



## ICSV High School Course Descriptions

### English

|  |          |           |              |
|--|----------|-----------|--------------|
| <b>Grade 9 – Introduction to Literature</b>  | HSENI101 | Year-Long | Credits: 1.0 |
| <p>Introduction to Literature is designed to introduce students to the secondary level of the study of literature and academic writing. This class will introduce students to the skills necessary to critically evaluate literature, and in turn the world, from a biblical worldview. It will also enable students to express their own thoughts and ideas in an effective way through writing. Through these means, students will develop an appreciation for literature and writing. Students will also define, identify, and understand the purpose of key literary elements in prose and poetry and will be able to create original examples of the elements. Emphasis is placed on writing a solid five-paragraph essay.</p>                                  |          |           |              |
| <b>Honors Grade 9 – Introduction to Literature</b>   | HSENI150 | Year-Long | Credits: 1.0 |
| <p>In addition to the content and skills studied in Grade Nine English, an honors option is also offered. An additional unit study of a literary text of merit is included in this course. Throughout the course, students will experience a more rigorous, challenging curriculum within the regular units.</p>   |          |           |              |
| <b>Grade 10 – World Literature</b>   | HSENI201 | Year-Long | Credits: 1.0 |
| <p>World Literature is designed to expose students to the literature, worldviews, and cultures of countries in both the Western world and beyond. The goal is to allow students a glimpse into cultures and ideas that are different from their own in order to better understand the common human nature that all people have and to evaluate cultures and ideas in a balanced way. Students also further develop their writing skills, in addition to learning key research skills that will enable them to find out more about their world. Students exhibit clarity and depth in writing essays at a higher level than the five-paragraph essay and are able to carry out effective research and then record their findings in the form of a research paper.</p> |          |           |              |
| <b>Honors Grade 10 – Introduction to Literature</b>  | HSENI251 | Year-Long | Credits: 1.0 |
| <p>In addition to the content and skills studied in Grade Ten English, an honors option is also offered. An additional unit study of a literary text of merit is included in this course. Throughout the course, students will experience a more rigorous, challenging curriculum within the regular units.</p>  |          |           |              |



|  |  |               |              |
|--|--|---------------|--------------|
| <b>Grade 11/12 – British Literature (two year rotation)</b> <i>offered 2022-2023, 2024-2025</i>  | HSENI401   | Year-Long     | Credits: 1.0 |
| <p>With British Literature as its cultural foundation, the English 12 curriculum provides a balanced program of reading, writing, speaking, listening, language, and literature. Participating in a variety of integrated, student-centered, rigorous activities, twelfth grade students learn to process information effectively, examine ideas critically, and express themselves effectively in the real-life worlds of study, work, and leisure.</p> <p>Students read a wide range of challenging works of recognized literary merit and understand the nature of literature in an artistic sense and in its historical and universal sense. They write analyses of various pieces of literature exemplifying characteristics of the following historical time periods: Anglo-Saxon, the Renaissance, the Restoration, the Romantics and Victorian Age, the Twentieth-Century, and beyond.</p> |  |               |              |
| <b>Grade 11/12 – American Literature (two year rotation)</b> <i>offered 2023-2024</i>  | HSENI301   | Year-Long     | Credits: 1.0 |
| <p>This academically rigorous course will cover all key elements of a high school English course: vocabulary, grammar, critical reading, composition and literature. Students will gain an appreciation for short stories, poetry, plays, essays, non-fiction pieces and novels, as well as identification of literary elements and terms. Interpretation, comparison, and analysis of literary works will be covered. This class focuses on formal analytical and persuasive essay writing, timed essays, and a research paper. Peer reading and editing, with opportunities for revision, will encourage the mastery of composition skills. These language arts competencies are learned through the context of romantic, transcendental, modern, and contemporary American literature.</p>  |  |               |              |
| <b>IB Language A: English Language and Literature (Standard and Higher Level)</b>  | SL 11 - HSENI612<br>HL 11 - HSENI611<br>SL 12 - HSENI622<br>HL 12 - HSENI621 | Two Year-Long | Credits: 2.0 |
| <p><i>Prerequisites: 2 years of successful completion at ICSV</i><br/> <i>New Students: Admissions testing to prove English proficiency</i></p> <p>A key aim of the <i>Language A: Language and Literature</i> course is to encourage students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and unambiguous. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text's wider context in shaping its meaning is central to the course. The study</p>  |  |               |              |



of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. In view of the international nature of the IB and its commitment to intercultural understanding, the *Language A: Language and Literature* course does not limit the study of texts to the products of one culture or of the cultures covered by any one language. The study of literature in translation from other cultures is especially important to IB Diploma Programme students because it contributes to a global perspective, thereby promoting an insight into, and understanding of, the different ways in which cultures influence and shape the experiences of life common to all humanity.

## Math

|  |                      |           |              |
|--|----------------------|-----------|--------------|
| <b>Foundational Math I and 2</b>   | HSMA2100/21002       | Year-Long | Credits: 1.0 |
| <p>Students will continue to build on the K - 8 and Algebra I foundations as they expand their understanding through other mathematical experiences. Students use mathematical methods to model and solve real-life applied problems involving money, data, chance, patterns, music, design, and science. Students having access to a graphing calculator outside of class is beneficial.</p>  |                      |           |              |
| <b>Algebra I</b>   | HSMA2101             | Year-Long | Credits: 1.0 |
| <p><i>Prerequisites: Pre-Algebra</i></p> <p>Students learn to enjoy Algebra and to develop an appreciation of the elegance and power of Algebra. They develop logical, critical, and creative thinking while learning patience and persistence in problem-solving. Students learn to communicate clearly and confidently in a variety of contexts as they develop an understanding of the principles and nature of Algebra. They apply and transfer skills to alternative situations and other areas of knowledge. The content of Algebra I is organized around families of functions, with special emphasis on linear and quadratic functions. As students learn about each family of functions, they will learn to represent them in multiple ways – as verbal descriptions, equations, tables, and graphs. They will also learn to model real-world situations using functions in order to solve problems arising from those situations. In addition to its algebra content, the course includes lessons on probability and data analysis as well as numerous examples and exercises involving geometry. The course provides a solid foundation for subsequent mathematics courses in the upper school as well as preparation for standardized tests.</p> |                      |           |              |
| <b>Algebra 2<br/>Honors Algebra 2</b>  | HSMA2201<br>HSMA2251 | Year-Long | Credits: 1.0 |
| <p><i>Prerequisites: Algebra I, Geometry</i><br/><i>Corequisites: For Honors, students must also be enrolled in Honors Chemistry</i></p>   |                      |           |              |



Algebra 2 students become familiar with, graph, and apply a wide range of functions to given situations. They are able to make further connections with and apply their previous studies in Algebra and Geometry. They learn to apply mathematical knowledge and skills in solving relevant real-world application problems. Students develop logical, critical, and creative thinking while learning patience and persistence in problem-solving. Students learn to utilize technology to graph, solve, and model various mathematical functions. This Algebra 2 course is organized around families of functions; linear, quadratic, exponential, logarithmic, radical, and rational functions. Students will learn about these functions and the rules, techniques, and procedures necessary to manipulate and solve problems with these functions. In conjunction with this technical knowledge, students will develop an intuitive understanding of these functions; skills in critical thinking, and creative problem solving as they apply these mathematical concepts to real-world situations. Students will also start to explore secondary fields of mathematics such as Combinatorics and Probability.

**Geometry  
Honors Geometry**

HSMA230I  
HSMA235I

Year-Long

Credits: 1.0

*Prerequisites: Algebra 1*

*Corequisites: For Honors, students must also be enrolled in Honors Biology*

Geometry students learn to reason, and discover Geometric properties through the use of technology. This class makes extensive use of the Geogebra application. Students develop logical, critical, and creative thinking, while learning patience and persistence in problem-solving. Units include geometric construction, properties of lines and angles, properties of triangles, polygons and circles, area, volume, the pythagorean theorem, and trigonometry. Students utilize, review, and show mastery of Algebra 1 skills.

**Pre-calculus**

HSMA240I

Year-Long

Credits: 1.0

*Prerequisites: Algebra 2, Geometry*

There are many applications of mathematics which do not fit neatly into the category of Algebra or Geometry, but which are widely applied in the real world. These include data analysis, statistics, probability, and trigonometry, which are thus explored in Pre-calculus. Ultimately, Pre-calculus is designed to prepare students for the study of Calculus either at the high school or University level. Units include relations, functions, and families of graphs; trigonometric functions and identities; and advanced functions, such as exponential, logarithmic, and polar. Students study discrete mathematics and are introduced to Calculus. Specifically, in precalculus, we look at using functions to represent mathematical ideas and model real-world scenarios with an emphasis on trigonometric functions. Calculus, physics, and engineering are firmly based on the language of functions. We also look at other ways to represent mathematical ideas including vectors, matrices, parametric and polar equations, sequences and series, recursion, and fractals. We study mathematics to get better at finding pattern, structure, and meaning in



|  |  |                  |              |
|--|--|------------------|--------------|
| ideas and the world around us. Graphing technology is used throughout the course.  |  |                  |              |
| <b>Personal Financial Literacy</b>   | HSMA2501   | Semester         | Credits: 0.5 |
| This course will equip students with the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lives and understand personal financial responsibility. Topics include taxes, savings, banking, loans, budgeting, etc.   |  |                  |              |
| <b>Investment Management</b>   | HSMA2502   | Semester         | Credits: 0.5 |
| This course will equip students with the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lives and understand personal financial responsibility. Topics include investing, savings, loans, insurance, etc.  |  |                  |              |
| <b>IB Math Applications &amp; Interpretations (Standard and Higher Level)</b>  | SL 11 - HSMA2612<br>HL 11 - HSMA2611<br>SL 12 - HSMA2621<br>HL 12 - HSMA2622 | Two<br>Year-Long | Credits: 2.0 |
| <i>Prerequisites: Algebra 2 or equivalent</i>  |  |                  |              |
| This course is designed for students who enjoy describing the real world and solving practical problems using mathematics, those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics. We will also explore how we see the Diving throughout mathematical laws. Students will be provided with opportunities to learn through mathematical inquiry and discovery, and will be expected to show their learning in a variety of ways.   |  |                  |              |
| <b>IB Math Analysis &amp; Approaches (Standard Level)</b>  | SL 11 - HSMA2712<br>SL 12 - HSMA2722   | Two<br>Year-Long | Credits: 2.0 |
| This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. |  |                  |              |



## Science

|  |          |           |              |
|--|----------|-----------|--------------|
| <b>Foundational Chemistry</b> ( <i>not offered in 2023-2024</i> )  | HSSC4300 | Year-Long | Credits: 1.0 |
| <p><i>Prerequisites: Physical Science</i></p> <p>Students will be exposed to the fundamental components of Chemistry. Students will discover the world around us, how things have been formed, and how things interact with one another. Students will learn about components such as atoms and molecules, Kinetic Molecular Theory, understanding of the Periodic Table, physical and chemical reactions, atomic bonding, radiation, as well as other fundamental concepts of Chemistry. This course is designed to help the students focus on real life applications of Chemistry.</p> |          |           |              |
| <b>Foundational Biology</b> ( <i>not offered in 2023-2024</i> )  | HSSS4100 | Year-Long | Credits: 1.0 |
| <p><i>Prerequisites: Physical Science</i></p> <p>In this course, we will be studying the fundamental components of biology. We still study concepts such as creation, evolution, cells, genetics, human anatomy, plants, ecology, among other concepts! This course is designed to be informative, but also enjoyable, with the goal to broaden your understanding of biology.</p>   |          |           |              |
| <b>Foundational Physics</b>  | HSSC4200 | Year-Long | Credits: 1.0 |
| <p><i>Prerequisites: Physical Science &amp; Biology</i></p> <p>In this course, we will be studying the fundamental components of physics! We still study concepts such as Newton's Laws, Motion, Laws of Thermodynamics, Electricity &amp; Magnetism, and using the Scientific Method to explore physic theories and questions. We will also have an Astronomy component, learning about this amazing solar system that God has created! This course is designed to teach students the foundational components of the world of physics.</p>  |          |           |              |
| <b>Bio/Chem/Physics Year 2 Honors Bio/Chem/Physics Year 2 (Grade 9)</b>  | HSSC4221 | Year-Long | Credits: 1.0 |
| <p>Science in grade 9 follows the IB Middle Years Programme (MYP) which is founded on four core building blocks that support the wider mission and student competencies of the International Baccalaureate (IB):</p>   |          |           |              |



concepts, global contexts, approaches to teaching, and approaches to learning. MYP is concept-based and so students are able to integrate learning, add coherence to the curriculum, deepen disciplinary understanding, build the capacity to engage with complex ideas and allow the transfer of learning to new contexts. Through the use of technology and the focus on deeper levels of understanding, the examination process will be an engaging, positive experience for students.

Life is the most precious gift each of us has received. In this year students will focus mostly on Biology with topics listed below and then follow in deepening their knowledge in Chemistry and Physics. Biology has much to teach us about our mortal life and our interdependence with the other forms of created life on this earth. In this class, students work to discover and obtain knowledge of the interactions between the living and nonliving worlds by examining the organization of living things.

Students will conduct a semester project integrating covered studied topics in a particular semester.

|  |   |  |   |
|--|---|--|---|
| <b>Biology</b><br><ul style="list-style-type: none"> <li>- DNA (replication/Protein synthesis)</li> <li>- Cell division/Meiosis</li> <li>- Genetics</li> </ul> | <b>Biology</b><br><ul style="list-style-type: none"> <li>- Classification</li> <li>- Evolution/Creationism</li> <li>- Kingdoms - overview, Protists, Fungi, Plants</li> </ul> | <b>Chemistry</b><br><ul style="list-style-type: none"> <li>- Moles</li> <li>- Bonding</li> <li>- Solubility</li> <li>- Chemical pathways</li> <li>- Equilibrium</li> </ul> | <b>Physics</b><br><ul style="list-style-type: none"> <li>- Energy/ power</li> <li>- Waves(sound &amp; light)</li> <li>- Magnetism</li> <li>- Electricity</li> </ul> |
|--|---|--|---|

|  |           |           |              |
|--|-----------|-----------|--------------|
| <b>Bio/Chem/Physics Year 3 Honors Bio/Chem/Physics Year 3</b><br><i>(Grade 10) offered starting in 2024-2025</i> | HSSC423 I | Year-Long | Credits: 1.0 |
|--|-----------|-----------|--------------|

Science in grade 10 follows the IB Middle Years Programme (MYP) which is founded on four core building blocks that support the wider mission and student competencies of the International Baccalaureate (IB): concepts, global contexts, approaches to teaching, and approaches to learning. MYP is concept-based and so students are able to integrate learning, add coherence to the curriculum, deepen disciplinary understanding, build the capacity to engage with complex ideas and allow the transfer of learning to new contexts. Through the use of technology and the focus on deeper levels of understanding, the examination process will be an engaging, positive experience for students.

The last year of MYP science program is split into final topics of Chemistry and Biology with the main focus on Physics. Teaching physics helps students understand how the universe works, from its structure to how the different components interact with each other. Students explore complex scientific concepts and make real-world connections to understand its impact on daily life.



Our physics curriculum focuses on making sure students get a clear understanding of motion, energy, electricity, magnetism, and the laws that govern the physical universe. Students learn to understand scientific principles and processes, ask questions, present hypotheses, experiment, solve problems, and think abstractly and critically.

Students will conduct a semester project integrating covered studied topics in a particular semester.

|   |   |   |   |
|---|---|---|---|
| <b>Chemistry</b><br><ul style="list-style-type: none"> <li>- Electro Chem.</li> <li>- REDOX</li> <li>- Acid &amp; Bases</li> <li>- Organic Chem.</li> </ul> | <b>Biology</b><br><ul style="list-style-type: none"> <li>- Kingdom Animals</li> <li>- Body systems</li> <li>- Anatomy/ Physiology</li> <li>- Ecology</li> </ul> | <b>Physics</b><br><ul style="list-style-type: none"> <li>- Trig vectors</li> <li>- Applications of Newton's laws</li> </ul> | <b>Physics</b><br><ul style="list-style-type: none"> <li>- Applications of work/power</li> <li>- Periodic/ rotational motion</li> <li>- Elasticity</li> </ul> |
|---|---|---|---|

**Environmental Science**

HSSC4211

Year-Long

Credits: 1.0

Environmental System and Society is firmly grounded in both a scientific exploration of environmental systems in their structure and function, and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment. Through this course, students will be equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world and to appreciate God's wonderful creation. They will develop critical awareness that environmental problems are caused and solved by decisions made by individuals and societies that are based on different areas of knowledge. Students will engage with the controversies that surround a variety of environmental issues and create innovative solutions to environmental issues by engaging actively in local and global contexts. The specific topics are: 1. Foundations of environmental systems and societies 2. Ecosystems and ecology 3. Biodiversity and conservation 4. Water and aquatic food production systems and societies 5. Soil systems and terrestrial food production systems and societies 6. Atmospheric systems and societies 7. Climate change and energy production 8. Human systems and resource use.

**IB Biology (Standard and Higher Level)**

SL 11 - HSSC4711  
 HL 11 - HSSC4711  
 SL 12 - HSSC4722  
 HL 12 - HSSC4721

Two Year-Long

Credits: 2.0

*Prerequisites: Completion of Chemistry in grade 10 and Biology in grade 9*

Biology means the study of life. Life is the most precious gift each of us has received. Biology has much to teach us about our mortal life and our interdependence with the other forms of created life on this earth. We will work to discover and obtain knowledge of the interactions between the living and nonliving worlds by examining the





organization of living things. We are fearfully and wonderfully made. (Psalms 139)

Through studying biology, students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes IB biology.

|                     | <b>Core - 95 teaching hours</b>  | <b>Option - 25 teaching hours</b>   | <b>Practical Scheme of Work- 60 hours</b>                            | <b>Additional Higher Level - 60 teaching hours</b>   |
|---------------------|--|---|--|--|
| Standard Level (SL) | Cell Biology, Molecular biology, Genetics, Ecology, Evolution and biodiversity, Human Physiology | Option C: Ecology and conservation<br><b>OR</b><br>Option D: Human Physiology | Prescribed lab activities, individual investigation, Group 4 project |  |
| Higher Level (HL)   |  |   |  | Nucleic acids, Metabolism, cell respiration and photosynthesis, plant biology, genetics and evolution, animal physiology |

**IB Chemistry (Higher Level)**

HL 11 - HSSC4611  
HL 12 - HSSC4621

Two Year-Long

Credits: 2.0

IB Chemistry students begin to realize the importance of scientific literacy and communication, both locally and globally, in this age of technology. They design, conduct, document, and share several laboratory exercises with the global community. IB students apply and use atomic theory and the underlying experimental evidence of the subatomic particles and the Quantum Mechanical Model. They analyze the structure of the Periodic Table of the Elements and the reason for it from the quantum model of the atom. They evaluate the origin and types of atomic bonding, the nomenclature for naming compounds, the reactions that formed them and quantifying the energy that is absorbed or released. Students become adept at making critical evaluations of data for reasonableness, units, and for significance. They are challenged to apply what they are learning to the real world and seek solutions in and outside the proverbial box.

**IB Physics (Standard and Higher Level)**

SL 11 - HSSC4811

Two Year-Long

Credits: 2.0

*Prerequisites: Grade 10 Physics/GCSE Physics or equivalent  
For HL: Physics recommendation from Science department required*

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself



from the very smallest particles to the vast distances between galaxies. Students have opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings.

The investigations may be laboratory based or they may make use of simulations and databases. Students develop the skills to work independently on their own design, but also collegiately, including collaboration with schools in different regions, to mirror the way in which scientific research is conducted in the wider community.

The Physics syllabus has a number of core elements to both Standard and Higher Level. At Higher Level some topics are studied in greater depth and also there is additional material to study.



## Social Studies

|   |         |           |              |
|---|---------|-----------|--------------|
| <b>World Geography</b>  | HSS3101 | Year-Long | Credits: 1.0 |
| <p>A conceptual-inquiry approach to World Geography and relevant topics related to it. Students look at physical and cultural perspectives to examine people, places, and environments at local, regional, national, and international levels, and in comparative ways. Critical thinking skills such as comparing &amp; contrasting, analyzing, synthesizing, and evaluating will be developed through a variety of discussions, interactions, and assessments.</p>  |         |           |              |
| <b>Honors World Geography</b>   | HSS3151 | Year-Long | Credits: 1.0 |
| <p>In addition to the content listed in World Geography, this honors level course expects students to perform at a higher level. For example, honors students learn more vocabulary, examine and analyze art, architecture, music and literature selections in greater depth, and read at a higher level. They have a greater homework load and complete more mini-projects preparing them for the rigor necessary to enter into the IB History track, if they choose.</p>  |         |           |              |
| <b>European History</b>   | HSS3400 | Year-Long | Credits: 1.0 |
| <p>A conceptual-inquiry approach to European history wherein the following units will be covered: The Medieval Period, The Renaissance, The Age of Absolutism, The French Revolution, The Great Wars (WWI &amp; WWII), and the Establishment of the European Union. Critical thinking skills such as comparing &amp; contrasting, analyzing, synthesizing, and evaluating will be developed through a variety of discussions, interactions, and assessments.</p>  |         |           |              |
| <b>Honors European History</b>  | HSS3475 | Year-Long | Credits: 1.0 |
| <p>The honors class will have more activities and assessments that involve critical thinking skills such as analyzing, synthesizing, perspective taking and evaluating.</p>   |         |           |              |
| <b>Economics</b> ( <i>not offered 2023-2024</i> )   | HSS3504 | Semester  | Credits: 0.5 |
| <p>This is a one-semester, non-technical course designed to educate students on the basic fundamental principles of economics. The course is divided into two nine-week units. During the first unit, students will: learn the key historical and economical terms to be used throughout the course; compare and contrast the different economic systems at use in the world today; and, will learn to apply economic principles to real-life scenarios that they will encounter in the near future. The second unit of the course consists of student selected economic topics, including, but not limited to, cryptocurrency, non-fungible tokens, investing, unemployment and poverty, and climate change and the world economy.</p> |         |           |              |



|   |          |           |              |
|---|----------|-----------|--------------|
| <b>Contemporary Social Issues</b><br><i>(not offered in 2023-2024)</i>  | HSSS3505 | Semester  | Credits: 0.5 |
| <p>This course focuses on modern social issues which impact societies around the world. As a student-led course, the curriculum is selected by students, and includes units focused on issues such as consumerism, materialism, and happiness, inequality, health care, war, prisons and prison systems, and internet/social media. Students in this course develop their ability to research and analyze complex social issues through individual and group projects, discussions, extended essays, and informational presentations.</p>   |          |           |              |
| <b>Psychology</b> <i>(not offered 2023-2024)</i>  | HSSS3503 | Year-Long | Credits: 1.0 |
| <p>God has created the universe and all living things in it. He specifically made man to be in His image. Through the study of psychology, students are challenged to analyze and evaluate what it is that makes human beings unique from all other creation. Students compare and contrast the various theories concerning cognitive, physical, and emotional development, as well as evaluate how these theories affect moral standards. Throughout this course, students also examine how they approach learning and interact with the many people not just in the city of Vienna, but throughout the world in a biblical manner. They study the different psychologists and theories over the course of history. They also evaluate different forms and steps of psychology research and experiments and reproduce these by creating their own experiments.</p> |          |           |              |
| <b>Comparative World Governments</b> <i>(not offered in 2023-2024)</i>  | HSSS3510 | Semester  | Credits: 0.5 |
| <p>Introduction to the cross-national and comparative study of contemporary political systems. Focus on structural/behavioral similarities and differences, common and diverse aspirations/struggles, globalization and local responses, and domestic-foreign linkages. Reference to major illustrative countries in Europe, the Middle East, Asia (including Central Asia), Africa, and Latin America.</p>   |          |           |              |
| <b>Speech and Debate</b> <i>(not offered in 2023-2024)</i>  | HSSS3509 | Semester  | Credits: 0.5 |
| <p>This course explores a wide variety and range of public speaking skills, including: Extemporaneous Speaking, Declamation, Original Oratory, and Storytelling at the novice level. Additionally, students are introduced to basic researching, argumentation, questioning, and rebuttal skills through a variety and range of debate disciplines, including: Congressional Debate, Public Forum Debate, and the basics of philosophy for Lincoln-Douglas Debate. Skill focus includes the development of techniques in diction, articulation, enunciation and projection. Students begin to analyze pieces of literature, create and deliver orations, write arguments, and evaluate performances.</p>  |          |           |              |



|  |          |          |  |
|--|----------|----------|--|
| <b>Mass Media</b>  | HSEL8103 | Semester | Credits: 0.5   |
| <p>This course is designed to <i>introduce and develop</i> the understanding of media and its content. To provide students with the ability to question, understand, interpret, analyze, and evaluate the content, intent, and effects of media in their lives.</p> <p>In order to gain knowledge and an appreciation for media, students will engage in the big questions pertaining to technology and the developing world, allowing them to later dive deeper into the categories that make up media i.e. television, music, movies, advertisements, phones, etc. Students will interpret and analyze media through the lens of subjects like law, religion, and history. Because media is so pervasive in our lives, it is also important to understand some fundamental principles that are connected through the use of media such as civil discourse, freedom of speech, and privacy.</p> |          |          |  |
| <b>WW2 in the Pacific</b>  |          | Semester | Credits: 0.5   |
| <p>This course introduces students to WWII in the Pacific Theatre through political, social, and cultural lenses. By studying WWII in the context of tensions between China, the Japanese Empire, and the United States starting in the nineteenth century, students will investigate themes such as imperialism, colonialism, nationalism, and racism. As students often focus their attention on WWII in Europe, this course offers students the opportunity to study the war in a new light, which helps better understand the war as a whole.</p>  |          |          |  |
| <b>History Through Film</b>  |          | Semester | Credits: 0.5   |
| <p>This semester course offers juniors and seniors the opportunity to examine history through documentary and popular films.. Students will learn to analyze films critically in an attempt to understand the filmmaking process and to evaluate film as a cultural and historical artifact. Course requirements include film screenings, assigned readings, position papers, and a final exam. The course will be divided into an introductory unit, and five topical units consisting of multiple films each. Students will analyze each film individually, and then compare and contrast all films of the unit to better understand the topic as a whole.</p>   |          |          |  |
| <b>Comparative Modern World Cultures</b>   |          | Semester | Credits: 0.5   |
| <p>Comparative Modern World Cultures is a conceptual-inquiry class that seeks to develop an understanding of different aspects of culture such as beliefs, symbols, norms, and values. By understanding the diversity and complexity of cultural expressions, learners develop an appreciation of other cultures.</p>  |          |          |  |
| <b>Art History</b>   | HSS3508  | Semester | Credits: 0.5<br><i>(Social Studies or Fine Arts)</i> |



This course is designed to help students develop a deep conceptual understanding by investigating the power of art from a historical perspective. Students will learn essential skills in visual and contextual analysis by examining works of art from diverse cultures and the relationships among these works. Students will analyze art in their contexts, considering issues of gender, politics, religion, and identity. This course is meant to allow students to expand their knowledge and understanding of history, geography, politics, religion, and literature, as they explore stories of people as told through art.

**IB History (Standard and Higher Level)** *(not offered 2023-2024)*

SL 11 - HSS3612  
HL 11 - HSS3611  
SL 12 - HSS3622  
HL 12 - HSS3621

Two  
Year-Long

Credits: 2.0

IB History is the study of how culture, governments, individuals, and circumstances lead to conflicts within countries and between countries, as well as how the rest of the world reacts to and attempts to solve the conflicts. Students will learn to be open-minded to and reflective of different perspectives in terms of causes and effects of these conflicts. Students will be able to synthesize their own reactions to conflict and create ideas of intervention, which leads to an evaluation of their own reactions to events and turning them into caring, risk taking members of society.

**IB Business Management (Standard and Higher Level)**

SL 11 - HSS3632  
HL 11 - HSS3631  
SL 12 - HSS3642  
HL 12 - HSS3641

Two  
Year-Long

Credits: 2.0

IB Business Management is the study of how 6 concepts (globalization, ethics, change, culture, innovation, and strategy) are interrelated and affect how businesses make decisions. Using real-life business examples, students will learn how to assess problems and suggest changes to be made in order to be successful. Topics include Human Resource Management, Finance, Marketing, and Operations Management. A special focus is added to the curriculum to encourage students to learn about sustainability and how to consider sustainable practices to help make our future world a better place.

**IB Psychology (Standard and Higher Level)**

SL 11 - HSS3651  
HL 11 - HSS3652  
SL 12 - HSS3661  
HL 12 - HSS3662

Two  
Year-Long

Credits: 2.0

IB Psychology is the study of mental processes and behavior. Students learn a variety of research techniques while exploring how behavior is not static and human beings are very complex. Exploring the role of ethics in studying human behavior is a key underlying factor while exploring the three key areas of understanding behavior: biological, cognitive, and sociocultural. These three areas are explored in depth individually and then applied holistically to abnormal psychological and health psychology.



## Bible

|  |  |           |                                |
|--|--|-----------|--------------------------------|
| <b>Basics of Christian Faith 1</b><br>(semester 1) & <b>2</b> (semester 2)   | <b>BCF 1:</b> HSEL9001<br><b>BCF 2:</b> HSEL9021<br><i>(Grade 9)</i>                   | Year-Long | Credits: 1.0<br><i>(Bible)</i> |
| <p>This class will focus on inviting students to build a solid foundation of belief in the person of Christ and His teachings. Students will examine the Christ-centered theistic worldview in comparison to other major worldviews and will gain an understanding of what it means to apply God's invitation to love Him with all of our heart, soul, and mind. Students will be challenged to apply the definitions of faith and truth in their examination of the claim of the Bible as God's collected book of inerrant revelation. Ultimately, the course will provide an opportunity to gain an understanding of the whole of Scripture in view of the mission of God.</p>   |  |           |                                |
| <b>Introduction to the Person of Jesus</b> (semester 1)<br><b>Philosophy and Theology</b> (semester 2)   | <b>Intro:</b> HSEL9002<br><b>Phil &amp; Theo:</b><br>HSEL9022<br><i>(Grades 10-12)</i> | Year-Long | Credits: 1.0<br><i>(Bible)</i> |
| <p>In semester one, students will examine Christ from the perspective of prophet, priest and king; Christ as the fulfillment of prophecy; Christ as both fully God and fully man and will examine the historical, Theological and personal significance of the death and resurrection of Christ. Ultimately students will wrestle with and respond to the essential question Jesus asked the apostle Peter, "Who do you say that I am?" (Mark 8:29).</p> <p>During the second semester, this course will combine the study of the basic philosophy of the nature of reality and Christ-centered Theology with the exploration of the highly influential works of G.K. Chesterton, C.S. Lewis, and J.R.R. Tolkien, including Orthodoxy, Mere Christianity, The Great Divorce, and selections from The Silmarillion, The Hobbit, and The Lord of the Rings. Students also study original works from world-renowned philosophers such as Plato and Nietzsche.</p> |  |           |                                |
| <b>Revelation</b>  | HSEL9023   | Semester  | Credits: 0.5<br><i>(Bible)</i> |
| <p>Life as we know it will end, possibly quite soon. That prediction comes from sources as diverse as atomic scientists, superstitious people and groups, even Christians. Each believes cataclysmic change is on the horizon and the reasons for their thinking, and how it will happen, have little in common. This class is designed to research the Word of God about the second coming of Jesus Christ and to inspire students to constructive action. The book of Revelation was written to uncover the truth about the End</p>  |  |           |                                |



Times, but to understand this book, one needs to understand the Old Testament book of Daniel. Studying the apocalyptic books of Daniel and Revelation it seems to be an interesting adventure.

**Church History**

HSEL9015

Semester

Credits: 0.5  
*(Bible)*

A study of church history is the study of God at work in the world carrying out His plan for humankind. Christianity has had a wider geographic spread and is more deeply rooted among more peoples than any other religion in the history of humankind therefore, it must be of concern to all who are interested in the record of man and particularly to all who seek to understand the contemporary human scene. Studying the church over the ages helps the modern church understand controversies and heresies. Cults were present in A.D. 200, the same, as they are present today. To understand Christian doctrine in its context of history helps us to separate fads and falsehoods from the truth of the Bible.

**World Religions**

HSSS3507

Semester

Credits: 0.5  
*(Bible)*

Religion is an integral part of the lives of human beings across the globe. Our religious beliefs impact the way we think, live, and interact with those around us. But why are there so many religions? Do they all essentially teach the same thing? How do we know which one is true? The purpose of this course is to explore these types of questions. We will spend time studying the five major religions: Hinduism, Buddhism, Judaism, Christianity, and Islam, giving specific attention to how each group responds to life's ultimate questions. Furthermore, we will explore how Christianity differs from the other four.

**Making Sense of the Bible**

HSEL9016

Semester

Credits: 0.5  
*(Bible)*

The goal of this course is found in its title. The Bible is composed of ancient pieces of literature that Christians believed to be inspired by God. Much of what we find throughout the pages of the Bible has implications for our lives today, but how are we supposed to make sense of a book that was written over a period of thousands of years by many different authors? Throughout this course, we explore some ways in which we can better understand the content of the Bible and its meaning for our lives today. In the first half of this course, we focus mostly on helpful practices for Bible interpretation while in the second half we put what we learned into practices by looking to the Bible for answers on debated topics and current issues.

**Ethics** *(not offered in 2023-2024)*

HSEL9013

Semester

Credits: 0.5  
*(Bible)*

The goal of this class is to develop students critical thinking, communication, and research skills by exploring several of major ethical systems. These include: Cultural Relativism, Egoism, Behaviorism, and Utilitarianism, among others. Each system will be evaluated in light of the Bible, and consideration will be





given to the connection between ethics and worldviews.

**Bible I I- Ethics** (*IB Students only*)

HS9014

Year-Long

Credits: 0.5  
(*Bible*)

In philosophy, we are concerned not only with what actions are morally right and morally wrong, but what makes actions morally right or wrong. The key is to understand the sort of reasoning that we employ in ethical decision making. Students will generally approach this question from one of two dismissive stances:

1. That there are no reasons behind ethical decisions, that it is merely a matter of personal preference, or
2. All ethical questions are cut and dry and that there is an absolute means of determining all answers, often through adherence to religious doctrines.

In this section, we will proceed through three steps. The first is to undermine the barriers to rational moral deliberation. The second is to look at the five different factors we do appeal to deciding what is the morally best way to act. Third, we will look at cases in an effort to be more clear and careful in being able to explain why we hold certain choices to be the right ones.

We will look at five approaches to moral deliberation:

- Virtue ethics: What is morally right is what makes us the best person we could be
- Deontology: What is morally right is what follows from absolute moral duties
- Utilitarianism: What is morally right is what generates the best balance of pleasure over pain when everyone is considered equally
- Rights-based Ethics: What is morally right is that which is in accord with everyone's rights
- Care Ethics: What is right is what is in accord with the best interest of those with whom we have special relationships

**Bible I2 - Philosophy of Science and Religion** (*IB Students only*)

HSEL9024

Year-Long

Credits: 0.5  
(*Bible*)

This class will be broken down into three major sections. The first section will be a basic introduction to the Philosophical Method. In this section we will consider basic philosophical methods of argumentation. Next we will look at the Philosophy of Science. This will not be science per se but why and how we do science? We will ask questions of epistemology. Can all useful knowledge be obtained from science or is that even a valid question? Finally we will look at the Philosophy of Religion. Major faith systems will be considered; Atheism, Agnosticism, Classical Theism, Pantheism, and New Age Conceptions. In our analysis we will consider different arguments for and against God, whatever the concept of God may be.



INTERNATIONAL CHRISTIAN SCHOOL *of* VIENNA



## Foreign Language

|   |          |           |              |
|---|----------|-----------|--------------|
| <b>German I – approximately equivalent to A1</b>  | HSFL5101 | Year-Long | Credits: 1.0 |
| <p>Students in German one learn to speak, read, write, and understand German on a very basic level. Students will develop understanding of and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of different types. They will be able to introduce themselves and others and can speak and answer or formulate questions about personal details, such as where they live, where they come from, their hobbies, people they know, and things they have. The students will be able to interact in a simple way, provided that the other person talks slowly and clearly. Students will develop a basic understanding of Austrian culture, as well as customs and traditions of the Austrian/German-speaking community. In general, students will gain knowledge in the following topics: numbers; vocabulary ranging from hobbies, food, family, basic time and dates, school, animals, and vacation; past, present, and perfect tenses; nouns, articles, verbs, conjunctions, and adjectives; forming questions; nominative, dative, and accusative cases; indicative, imperative, and conjunctive modes; prepositions; comparatives; and negation.</p>   |          |           |              |
| <b>German 2 – approximately equivalent to A2</b>  | HSFL5102 | Year-Long | Credits: 1.0 |
| <p>Students in German two learn to speak, read, write and understand German on a basic level. They will understand and use an appropriate set of phrases from their repertoire and basic phrases aimed at dealing with everyday situations with predictable content. They will be able to give and write a simple description or presentation of people, living or working conditions, and daily routines as a short series of simple phrases and sentences linked into a list. The students will be able to interact, develop a clear argument at some length, and give a short, rehearsed presentation on a topic pertinent to their everyday life. Students will gain a more profound understanding of Austrian culture, as well as customs and traditions of the Austrian/German speaking community, like working conditions (Feiertage) or interactions in social situations like in a restaurant. In general, students gain knowledge in the following areas: vocabulary about work, health, feasts, restaurant, school, hobbies and giving directions, and vacation. They will continue to learn the same grammatical constructions as indicated in level one, with the addition of the future tense, reflexive verbs, adverbs, pronouns, and the genitive case.</p> |          |           |              |
| <b>German 3 – approximately equivalent to B1</b>  | HSFL5103 | Year-Long | Credits: 1.0 |
| <p>Students in German three will understand the main points of clear standard input on familiar matters regularly encountered in work, school, and leisure. They will learn to handle most situations likely to arise while traveling in an area where German is spoken. The students will be able to produce a simple connected text on topics which are familiar or of personal interest and can describe experiences and events, dreams, hopes, and ambitions, giving reasons and explanations for opinions and plans. Their</p>   |          |           |              |



knowledge in the following areas is added to their repertoire: the simple past, present and past perfect, and plusquamperfekt tenses; and adjective declension. They will learn more vocabulary concerning health, entertainment, technology, characteristics, feelings, relationships, and traffic.

**German 4 – approximately equivalent to B2**

HSFL5104

Year-Long

Credits: 1.0

*Prerequisites: Completion of HS German 3, Completion of MS German 5*

Students in German four will be able to understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in their field of specialization. They will be able to communicate spontaneously and fluently so that a normal conversation with native speakers is quite possible without major effort on either side. They will be able to express themselves clearly and in detail on a wide range of subjects, explaining a point of view on a topical issue. They will also be able to explain the advantages and disadvantages of various options.

**German 5 – approximately equivalent to C1**

HSFL5105

Year-Long

Credits: 1.0

Students in German five will learn to speak, read, write and understand the German language on a higher level. They will be able to understand complex texts on both concrete and abstract topics. Students will achieve a degree of fluency and spontaneity that makes regular interaction and producing essays with an extended length possible. Their essays will be clear, well-structured, and detailed and show controlled use of grammar and vocabulary. Students will be able to understand German culture, as well as customs and traditions of the German speaking community.

**German 6 – approximately equivalent to C1+ (not offered in 2023-2024)**

Year-Long

Credits: 1.0

German 6 is a challenging course that prepares students for IB German, especially at the higher level. The students will have already reached a level of proficiency and can express themselves on a range of topics. In this course, the students will learn to produce clear and detailed text on a wide range of subjects and explain a viewpoint of a topical issue giving the advantages and disadvantages of various options. Furthermore, the students will learn to interact with a degree of fluency and spontaneity that makes regular interaction with native speakers possible without strain for either party. The focus of this course is to make the transition to IB German easier.

**Spanish I and 2**

HSFL5301

Year-Long

Credits: 1.0

Students in Spanish I will learn how to understand, read, speak and write basic sentences and short texts about identity, family, friends, and Hispanic culture. They can deal with daily routines and social contexts, like restaurants and school. The students can produce written and oral texts on those topics which are



familiar or of personal interest and can describe experiences and events. In general, students will gain knowledge in the following areas: regular verbs, preference verbs and idioms, characteristics, relationships, and weather.

**IB German Language A:  
Language and Literature  
(Standard and Higher Level)**  
*(not offered in 2023-2024)*

SL 11- HSFL5612A  
HL 11- HSFL5611A  
SL 12- HSFL5622A  
HL 12- HSFL5621A

Two  
Year-Long

Credits: 2.0

*Prerequisites: Completion of German 5 and teacher recommendation at ICSV  
New Students: Proof of German proficiency by taking German written test*

This German course is designed for students who have experience of using the language of the course in an academic context. The language background of such students, however, is likely to vary considerably—from monolingual students to students with more complex language profiles. The study of texts, both literary and non-literary, provides a focus for developing an understanding of how language works to create meanings in a culture, as well as in particular texts. The Language and Literature course is to encourage students to question the meaning generated by language and texts, which is rarely straightforward and unambiguous. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text's wider context in shaping its meaning is central to the course. All texts may be understood according to their form, content, purpose and audience, and through the social, historical, cultural and workplace contexts that produce and value them. Responding to, and producing, texts promotes an understanding of how language sustains or challenges ways of thinking and being.

**IB German Language B:  
Language and Literature  
(Standard and Higher Level)**

SL 11 - HSFL5612  
HL 11 - HSFL5611  
SL 12 - HSFL5622  
HL 12 - HSFL5621

Two  
Year-Long

Credits: 2.0

*Prerequisites: Minimum of four years German language, written test may be required, and a teacher recommendation*

The Diploma Program is a rigorous pre-university course of study. It aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of point of views. Language B is an additional language-learning course designed for students with some previous learning of the language. The main focus of the course is on language acquisition and development of language skills. These language skills are developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts and should be related to the culture concerned. The students develop mastery of language skills and intercultural understanding.



The course is focusing on five topics:

**Social organizations**

- Digital Natives
- Value of youth
- Generation conflicts
- Youth trips
- Outside school activities

**Human ingenuity**

- Science and the question of responsibility
- Animal experiments
- Mass Media
- Film - History and film analysis
- Advertisements and Campaigns
- Manipulation in Media
- Music

**Shared Planet - energy reserves**

- Atomic energy versus sustainable energy resources
- Climate Change
- Greta Thunberg and Fridays for Future
- Tourism

**Identities**

- Stereotypes
- Differences between cultures
- Personalities
- Faith and superstition, World religions
- Reformation and Martin Luther
- Health

**Experiences**

- Berlin and its diverse culture
- History of Germany after WW2 and of Berlin
- Austrian history from 1750
- Migration
- Refugee situation in Europe
- Geneva Refugee conventions

HL Students will read 2-4 pieces of German literature

Both, HL and SL students will read two pieces of adolescent literature.



|  |                                      |                  |              |
|--|--------------------------------------|------------------|--------------|
| <b>IB Spanish Ab Initio (Standard Level)</b> | SL 11 - HSFL5712<br>SL 12 - HSFL5722 | Two<br>Year-Long | Credits: 2.0 |
|--|--------------------------------------|------------------|--------------|

Language ab initio is a language acquisition course designed for students with no prior experience of the target language, or for those students with very limited previous exposure. It should be noted that language ab initio is offered at SL only.

In the language ab initio course, students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course. A key aim of the language ab initio course is to develop international-mindedness through the study of language, culture, and ideas and issues of global significance. Explicit links to TOK strengthen the ability to communicate in the target language by increasing students' self-awareness as inquirers in their own language learning process. As appropriate to the level of the course, communication skills are reinforced through the other categories of approaches to learning skills: thinking, research, social and self-management skills.

### **Prescribed themes**

Five prescribed themes are common to the syllabuses of language ab initio and language B; the themes provide relevant contexts for study at all levels of language acquisition in the DP, and opportunities for students to communicate about matters of personal, local or national, and global interest.

The five prescribed themes are:

- identities
- experiences
- human ingenuity
- social organization
- sharing the planet.

The themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. The themes also provide opportunities for students to make connections to other disciplinary areas in the DP. Students and teachers of language ab initio with experience of the Primary Years Programme (PYP) or the MYP will recognize that the themes are inspired by the transdisciplinary themes of the PYP and the global contexts of the MYP. In this way, the DP language ab initio course can enhance the continuity of the educational experience of long-standing IB students, while also being suitable for students who are new to the IB.



INTERNATIONAL CHRISTIAN SCHOOL *of* VIENNA





## English Language Learning

|   |           |           |              |
|---|-----------|-----------|--------------|
| <b>High School ELL</b>  | HSFL5203A | Year-Long | Credits: 1.0 |
| <p>English is the medium of instruction at ICSV. It is imperative that students have an academic level of English proficiency. This class will assist students in understanding and using basic grammatical, reading, writing, pronunciation, and listening comprehension skills. Students will grow in social and academic English and be able to more fully participate in mainstream classes. The ELL teachers will also guide students in viewing literature, projects, and conversations from a Christian perspective.</p> |           |           |              |

## Fine Arts

|  |          |           |                                    |
|--|----------|-----------|------------------------------------|
| <b>High School Art</b>   | HSEL6100 | Semester  | Credits: 0.5                       |
| <p><i>Prerequisites: Any previous school MS Art courses, MS Art I, II, &amp; III for ICSV students</i></p> <p>This course develops students' skills through a variety of art experiences so that students become proficient observers and creators. They grow in their ability to describe, interpret, evaluate, and respond to works in the visual arts. This course enables students to recognize their unique talents as they glorify God while gaining an understanding of God's creation and art as a means of human expression. Students evaluate art's purpose through examination of their own work and that of other people, times, and places. They begin to understand the meaning and impact that the visual arts have in the world in which they live. This course is meant to serve as an alternative to IB visual art and is helpful for students prior to taking IB art.</p> |          |           |                                    |
| <b>Publications</b>  | HSEL8100 | Year-Long | Credits: 1.0<br><i>(Fine Arts)</i> |
| <p>The primary purpose of this course is to produce the annual ICSV yearbook. This is an important historical document that needs to be viewed as such. The ICSV yearbook should be a blessing to the student body, as well as the staff and parents involved with the school. The final product should highlight the special community that exists at ICSV. It will also need to be worthy of being used as a recruitment tool for prospective families, staff members, and supporters.</p> <p>Publications students will be expected to document the entire school year. This will involve attending sports events and special events (Coffeehouse, concerts, plays, field trips, etc.) that occur outside of class and after school hours. The work will be distributed as evenly and as fairly as possible among all the students taking the class.</p>                                  |          |           |                                    |
| <b>Sculpture</b>   | HSFA6101 | Semester  | Credits: 0.5                       |



|  |          |          |                             |
|--|----------|----------|-----------------------------|
|  |          |          | (Fine Arts)                 |
| <p>In this Sculpture course, each student will come to understand how God and visual art relate together, in creativity, skill, and in use, while developing the skills specific to sculptural 3D work. Students will continue to learn how to apply the elements and principles of design in their own sculptural work. That each student will learn to explore in depth a variety of forms of sculpture including relief, additive, subtractive, and assemblage sculpture. Materials that students use will vary, however, cardboard, clay, and wire will likely all be used as they are readily available.. Each student will further develop skills in looking at and critiquing works of sculptural artwork including their own. Each student will come to a greater appreciation of Art as it pertains to works in 3 dimensions.</p> |          |          |                             |
| <b>Videography</b> (not offered in 2023-2024)  | HSEL8205 | Semester | Credits: 0.5                |
| <p>High School Videography is a one semester course designed to provide students with introductory training in digital media production. This course covers the following: introduction to the history of cinema and film appreciation, filming with smartphones and digital SLRs, capturing and editing digital audio and video, lighting, introduction to special effects, and rendering. Instruction will include basic development of story treatments, story-boarding, script writing, and production concepts. Students will use their own equipment and school-owned equipment, and various components of the Adobe Creative Cloud suite of programs, including Premiere Pro and After Effects.</p>   |          |          |                             |
| <b>Digital Photography</b> (not offered in 2023-2024)  | HSEL8301 | Semester | Credits: 0.5<br>(Fine Arts) |
| <p>The ICSV high school Photography class is a semester-long course that explores the field of photography, with an emphasis placed on digital photography using smartphones. Content that will be explored includes the following:</p> <ul style="list-style-type: none"> <li>● Is photography art?</li> <li>● What choices does the photographer make before pressing the shutter?</li> <li>● The history of photography</li> <li>● Visual elements of design</li> <li>● Composition</li> <li>● The exposure triangle</li> <li>● Photojournalism</li> <li>● Portrait photography</li> <li>● Landscape and nature photography</li> <li>● Commercial photography</li> <li>● Using smartphone cameras</li> </ul>  |          |          |                             |



Students will also learn basic Adobe Lightroom and Photoshop skills, including

- Photo retouching
- Working with layers
- Working with selections
- Layer masks and channels
- Typography in photos
- Compositing
- Working with camera raw
- Preparing images for print and the Internet

Emphasis is placed on developing key digital communication skills including design, project management, research and communication, and graphic design technical skills through hands-on projects using cameras and smartphone cameras and the Adobe Creative Cloud suite of software.

|              |          |          |              |
|--------------|----------|----------|--------------|
| <b>Choir</b> | HSFA6301 | Semester | Credits: 0.5 |
|--------------|----------|----------|--------------|

In this course students will explore, develop and enjoy music through listening assignments, singing technique, music theory, sight-sing through the fixed-do solfege system, singing choral arrangements in 4 part harmony and performing through concerts. Students will explore the way music has influenced history, the world, and their own specific cultures. The ICSV Fine Arts program strives to use music to glorify God, to be good stewards of the gifts God has given us and to give students an expressive outlet to impact the world and their community in a positive way.

|   |  |               |              |
|---|--|---------------|--------------|
| <b>IB Art (Standard and Higher Level)</b> | SL 11 - HSFA6612<br>HL 11 - HSFA7711<br>SL 12 - HSFA6622<br>HL 12 - HSFA6621 | Two Year-Long | Credits: 2.0 |
|---|--|---------------|--------------|

IB Visual Arts focuses on three components; the Comparative Study is a critical investigation that explores artists and their artworks from various cultural contexts. The Process Portfolio is a visual representation of the student's artistic experience and journey. The Exhibition acts as the final exam for the students' two-year art experience.

IB Visual Arts is a mostly self-directed course. While students are provided with a set standard of requirements to meet, the content of those requirements is largely determined by the students. During the first year of the program, students are exposed to the three grading components of the program and are provided with the foundational knowledge in order to set them on the path for independence.

During their second year, students are introduced to the curatorial process and continue to progress in the development of their own work. The culmination of the class is the exhibition where students present a selection of their best work in the form of a final curated show.



## Electives

|   |                      |                  |              |
|---|----------------------|------------------|--------------|
| <b>Student Services A or B</b>  |                      | Year-Long        | Credits: 0.5 |
| <p><i>Prerequisites: Application, Teacher reference and/or Administration Approval</i></p> <p>This course is designed for grade 11 &amp; 12 students who have been pre-approved for the course. Students are expected to fulfill duties and responsibilities common to school-related offices; to have skills for effective communication and information management in an office or classroom environment; and to understand ramifications related to privacy, values, and ethics in an office and/or classroom environment. Students may take 1 credit during their high school enrollment unless otherwise approved by administration. This course may not be substituted for any required course and will be counted as an elective. Students have the option of Student Services A which is part time but yearlong and culminates to be .5 elective credits per year or Student Services B that is full time for one semester and culminates to be .5 elective credits per semester.</p> <p>Students who do not complete a full year of Student Services A will not receive any credit.</p>                    |                      |                  |              |
| <b>Web Design</b>   | HSEL8202             | Semester         | Credits: 0.5 |
| <p>Everyone spends a large amount of time on the Internet and World Wide Web every day, using apps and services to be productive, socialize and entertain themselves. In this course you will learn how the Internet works, how to create your own content on your PC or MacBook device, and how to upload it so others can enjoy it.</p> <p>This course will serve as an introduction to front-end web development concepts, including:</p> <ul style="list-style-type: none"> <li>• Coding with HTML, CSS, and JavaScript.</li> <li>• Using Bootstrap as a framework for developing responsive, mobile-first websites.</li> <li>• Utilizing jQuery to extend JavaScript and make websites interactive.</li> <li>• Using git and GitHub for collaboration and version control.</li> </ul> <p>If time permits we will cover some back-end development concepts, including</p> <ul style="list-style-type: none"> <li>• Using node.js to manage back-end web services.</li> <li>• Working with APIs.</li> <li>• Managing SQL databases on web servers.</li> <li>• Hosting and deploying web applications.</li> </ul> |                      |                  |              |
| <b>TOK</b>  | HSEL9611<br>HSEL9621 | Two<br>Year-Long | Credits: 1.0 |
| <p>Theory of knowledge is a two year course part of the IB core. The main question in TOK is “How do we know”? The course encourages students to think critically about the subjects they are studying rather than passively accepting what they are taught. The goal of the course is to teach critical thinking.</p>  |                      |                  |              |



Critical thinking involves such things as asking good questions, using language with care and precision, supporting ideas with evidence, arguing coherently and making sound judgements. TOK is strongly connected to the mission statement of IB education. TOK focuses on discussions that lead students to intercultural understanding and respect of other cultures. TOK is also a subject that wants to encourage students to learn for life. The subject should make students curious and show them that there is so much more to know and discover; that knowledge about this world is everything, but not black and white. TOK is also an essential topic to lead students to an understanding and respectful contact with people with different opinions or ways of life. The students will focus first on their own knowledge experience, afterwards they will go through the following topics and themes:

Themes:

- Knowledge & Technology
- Knowledge & Religion
- Knowledge & Politics
- Knowledge & Language
- Knowledge & Indigenous societies

Areas of knowledge:

- History
- Arts
- Mathematics
- Natural sciences
- Human sciences

**CAS**

Two  
Year-Long

Credits:

CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressure of the rest of the Diploma Program. The CAS program should be challenging and enjoyable. Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed by IB, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes. The CAS programme formally begins for all Full IB students at the start of the Diploma Programme and continues regularly, ideally on a weekly basis of 2-3 hours, for at least 18 months with a reasonable balance between creativity, activity, and service. All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections. In addition to their weekly engagement students must complete at least one CAS project in their first year of the IB Programme which includes a collaborative work that lasts at least one month with significant outcome. Students are asked to reflect on outcomes and personal learning in 5 reflective essays.

**Creative Writing** (*not offered in 2023-2024*)

Semester

Credits: 0.5



This course is designed as a catalyst for students' originality in written works. This will be a space for students to explore and develop skills in using techniques and strategies in storytelling, poetry, and other creative writing.



## Physical Education

|   |          |          |                          |
|---|----------|----------|--------------------------|
| <b>Physical Education (Grades 9-12)</b>   | HSEL7404 | Semester | Credits: 0.5             |
| <p>We are created in the image of God to bring honor to God in the way we use and treat our bodies. International Christian School of Vienna recognizes that good health includes the physical, mental, social, and spiritual sides of the individual. A quality physical education program should include a wide variety of physical experiences that include activities for the individual and also for groups. We desire that our students would want to pursue physical activity for the rest of their life.</p> <p>In this class, students develop their motor skills by using games and age-appropriate movement drills. As they participate in structured “team oriented” and/or lead-up games for sports such as soccer, volleyball, gymnastics, and basketball, students experience and discuss issues related to participation and personal fitness. In doing so, they develop an appreciation of a healthy and active lifestyle. Students also use the fitness room to learn bodyweight exercises for abs, quads, glutes, chest, biceps, triceps, back. They utilize both the machines and free weights in a proper way.</p> |          |          |                          |
| <b>Basketball</b> <i>(not offered in 2023-2024)</i>   |          | Semester | Credits: 0.5 <i>(PE)</i> |
| <p>This course offers students the ability to build their basketball skills during the off season.</p>  |          |          |                          |
| <b>Soccer</b> <i>(not offered in 2023-2024)</i>   |          | Semester | Credits: 0.5 <i>(PE)</i> |
| <p>This course offers students the opportunity to continue building their soccer skills in the off season.</p>  |          |          |                          |
| <b>Weight Training</b> <i>(not offered in 2023-2024)</i>  |          | Semester | Credits: 0.5 <i>(PE)</i> |
| <p>This elective course focuses on physical conditioning utilizing external weights, natural body weight, and other machines to learn about muscle mass, growth, and conditioning. Weight lifting safety is a central focus of this course.</p>   |          |          |                          |
| <b>Health</b>   | HSEL7401 | Semester | Credits: 0.5             |



God has revealed much about how to treat our bodies, our minds and our relationships with others. With this foundational understanding of the difference and interdependence of physical, mental and social/emotional health, we can examine some of the natural consequences to our health if we disobey God's standards by neglect or abuse. In this course, students focus on their personal behavioral choices and the consequences that may result. They learn to make wise decisions, analyze influences, advocate for themselves and others, and develop health skills that can be followed throughout their lives . Students learn about proper nutrition, stress management and mental health, and the effects of drugs, alcohol, and tobacco on the body.