research substantiate legends or epics? How can “outsiders” bring fresh ideas to established scholars? How do inventions happen, and why do some societies seem more likely to benefit from inventions than others? How might a centralized and controlled Bronze Age economy have worked? How did the alphabet, iron, money and democracy rock the Eastern Mediterranean societies where these inventions were born and first spread? Why were the Greeks so open to ideas, and how did this openness propel their civilization? These are some of the questions asked during first semester as students examine the emergence of civilization in the Western World.

Second semester focuses on Asian Studies. The students will have detailed instruction on the Mauryan and Gupta Empires of India, the Han, Tang, and Song of China, the Mongol Empire, and the Shogunates of Feudal Japan. Specific attention is given to the diffusion of culture both across the Asian continent, as well as to the Western world. Cultural elements include religion, science, warfare, economic systems, and political systems.

Additionally, Level 3 IS students complete a year-long National History Day Project as now experienced researchers. Students spend the year engaged in long-term research analyzing and interpreting primary sources. Then, students choose to either “go it alone” or “group up” in creating either a performances, exhibits, multimedia documentaries, web sites, and research papers. Students can choose to compete in the senior division of National History Day at 3 levels: regional, state, and national.

Level 4 Honors IS
Prerequisite: Level 3

Level 4 IS begins by tracing developments in Western civilization from Rome’s fall to the middle of the 20th century. The course begins with a study of North Sea civilizations, including the Vikings, the Anglos, the Saxons, and the Picts. Following this is an in-depth look at Europe from the Feudal Medieval Age, through the Renaissance, the Age of Exploration, and the Enlightenment.
During this section, specific attention will be given to major agricultural innovations, conflicts within the Catholic Church, the effects of the Crusades, new methods and motivations for navigation, the fragmentation of Christendom, Absolute monarchies, and the major philosophers of the Enlightenment.

The second half of IS 4 focuses on the causes and influences of Revolution and the impacts of European Colonialism. Several major revolutions included in this study are the American Revolution, the French Revolution, the Haitian Revolution, and the Atlantic Revolutions. Across all of these revolutions, students will compare their origins and outcomes to test current theories of revolution, based on Crane Brinton’s *Anatomy of a Revolution*. The legacies of European colonization are studied, beginning with the Spanish Caribbean, and moving across North America, Africa, and India. The students will focus on the societal and political landscapes of these regions as they gained their independence and developed as sovereign nations.

For their third, and final year, Level 4 IS students complete a year-long National History Day Project as now experienced researchers. Students spend the year engaged in long-term research analyzing and interpreting primary sources. Then, students choose to either “go it alone” or “group up” in creating either a performance, exhibits, multimedia documents, web sites, and research papers. Students can choose to compete in the senior division of National History Day at 3 levels: regional, state, and national.

**Level 5 Honors IS /AP U.S. History**  
Prerequisite: Level 4

Level 5 is an upper level survey of U.S. History. A college textbook is used to present the American story from the writing of the Constitution to recent times. This honors level course has the option to be taken at the AP level. While this course focuses on the United States, all events are viewed through a variety of global lenses. The class is divided into two sections; Constitution through Reconstruction and the Gilded Age through the modern day.

The first section specifically focuses on the founding of the U.S. government and all of its early growing pains. Emphasis is placed on the Constitution itself, landmark Supreme Court cases, the evolution of political parties, and the constitutional crises that led to the American Civil War.

The second section focusing on the emergence of the United States as a world power. From the growth of the U.S. economy at the end of the 19th century, through America’s role in World Wars I and II, the role that America has played is closely examined. There is also specific attention payed to conflicts within the American Society. This includes the Jim Crow south, the Great Depression, Japanese Internment, Anti-War movements surrounding Vietnam, and current issues surrounding immigration.

Throughout the entire year, the students will receive instruction and practice in historical writing based on primary and secondary sources. IS 5 Students will read a plethora of original documents throughout the course of the year. These documents will include Supreme Court opinions, major political speeches, campaign paraphernalia, political cartoons, and popular culture items such as music and movies. The essential skill of interpreting historical documents from multiple perspectives is paramount to the study of history. Students will also prepare for the AP exam by taking several practice tests.

**AP Comparative Gov’t/Level 6 IS Honors**  
Prerequisite: Level 5

The Level 6 IS course is divided into two different parts. One portion of the class is an in-depth view of the United States political policy making process. The other portion is a Comparative Government and Politics course. Both portions are taught concurrently, and last the entire year. This honors level course has the option to be taken at the AP level.

Part one is taught as an AP Comparative Government and Politics course. This course begins with a background in Political Science theories and traces the modern development of rights, liberties and limited government. Six countries serve as case studies for students to compare and contrast governmental priorities and organizations: the UK, Russia, China, Iran, Nigeria and Mexico. Students also study international organizations like the UN, the EU, the AU and NAFTA.

Part two builds upon the constitutional and political knowledge gained in IS 5. Students enter IS 6 with an understand of the U.S. government and its functions. In IS 6, the focus is placed on how policy happens. This includes the study of congressional committees, public opinion polling, linkage institutions, and special interest groups. As a part of this course students will complete field research and compose a formal research study as a capstone project for their time in the ICS International Studies department.
**Law and Justice**
Open to grades 11—12

Law and Justice acquaints students with the processes and resources devoted by our society to: maintaining law and order, solving crime, determining innocence and guilt, and supervising the consequences criminals incur with their crimes. This class will primarily focus on the 3 major aspects of the criminal justice system; police, courts, and corrections. Students will examine ethics in policing, courts, and corrections. As part of the class students will also evaluate the strengths and weaknesses of the American criminal justice system. Students will study how the criminal justice system adapts to an ever-changing multicultural landscape in the U.S. Lastly, student will learn how technology has changed the criminal justice system.

To receive a 1.0 Occupational Education credit, every student must successfully take part in leadership activities while in this course that are outside of course hours. These activities include (but are not limited to) **Mock Trial**, joining **FBLA** and competing in the business ethics competition, or taking part in the Mock International Court, an arm of **Model UN**. This also includes the completion of service projects, and/or proposal presentations to School Boards, PTSA, City Council, etc.

*This class and it’s activities satisfy the Occupational Education graduation requirement.*

**Honors Psychology**
Prerequisite: Level 4

Psychologists seek to describe, explain, and predict human behavior. Starting with the philosophical underpinnings of psychology and the different approaches practitioners employ, students learn about research, biological bases of behavior, sensation/perception, learning, memory, and physical and social development across the lifespan. In the second semester students take these foundational concepts and apply them to more complex human behaviors involved in personality, social psychology, and psychological disorders. Current psychological research is explored throughout the year, and students also engage in research of their own.

**National History Day (NHD)**

National History Day (NHD), sponsored by the History Channel, is a yearlong education program for students in grades 7—12 that focuses on the interpretation and analysis of historical topics attached to a theme chosen every year. Students produce performances, exhibits, multimedia documentaries, websites, and research papers based on quality research and its relation to the annual theme. After completing an in-house presentation, the ensuing projects are then judged at local, state, and national competitions.

Through intense analysis of a historical event, NHD requires a student to examine history in new ways. One must understand the nature of the times, the character of those involved, and the lasting consequence of the particular event that he or she chooses to research.

*“National History Day is not just one day, but a yearlong education program that makes history come alive through educator professional conversation and analysis.”*

NHD is a part of the 8th, 9th, and 10th grade curriculum at ICS. Long term project management skills and working in formal academic settings are two of the great byproducts of this program. ICS has produced NHD national and state champions in recent years as many older students have returned to the research work voluntarily as independent learners.

**Spanish**

**The ICS Spanish Program**
The International Community School subscribes to the belief that languages are essential for success today in a culturally diverse global community. Our school is dedicated to providing a 4.3-year program in language and culture in order to communicate at a low intermediate level in Spanish. Our program, beginning at Exploratory level and proceeding through level IV, insures a diverse exploration of culture in the areas of the arts, current events, and traditions. It increases awareness of the rich cultural diversity within the Hispanic world. By the end of our program, our students have the opportunity to finish their Spanish learning with an international certification (DELE) or the Spanish Language and Culture AP exam, through which they can earn the Seal of Biliteracy of the State of Washington.

**Exploratory Spanish**

Exploratory Spanish introduces sixth grade students to the study of the foundations of the Spanish language. Students meet every three days and learn to understand, read, write and speak very basic Spanish. Vocabulary and grammar are studied in an age appropriate context where games, music, and a kinesthetic approach mark the framework for daily activities. Students will develop the discipline necessary to do repetitive work at home and apply this knowledge to engage in dialogues in order to practice speaking. Students learn basic concepts of grammar (gender/number, subject/verb agreement, linguistic flexibility). Instruction is mainly in English.

**Level 1 Spanish**

Spanish I expands on the language features learned in Exploratory Spanish. Students learn to understand, read, write and speak basic Spanish. Vocabulary and grammar are studied in an authentic cultural context, with a concentration on the present tense and knowledge of
basic elements of syntax. Students engage in dialogues in order to practice speaking. Instruction is partly in Spanish.

Level 2 Spanish
Spanish 2 continues to build on the language structure learned in Spanish 1. Level 2 reviews and extends year 1 grammar structures with a concentration on the preterit and imperfect tenses and introduction to the compound tense forms and the imperative mood. Students learn to describe syntactic elements of the Spanish language and compare them to the counterparts in the English language. Instruction is mostly in Spanish. At the end of this course, students can choose to take the DELE A1 exam at ICS.

Level 3 Spanish
Spanish 3 reviews and extends year 1 and 2 structures. Students incorporate grammar and vocabulary in an authentic cultural context with focus on communication. Reading, writing and conversation are practiced at an intermediate level with a focus in the imperative and the subjunctive mood. Readings provide insight into the ways of life in Hispanic countries. Instruction is predominantly in Spanish. At the end of this course, students can choose to take the DELE A2/B1 exam at ICS.

Level 4 Spanish
Spanish 4 focuses on improving students’ communication skills in the target language by exploring the Hispanic culture within the topics of the Spanish Language and Culture AP exam (Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, Beauty and Aesthetics), short stories and movies. Instruction is entirely in Spanish. At the end of this course, students can choose to take the DELE A2/B1 exam at ICS, and/or the Spanish Language and Culture AP exam. Students also have the opportunity to earn the Washington State Seal of Biliteracy, which recognizes public high school graduates who have attained a high level of proficiency in listening, speaking, reading, and writing in one or more world languages in addition to English.

Mathematics
The ICS Math Pathway is based on the Common Core Standards, and the LWSD Standards. This pathway is designed to take all incoming students from several different schools and cover the material needed so that students can begin the Algebra content in their 8th grade year and therefore reach calculus by their senior year. For high school graduation, students must complete a minimum of six semesters of mathematics in Grade 9-12. Beginning with the class of 2019, minimum competency includes passing the Smarter Balanced Assessment in Mathematics. Students will already have an opportunity to pass this starting in the 10th grade. Students planning to attend a four-year college or university need to successfully complete their mathematical study through Advanced Algebra. Students taking the SAT/ACT are tested on material covered through Advanced Algebra. Students must meet all prerequisite requirements in a math course before continuing in the math course sequence.

6th Grade Mathematics
The 6th grade math course is organized into 5 distinct units. Each unit is composed of the related 6th grade Common Core State Standards. The Standards for Mathematical Practices are also embedded throughout the entire course. This course focuses on the fundamental mathematics needed for Pre-Algebra and beyond, such as finding unit rates, computing with multi-digit numbers, solving one-step equations, calculating the surface area of 3D objects, and displaying statistics, to name a few. The specific units and chapters/topics we will cover are listed below.

Ratios and Proportional Relationships: ratio tables, equivalent ratios, unit rates, ratio and rate word problems, converting from fractions to decimals to percents, comparing/ordering rational numbers, solving percent problems, and other related topics.

The Number System: adding/subtracting/multiplying/dividing multi-digit decimals, multiplying/dividing fractions and mixed numbers, dimensional analysis, absolute value, graphing positive and negative integers on number lines, graphing on a coordinate plane, and other related topics.

Expressions and Equations: writing basic expressions, introduction of variables, introduction of distributive property, equivalent expressions, writing and solving one-step equations, function tables, inequalities, and other related topics.
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Statistics and Probability: statistical measures (mean, median, mode, mean absolute deviation), statistical displays (line plots, histograms, box plots, line graphs), data distribution, and other related topics.

7th Grade Mathematics

Continuing the work from 6th Grade Math, 7th Grade Math intensively works with integer operations, simplifying and solving one variable equations and 3-D Geometry. The year finishes with probability and statistics, and gets students ready for the more advanced work they will be doing in Algebra I by covering some 8th grade math standards throughout the year.

Number Sense: Integer and rational number operations, advanced percent, proportion and ratio calculations, dimensional analysis.

Expressions and Equations: Writing expressions from word problems; solving multi-step equations; introduction to linear models; introduction to slope; comparing/contrasting linear models; introduction to one variable inequalities.

Geometry: Similar and congruent figures (8th grade topic), perimeter, surface, area and volume of polygons. Transformations of shapes on a coordinate plane (8th grade topic).

Probability and Statistics: Data display models (dot plot, box and whisker, line plot, stem and leaf, circle graphs, bar graphs, histogram, scatter plots); Calculating probabilities relating to the following probability vocabulary: independent/dependent events, mutually exclusive; probability trees and counting principles; two-event probability; Venn diagrams.

Algebra I

This course continues by covering some 8th grade specific topics and transitions into CCSS Algebra. It is specifically designed to build a strong framework and foundation for upper level courses.

Topics Include:

- Linear Equations and Inequalities: solving linear equations and inequalities, solving absolute value equations and inequalities
- Linear Functions: graphing linear functions in standard form and slope-intercept form, graphing absolute value functions, writing parallel and perpendicular lines, linear regression, correlation coefficient, line of best fit, arithmetic sequences, piecewise function, solving systems of linear equations and inequalities by graphing and algebraically
- Exponential Functions and Sequences: radicals and rational exponents, exponential growth and decay, solving exponential equations, geometric sequences
- Polynomial Equations and Factoring: adding and multiplying polynomials, factoring polynomials, solving polynomials in factored form
- Quadratic Functions and Equations: graphing quadratic functions, solving quadratic equations by graphing, completing squares, factoring, and using the quadratic formula, solving nonlinear systems
- Radical Functions and Equations: graphing square root and cubic functions, solving radical equations (square and cubic root)
- Data Analysis and Displays: measures of center and variation, box-and-whisker plots, shapes of distributions, two-way tables
- Geometry: Pythagorean Theorem, introduction to right triangle trigonometry

Honors Geometry

The geometry curriculum is easily divided into two parts, one covered each semester. The focus first semester is on deductive reasoning, which is taught using the framework of geometric concepts, formal proofs and constructions. The specific concepts of a geometric proof (for example, that the two acute angles of a right triangle are complementary) will not necessarily arise again in a student's later math career, but the process of writing a proof - finding all the information, definitions, earlier theorems and postulates and communicating them in an organized, logical order - is a skill that will be used frequently later in life, both scholastically and otherwise. Second semester covers more specific geometric concepts and content including the geometry of circles, area, volume and surface area, special right triangles, similar shapes, and trigonometry.

Honors Advanced Algebra

After a year of Geometry where algebra concepts are less emphasized, algebraic concepts, skills, and applications are revisited. The course reviews and expands many of the algebra fundamentals as well as introducing new concepts and real-world applications.

Topics Include:

- Linear Functions: solving linear systems with 3 variables, modeling with linear functions
- Quadratic Functions: transformation of quadratic functions, focus on parabola, modeling with quadratic functions, solving quadratic equations and inequalities with complex numbers
- Polynomial Functions: factoring polynomials, solving polynomial equations, Fundamental Theorem of Algebra, transformation polynomial functions, analyzing graphs of polynomial functions, modeling with polynomial functions
- Exponential Exponents and Radical Functions: graphing radical functions, solving radical equations and inequalities,
Honors Math Analysis
Math Analysis, widely seen as the highest high-school mathematics course, has a wide assortment of content in order to provide the prerequisite skills needed for later, more specified mathematics courses (AP Calculus, AP Statistics, and Business Math courses.) First semester is first devoted to a review and more intensive look at functions and their properties, and more specifically at polynomial and rational functions, then for most of the semester trigonometry is the entire focus. Triangle trig is reviewed and periodic trigonometry and the unit circle is introduced, as well as reciprocal trig functions, trig graphs, trig identities and solving trig equations, and modeling harmonic and periodic data with trig models to solve problems. Second semester includes a review of logarithmic and exponential functions, sequences and series and an introduction to calculus, further investigation of conic sections as well as introduction to parametric equations and polar coordinates and equations and the translations between functions, parametric and polar equations. Additionally, time permitting there is a probability and statistics review, and an introduction to vectors.

AP Calculus AB
The class follows the requirements set forth by the College Board to certify an AP course in Calculus AB. The major sections in this course include the concept of a limit and how calculus is defined by the limit process, continuity of functions, the formal definition of the derivative, derivative rules for polynomial, rational, trigonometric, exponential and logarithmic functions, applications of the derivative including relative minimums and maximums, concavity and increasing and decreasing characteristics of functions, related rates, optimization models, rules of integration for all above mentioned functions, application of integration including area between curves, volumes of rotated figures and cross-sections; approximation of integrals, slope fields, differential equations. All content required for the AP exam will be covered by mid-April, leaving students three plus weeks for intensive AP preparation. After the AP Exam, time permitting further material such as the calculus models of physics problems (Work, Fluid Force, Centroids) is covered, as well as some Calculus BC material (integration by parts, L'Hopital's Rule).

AP Statistics
The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

Science
Integrated Science
Students in 6th grade science develop understanding of key concepts to help them make sense of life, earth and physical science. The ideas build upon students’ science understanding from earlier grades and from the disciplinary core ideas, science and engineering practices, and cross-cutting concepts. The cycling of matter and energy within systems and relationships between living and non-living components of systems are recurring themes in the 6th grade year. The major topics are:

Earth and Space Science: Earth’s Materials & Systems; The Roles of Water in Earth’s Surface Processes; Weather & Climate; Natural Resources

Life Science: Structure & Function; Growth & Development of an Organism; Organization for Matter & Energy Flow in Organisms; Information Processing; Interdependent Relationships in Ecosystems; Cycle of Matter & Energy Transfer in Ecosystems; Ecosystem Dynamics, Functioning, & Resilience; Biodiversity & Humans

Physical Science: Structure & Properties of Matter; Chemical Reactions; Definitions of Energy; Conservation of Energy & Energy Transfer; Energy in Chemical Processes & Everyday Life

Engineering: Defining and Delimiting Engineering Problems; Developing Possible Solutions; Optimizing the Design Solution

7th Grade Science
Students in 7th grade science develop understanding of key concepts to help them make sense of life, earth and physical science. The ideas build upon students’ science understanding from earlier grades and from the disciplinary core ideas, science and engineering practices, and cross-cutting concepts. While 7th grade maintains
the themes of matter and energy flow within and between systems, the year is divided into larger isolated systems and the processes that occur within those systems over time. The major topics are:

Earth and Space Science: The History of Planet Earth; Earth’s Materials and Systems; Plate Tectonics and Large-Scale System Interactions; The Roles of Water in Earth’s Surface Processes; Weather and Climate; Natural Hazards; Human Impacts on Earth Systems; Global Climate Change

Life Science: Structure and Function; Growth and Development of Organisms; Organization for Matter and Energy Flow in Organisms; Inheritance of Traits; Variation of Traits

Physical Science: Structure and Properties of Matter; Chemical Reactions; Types of Interactions; Definitions of Energy; Relationship Between Energy and Forces; Energy in Chemical Processes and Everyday Life

Engineering: Defining and Delimiting Engineering Problems; Developing Possible Solutions; Optimizing the Design Solution

8th Grade Science
Prerequisite: Level 1

Students in 8th grade science develop understanding of key concepts to help them make sense of life, earth and physical science. The ideas build upon students’ science understanding from earlier grades and from the disciplinary core ideas, science and engineering practices, and cross-cutting concepts. 8th grade continues the story of matter and energy flow within and between larger isolated systems and the processes that occur within those systems over time. The major topics are:

Earth and Space Science: The Universe and Its Stars; Earth and the Solar System

Life Science: Growth and Development of Organisms; Evidence of Common Ancestry and Diversity; Natural Selection; Adaptation

Physical Science: Forces and Motion, Types of Interactions; Definitions of Energy; Wave Properties; Electromagnetic Radiation; Information Technologies and Instrumentation

Engineering: Defining and Delimiting Engineering Problems; Developing Possible Solutions; Optimizing the Design Solution

Biology in the Earth System
2 Semesters – Grade 9 CADR

This year-long course is designed to help students understand the principles of life science with connections to Earth science. Students will use science and engineering practices and crosscutting concepts to investigate living systems at various scales. Specific topics include structure and function, growth and development of organisms, and matter and energy flow in organisms. Students will also explore cycles of matter and energy in ecosystems as well as ecosystem dynamics, functioning, and resilience and social interactions and group behavior. Students will investigate inheritance and variation of traits, evidence of common ancestry and diversity, natural selection, adaptation, biodiversity, Earth and human activity, and biogeology.

Chemistry in the Earth System
2 Semesters – Grade 10, 11, 12 CADR

This year-long course is designed to help students understand the principles of chemistry in the context of Earth science phenomena. Students will use science and engineering practices and crosscutting concepts to investigate chemical processes within Earth systems. Specific topics include structure and properties of matter, chemical reactions, and chemical processes in everyday life. Students will also explore conservation of energy and energy transfer. Students will investigate the history of planet earth as well as earth materials and systems, including natural resources, natural hazards, the role of water in Earth’s surface processes, and climate.

Physics in the Universe
2 Semesters – Grade 10, 11, 12 CADR

This year-long course is designed to help students understand the principles of physics in the context of Earth and Space science. Students will explore forces, momentum, energy, and waves on Earth, in the solar system, and in the universe. Students will use science and engineering practices and crosscutting concepts to investigate physical processes within these macroscopic systems.

Honors Anatomy & Physiology
Prerequisite: Honors Chemistry or currently taking Honors or AP Biology

This course provides an introduction to the principles and techniques of anatomy and physiology. The focus is on providing students with a comprehensive understanding of the human organism using animal models to support understanding. It provides students with a comprehensive understanding of the human form and its functions. The primary objective is relating structures or tissues, organs, and systems to their function within the organism and the interaction and interdependence they have with one another. Students demonstrate practical skills that are required in health professions. We look into emerging technologies and their impact on the medical field, such as pharmacogenomics and new medications and treatments as they relate to our understanding of both structure and function. The units include: human body organization, integumentary, skeletal and muscular systems, nervous system, maintenance of the body, and continuity and change. We also focus on career opportunities in biotechnology and the health and human services fields. Students compete in the Bio EXPO and complete a project relating human physiology and/or anatomy. Note: Mammalian dissection is included.

This course meets the graduation requirements for Quantitative and Scientific Reasoning: Formal lab report.
Forensic Science  
Prerequisite: None

Students will develop a foundation for how to work a crime scene, including maintaining the chain of custody and evidence collection. During the analysis of previous murder trials, an understanding of the scientific principles, laws and police procedures associated with trial investigation will be established. A variety of guest speakers will also be utilized to provide real-life applicability. Students will understand the following disciplines within forensics science: Entomology (insects), photography and evidence collection while working the crime scene, DNA, serology, trace evidence, fingerprints, toxicology (drugs), odontology (teeth), the role of a Medical Examiner (pathology, autopsy, determining time of death) and anthropology (bones). By the end of this course students will be able to analyze scientific evidence and come to conclusions about potential suspects and the nature of the crime being analyzed.

This class satisfies the Occupational Education graduation requirement.

AP Chemistry  
Prerequisite: Honors Chemistry

Students who take AP Chemistry will take the end of the year AP exam. Lab experiments are embedded into the curriculum to aid students as they achieve mastery. Qualitative and quantitative data are emphasized in laboratory experiments. Students are expected to analyze minutia of each experiment, and explain both patterns and irregularities. This course provides a first-year college-level chemistry education including concept development and lab experience. Topics include: review and further in-depth coverage of all Honors Chemistry content, kinetics and reaction mechanisms, redox and electrochemistry, and more complicated and nuanced laboratory procedures.

This course meets the graduation requirements for Quantitative and Scientific Reasoning: Formal lab report.

AP Physics C—Mechanics  
Prerequisite: Completion of or co-enrollment in AP Calculus

This course is equivalent to a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton’s laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Students who take AP Physics C will take the end of the year AP exam.

This course meets the graduation requirements for Quantitative and Scientific Reasoning: Formal lab report.

AP Computer Science A  
Prerequisite: None

AP Computer Science A is both a college-prep course for potential computer science majors and a foundation course for students planning to study in other technical fields such as engineering, physics, chemistry, and geology. In AP Computer Science, Students will learn to:

• Design and implement computer programs that solve problems relevant to today’s society, including art, media, and engineering.

• Apply programming tools and solve complex problems through hands-on experiences and examples.

The course emphasizes programming methodology, procedural abstraction, and in-depth study of algorithms, data structures, and data abstractions, as well as a detailed examination of a large case study program. Instruction includes preparation for the AP Computer Science A Exam.

This class satisfies the Occupational Education graduation requirement.

Student Services

Library

The mission of the library is to help students become effective users of ideas and information. A certificated librarian assists student research especially in the areas of locating and evaluating information, determining authority, and ethical use. Students are expected to examine the evidence, viewpoint, relevance, and connections with all sources of information used in research. Students use primary and secondary sources in their research. In order to assist with this research, students are taught to use several databases that provide them access to hundreds of periodicals. They can access these databases from school and home.

The continually changing non-fiction collection is based on the needs of the curricula. The fiction collection reflects the reading lists of the staff and the personal interests of the students.

In addition to a view of the Olympic Mountains, the school library offers space for meetings, independent and small group studying, and laptop use.

Technology

Students have access through our one-to-one computer program, which provides every student with a District-issued laptop. Individual and group assignments are completed using the laptops. Students have access to instructors, class materials, study references and exam preparation material.
through a individual class Powerschool pages available on the internet. Guided database research is offered through the library.

Counseling

The counseling program aims to assist students to make informed academic, social/emotional, and college/career choices in which they will thrive intellectually, socially, and personally. The student and his or her parents/guardians must be active participants in this process in order to achieve a placement that will activate their learning and guide the final stages as they step into adulthood. Students are encouraged to consider their passions, strengths, interests, attributes, learning styles, and their goals when researching and planning for graduation and postsecondary options.

Counseling activities include:

- Academic counseling
- Social/Emotional Counseling—Helping student navigate developmental, personal, and social issues and changes
- 7th grade parents’ meeting to discuss study skills, organization, and time management
- Testing Planning: PSAT, ACT, SAT
- 8th, 9th, and 10th grade high school and academic planning meetings for small groups of students and parents/guardians. Includes planning timeline, graduation requirements, and high school planning tips and strategies.
- 11th grade small-group conferences to help students identify and start managing post-high school planning options.
- 12th grade individual meetings to plan for senior year, graduation, and their post-high school plans. Students interested in pursuing college used our “Big Brown Envelope” which contains timelines, recommendation guidelines, and other helpful planning documents.
- College Visits, Scholarship Workshops, Application and Alumni Panels, 11th Grade College Planning Days, and more.

STAMP

ICS supports all underclassmen (grades 6-9) through the Student Taught Academic Mentoring Program – STAMP. The emphasis is on upperclassmen students mentoring the underclassmen through student-created activities and lessons. Some topics covered are time management, drugs and alcohol, healthy relationships, nutrition, study habits, and enjoying life.

The program provides each mentee with a supportive environment to help their adjustment from middle to high school. Mentors take responsibility for 4-5 underclassmen and assist them academically, socially, and emotionally throughout the school year. Mentors are expected to maintain personal contact with their mentees and demonstrate positive behavior inside and outside of school. This is an opportunity for the mentors to hone leadership skills and for ICS newcomers to be championed in the environment they are moving into.

Student Study Center

The SSC promotes a school climate that celebrates and values learning by:

- Providing a friendly, accessible, and safe atmosphere where students can ask questions and seek assistance
- Preparing highly competent peer coaches trained in study skills, literacy, and specific academic content
- Honoring student strengths while offering additional learning strategies that can apply across subject areas
- Encouraging student involvement
- Developing respectful peer relationships, regardless of age
- Fostering academic integrity, independence and maturity.

The center has hours before and after school and during lunch.

Music

ICS Music Ensembles

ICS offers three instrumental music programs and one vocal music program for its student musicians. Middle School Orchestra is for students who play a string instrument (violin, viola, cello or bass) and have been playing for at least 2 years in an elementary program or studied one year privately and are currently in 6th-8th grade. High School Orchestra is for students who also play a string instrument, but are in 9th-12th grade. Band is for 6th, 12th grade students who play a woodwind instrument (flute, clarinet, etc.), a brass instrument (trumpet, trombone, etc.) or percussion. Band students must have played for at least two years. Students
an audition with the music teacher for entry into the program after individual study. The ICS Choir is open to all students in grades 6 through 12, and they do not need any experience with singing or with music to join.

Students in the ICS Music Ensembles have the opportunity to perform a wide range of music, including classical, jazz, multicultural, and modern scores. The program is committed to helping develop the potential of individual musicians in addition to teaching ensemble and teamwork skills. Each group meets twice each week at ICS after school. Occasionally, the groups may join together to perform a symphonic piece as well.

ICS Music Ensembles perform multiple concerts each year, and also play at the ICS Graduation. In addition, students have the opportunity to participate in All-State and solo/ensemble competitions, as well as LWSD honor ensembles. Typically, the ensembles also participate in the LWSD music festivals.

Students (grades 9-12) who attend regularly for the year receive ½ academic credit per year on their high school transcript. This self-supporting group collects tuition to cover the costs of one accredited music director and operating expenses such as sheet music and festival fees. Scholarships are available from the PTSA for students with financial need.

There is great camaraderie between the students in the different grades. Students often form small ensembles to perform in concerts and festivals. Older students mentor younger players, help is given to those in need, and everyone feels a part of something greater than the individual. ICS Music has proven itself to be a wonderful enrichment of the ICS experience.

**Academic Experiential Learning**

**Focus Week**

Each spring, students and staff spread their wings and take their learning to every corner of the globe. Teachers design this week-long study program for a group of about twenty students. Excursions offer the chance for international study such as art in Paris or literature in Britain, or local fare such as learning to fence or cooking at Pike Place Market. Students use their seven years at ICS to take advantage of a wide variety of FW opportunities.

**Camp**

The beginning of every year is marked by an unforgettable social and educational tradition—camp. Buses whisk the 6th-8th graders away for three days of bonding activities and classes planned by those who know ICS best—the upperclassmen. Classes in teen life issues (i.e. health and nutrition, stress management, relationships, learning differences, mental health education) are available for 7th and 8th graders, while incoming 6th graders get tips on adapting to ICS life and how to be successful academically and socially. This combination of fun and learning is one unique way ICS builds community and fosters understanding and appreciation of its dynamic population. Camp may draw to a close but the bonds between students lasts throughout the years. Students in grades 10 and 11 may apply to become camp counselors.

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**Notes**

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